

Московский государственный институт международных отношений (Университет)
Министерства иностранных дел Российской Федерации

+ аудиокурс

A COURSE
OF ENGLISH
INTERMEDIATE

Е.В. Воевода, М.В. Тимченко

A COURSE OF ENGLISH

STUDENT'S BOOK

INTERMEDIATE



•ПРОСПЕКТ•

**Московский государственный институт международных отношений (Университет)
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A COURSE OF ENGLISH

I N T E R M E D I A T E

Учебник

*Допущено Министерством образования и науки РФ
в качестве учебника для студентов высших учебных заведений,
обучающихся по лингвистическим специальностям*



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Для студентов, а также всех изучающих английский язык.

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Предисловие

Предлагаемый учебник является Разделом I (Section I) учебного комплекса, предназначенного для студентов I курса факультета международных экономических отношений Московского государственного института международных отношений МИД России и для студентов гуманитарных вузов и факультетов, изучающих английский язык по углубленной программе. Учебный комплекс включает: лексико-грамматическую часть (Section I, Section II) и грамматический справочник (Section III).

Цель комплекса — формирование у студентов профессионально значимых речевых навыков: говорения, аудирования, чтения, письма и перевода при соблюдении языковой лексико-грамматической корректности, а также развитие коммуникативной и социально-культурной компетенции. Одной из основных задач авторы считают раскрытие национально-специфического фона функционирования современного английского языка. Разнообразные лингвострановедческие темы во многом рассматриваются с точки зрения подготовки студента к будущей профессиональной деятельности.

Каждый из девяти уроков (Units), предлагаемых для изучения, состоит из трех этапов (Steps) и рассчитан на три недели изучения. Исключение составляют уроки 1 и 5, состоящие из двух этапов и предназначенные для изучения в течение двух недель. Работа над уроком на всех занятиях проводится в рамках единой лингвострановедческой и грамматической темы. Это обеспечивает высокий уровень активизации лексики и грамматики, а также равномерное развитие навыков говорения, чтения, письма и аудирования.

Каждый урок включает в себя 3 текста (в уроках 1 и 5 — по 2 текста), активный словарь, упражнения на первичную отработку и закрепление лексико-грамматического материала и обобщающую дискуссию по изучаемой теме. Тексты и упражнения подобраны таким образом, чтобы дать студентам представление о жизни в Великобритании и США. Обязательной составляющей работы над уроком является сравнение явлений, характерных для стран изучаемого иностранного языка, с подобными явлениями в родной стране студента.

Учитывая профессиональную ориентацию студентов, авторы использовали тексты публицистического характера и отбирали лексику, которая будет востребо-

вана на более продвинутом этапе обучения в профессиональных целях. Критериями отбора лексики являются ее частотность, стилистическая оправданность и профессиональная необходимость. Предложенная лексика может использоваться как базовая для работы над публицистикой профессиональной направленности на этапе ранней профессионализации.

Отбор текстового материала обусловлен тематикой в соответствии с требованиями Программы по английскому языку для студентов факультета МЭО. Тексты, изучаемые в первом семестре, носят информативный характер. Во втором семестре к ним прибавляются фабульные тексты, побуждающие к обсуждению проблем морально-этического характера. При работе над комплексом авторы использовали аутентичные источники, изданные в основном за последние 10 лет.

Авторы выражают глубокую благодарность заведующей кафедрой английского языка № 2 МГИМО Пичковой Л. С. за создание благоприятных условий для проведения экспериментального обучения по предлагаемому учебнику. Авторы также благодарны преподавателям кафедры английского языка № 2 МГИМО за критические замечания и ценные рекомендации, сделанные в ходе экспериментального обучения.

Авторы

UNIT 1

TOPIC: University Education

- GRAMMAR:**
1. The Noun.
 2. The Numeral.
 3. The indefinite pronouns **some**, **any**; the negative pronoun **no** and their derivatives.
 4. The construction **there is / there are**.
 5. **much** — **many** — **little** — **few**.
 6. The Pronoun.





Step I

CLASSROOM ACTIVITIES (1)

GRAMMAR EXERCISES

The Noun. The Numeral

1. a) Read and find the numerals and the plural of nouns.

Oxford is the most popular tourist attraction in Britain, after London and Stratford-upon Avon. Oxford is famous for its university, which is the oldest in Britain and the *third* oldest in Europe. It was founded at the end of the *12th* century. Oxford University has *thirty-five* separate *colleges*. For many *years* only *five* of these *colleges* were for *women*. However, since the late *1970s* nearly all the *colleges* have accepted both *men* and *women*.

Oxford is not only a university city, it is also a market town, where ordinary people live and work. With almost *two million* visitors a year, it is very difficult nowadays for the *residents* of Oxford to live their daily *lives*. Sometimes they feel that the city does not belong to them.

b) Translate the underlined word combinations into Russian.

c) Answer the teacher's questions.

2. a) Say the following nouns in the plural (if it is possible).

Model: — knife (3)
— three knives

1. plane, window, plant, lab, star;
2. path, myth, month; table-cloth; glass, box, bench, bus, match, brush; fence, house, cage;
3. wife, leaf, wolf, knife, half, handkerchief, safe, roof, cliff;
4. child, fish, foot, deer, man, goose, swine, tooth, woman, ox, police, fruit;
5. medium, basis, school-boy, sister-in-law, merry-go-round, passer-by.

3. a) Complete the sentences using the substitution table.

Model: The work was so interesting that I didn't want to stop it.

The	news information advice furniture weather progress luggage traffic work trouble hair fruit	is / was so	important interesting useful good heavy hard great serious beautiful sweet	that...
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4. a) Say as in the model:

Model 1: — my sister / her life
— my sister's life

Model 2: — the book / its pages
— the pages of the book

James / his friends; Alice and Ben / their children; the country / its capital; Ilf and Petrov / their books; the table / its legs; Byron and Shelley / their poems; Elizabeth I / her coronation; Dickens / his novels; the house / its front door; this week / TV programme; my mother's friend / her life-story; the tree / its branches; Tom and Pete / their daughters; these girls / their secrets; France / its industry.

b) Use the suggested word combinations in sentences of your own.

Model: — John / his life
— John's life is dull and uneventful.

5. a) Read and translate into Russian:

Revolution Square metro station; an Antarctic research expedition; the Middle East situation; Edinburgh ['edɪnbərə] music festival; the Nobel [nou'bel] prize winners; the World Trade Organization; the British Atomic Energy Corporation; a Foreign Office representative.

b) Translate into English:

коллекция университетской библиотеки; программа космических исследований; телевизионная развлекательная программа; Всемирный фестиваль молодежи; победители Олимпийских игр; упражнения из учебника грамматики; Санкт-Петербургский государственный университет; консультант отдела справочной литературы.

6. Read aloud:

- 149; 1531; 9078; 502; 3406; 267; 112; 795; 320; 801.
- In 1923; in 1240; in 1601; in 449; in 1147; in 1812; in 1542; in 1700.
- July 4, 1971; on March 26, 1980; October 14, 1066; on January 9, 1905; June 11, 1649; on May 1, 2001; February 12, 1900; on September 7, 1315.

7. Complete the sentences and read aloud:

Pushkin was born in	1147
The Second World War began in	1952
Moscow was first mentioned in the chronicle in	1492
Elizabeth II came to the throne in	1939
Shakespeare ['ʃeɪkspeə] was born in	1812
Napoleon was defeated in Russia in	1564
Columbus reached America in	1799

8. Answer the teacher's questions.**HOME ACTIVITIES (1)****9. Write the plural of the following nouns:** 

1. worker, page, rose, knight, dance; pass, fox, bench, bus, match, brush, house;
2. life, chief, wolf, shelf, safe, hoof, photo, potato, piano, echo ['i:kou], hero;
3. baby, key [ki:], monkey, boy, Lily, family, toy, lily, city, Kitty, Sunday, day;
4. child, fish, foot, deer, man, goose, mouse, swine, tooth, woman, ox, police;
5. medium, basis, school-boy, sister-in-law, merry-go-round, passer-by.

10. a) Complete the sentences. 

There are _____ (226,5 миллиона американцев), and nearly _____ (60 миллионов) of them go to school. This includes _____ (пятилетнюю) Marlene Vogel ['fɔ:gəl] at her kindergarten, _____ (семнадцатилетнего) Leroy Washington at his high school, _____ (двадцатидвухлетнюю) Eliza Davis at her

college and _____ (сорокалетнего) Nick Gregory, who is taking a part-time course in painting. Americans have always believed in _____ (образование), but in a special, American way. _____ (первая/основная задача школ) was to turn _____ (миллионы детей-иностранцев) into Americans. Since they came from _____ (десятков зарубежных стран) it was not easy. American schools were the "melting pot" in which _____ (различия) were forgotten.

b) Write five special and alternative questions.

c) Get ready to discuss the text in class.

11. Translate into English.

A. 1. Где деньги? — Они на полке. 2. Где твоя одежда? — Вот она, она лежит на диване. 3. Советы моих родителей всегда полезны. 4. Мы узнали эти сведения час назад. Они очень важны для нашего доклада. 5. Его знание истории было очень глубоким. 6. В комнате моей сестры много мебели, а в моей комнате — только самые необходимые предметы. 7. Погода в Москве часто меняется в течение дня. 8. Какая вчера была погода в Лондоне? — Было тепло и солнечно. 9. Я могу дать тебе только один совет: подумай, прежде чем действовать. 10. Почему ее волосы всегда в беспорядке? 11. Где ваш багаж? Пора его грузить. 12. Твоя новая работа интересная? — Да, очень. 13. На этой улице всегда оживленное движение. 14. Я надеюсь, что в следующем месяце вы сделаете успехи в учебе. 15. Есть какие-нибудь новости из дома? — Нет.

B. 1. Расскажи мне о жизни твоего брата. 2. Волосы Анны короткие, но красивые. 3. Дом моих родителей находится на Лесной улице. 4. Свадьба Елизаветы II состоялась в 1947 году. 5. Завтрашняя телепрограмма должна быть очень интересной. 6. На прошлой неделе Алиса сделала доклад о промышленности Шотландии. 7. Дети Петра и Дениса ходят в детский сад. 8. Романы Диккенса и Тэккерея (Thackeray) были очень популярны в XIX веке. 9. Эдна — студентка университета. Она часто работает в университетской библиотеке. 10. Во вчерашней газете я прочитал список Нобелевских лауреатов за этот год. 11. Лектор рассказал о программе космических исследований России на 2005 год. 12. В прошлом году двое моих однокурсников участвовали во Всемирном фестивале молодежи.

12. a) Listen to the text *Our University*. Read it after the speaker.

b) Get ready to read the text aloud in class.

c) Give the English for the following words and word combinations.

Write out the sentences illustrating them. 

готовить кадры; вступительные экзамены; обеденный перерыв; доступ в Интернет; ранг Цпосла; со всего мира; москвич; мультимедийная лаборатория; общежитие; автомобильная стоянка; находиться в ведении; персональный компьютер; готовиться к занятиям; с нетерпением ожидать чего-либо; заниматься спортом; читальный зал; заместитель декана; проректор; абитуриент; выпускник университета; передай привет (кому-либо).

CLASSROOM ACTIVITIES (2)

13. Discuss the problems raised in exercise 10.

GRAMMAR EXERCISES

"some – any – no" and their derivatives

14. a) Read and underline:

- *the indefinite pronouns or their derivatives*
- *the construction there is / there are (in different tense-forms).*

* * *

This is what different people who live in Oxford think about the city.

- **Simon Perin is a second year undergraduate at Merton College, one of the oldest Oxford colleges, which was founded in 1264.**
'Oxford is a great place to be as an undergraduate but sometimes you almost feel you are living in a goldfish bowl. Everybody wants to see what Oxford students look like and how they live!'
- **Milagros Santos from Brazil is a student at a language school in North Oxford, where she is studying for her FCE (First Certificate in English examination).**
'I like Oxford. There is so much history here. The buildings and the river are beautiful. There is anything you like here – good shops, restaurants and cinemas. There are parties every night and I sometimes go to them. In fact, I think Oxford is more fun than London.'
- **Jack Peters, who works in a car factory in Cowley, a suburb of Oxford, has lived in Oxford for twenty years.**
'Oxford has changed a lot. There weren't so many tourists in the 1980s. But now in the summer it's dreadful. There are cars and people everywhere and hundreds of tourists. Oxford isn't the same any more.'

b) Answer the teacher's questions.

15. React as in the model. Use the hints.

Model: T – Sue wants to make a cake. (butter)
St – She needs some butter for the cake.

flowers	wine
snack	furniture
advice	sleep

16. Repeat and add a sentence logically connected.

Model: T – Jack hasn't got any English books. (to buy)
St – Jack hasn't got any English books. He should buy some.

to get	to read
to buy	to listen to
to borrow	to find
to earn	to learn

17. Answer as in the model and add a sentence logically connected:

Model: T – Which bus do I have to catch?
St – Any bus. They all go to the centre.

18. Complete the sentences with the derivatives of some, any, no.

1. This language isn't easy to learn. _____ can learn to speak it in a very short time. 2. Classes were over and there was hardly _____ in the classrooms. 3. Where shall we go after classes? – I'm awfully hungry. Let's go _____ for a meal. 4. I'm going out now. If _____ phones, tell them I'll be back after 8 o'clock. 5. The travellers slept in a park because they had _____ to stay. 6. Why are you looking under the table? Have you dropped _____? 7. Brenda slaves at her books for hours on end. She never goes out _____. 8. There is _____ at the door. Will you go and see who it is?

There is / there are ↔ It is / they are**19. Paraphrase using *there is / there are*. Explain the difference between the two sentences:**

Model: T – The park is next to the underground station.
St – There is a park next to the underground station.

(The first sentence says where the park, a particular one, is. The second sentence says what is next to the underground station – some park.)

20. Answer the questions using *there is/there are* and *across from, around the corner from, between, next to*.

Model: T – Excuse me, is there a hospital in this neighbourhood?

St – Yes, there is. There is a hospital in Queen's Street, across from the school.

1. in Main Street / the park; 2. in Princess Street / the bank; 3. in Cherry Lane / the library and the gifts shop; 4. in Marshall Street / the parking lot; 5. in King Street / the butcher's; 6. in Portsmouth Road / the supermarket and the news-agent's; 7. in Blackrock Road / the health centre; 8. in Crawford Street / the dance-hall; 9. in St. James' Street / the university library.

21. Answer the questions using *there is / there are* and *some, no, not enough, not any, not many, not much, not a single*.

Model: T – Is there enough soup in her plate?

St – No, there is not enough soup in her plate.

TEXT 1. Our University.

Cross-cultural Notes:

1. the Ministry of Education – министерство образования; the Minister of Education – министр образования
2. the Ministry of Foreign Affairs [ə'feɪz] – министерство иностранных дел; the Minister of Foreign Affairs – министр иностранных дел; the Foreign Office – министерство иностранных дел Великобритании; the Foreign Secretary ['sekɪtrɪ] – министр иностранных дел Великобритании; the State Department – госдепартамент США; the State Secretary – государственный секретарь США
3. Rector – ректор (руководитель высшего учебного заведения); Vice [vaɪs] Rector – проректор; Dean [di:n] – декан (руководитель факультета)
4. Muscovite ['mʌskəvaɪt] – москвич(ка)
5. the Far East – Дальний Восток
6. Central Asia (*also central Asia*) – Средняя Азия
7. the World Web / the Internet – сеть Интернет
8. PC (personal computer) – ПК (персональный компьютер)
9. campus ['kæmpəs] – территория университета или колледжа, студгородок
10. dormitory ['dɔ:mɪtəri] (*Amer.*) / hall of residence ['rezɪdəns] (*Brit.*) – студенческое общежитие; hostel ['hɒstəl] – общежитие, дешевая гостиница (особенно для молодежи и студентов)

11. a grant [grɑ:nt] — 1. стипендия (деньги, выделяемые государством для материальной поддержки студентов); 2. грант (деньги, выделяемые государством или частными лицами и организациями на определенные научные исследования); a scholarship ['skɒləʃɪp] — стипендия (деньги, выделяемые организацией или частным лицом определенному студенту для оплаты учебы и материальной поддержки в период обучения).

Phonetic Notes:

international [ˌɪntə'næʃ(ə)nəl]

Asia ['eɪʃə / 'eɪzə]

laboratory [lə'bɒrətɔːri]

the Caucasus ['kɔːkəsɪz]

multimedia [ˌmʌltɪ'mɪ:dʒə]

personnel [ˌpɜːsə'nel]

* * *



From: Lucy Kovrova
lucykovr@yandex.ru
 To: hildaborell@yahoo.com
 Subject: Dear Hilda
 Date: Thu, 9 Sep 200...

Dear Hilda,

This is my first e-mail message to you from Moscow. I've got great news to tell you — I'm a university student! You remember I once told you about my dream to become an economist. Well, in July I took entrance exams to Moscow State Institute of International Relations. (In fact, it is a university.) There were a lot of applicants and the exams were rather difficult but I passed them well enough to become a first-year student. Sometimes I don't believe it myself.

Our University is situated in Lobachevsky Street in the South-West of Moscow. It is supervised by the Ministry of Education and the Ministry of Foreign Affairs of the Russian Federation. The University's history goes back to 1944 when it was founded as the first institute to train personnel for the diplomatic service. Besides Russian students there are students from many other countries. The graduates of the University work in different countries. Among them there are prominent statesmen and politicians, economists and businessmen, writers and journalists.

The University is headed by the Rector who has the diplomatic rank of an ambassador. There is also the Vice Rector and several assistants. The faculties are headed by deans, who are aided by assistants.

There are six faculties at the University. The Faculty of International Relations, the Faculty of International Economic Relations, the Faculty of International Law, the Faculty of International Journalism, the Faculty of Political Science and the Faculty of International Business and Management. There are also several Institutes, which have the status of faculties. I am a student of the Faculty of International Economic Relations. My fellow students and I major in economics, finance and commerce. Some students are Muscovites, others come from all over the world. Two students in my class come from Moscow, one is from a small town in the Far East; there is also a girl from the Caucasus and a boy from Central Asia. I am already acquainted with many of my fellow students.

Classes begin at 9 o'clock in the morning and last till two or four in the afternoon. In the middle of the day there is an hour break for lunch. I usually have lunch at the university canteen, but some of my fellow-students go to one of the several snack-bars. After classes students often go to the library or to the multimedia laboratory. The University library is a modern building with a rich collection of books on different subjects. There is also a large reading room with a reference department and a number of PCs. The multimedia laboratory is situated on the fourth floor. It offers all kinds of material, including access to the World Web.

The campus covers a large territory. There is a dormitory (or a hostel), a sports centre, a garage and a parking lot. Our students can do different sports and take driving lessons. I play volleyball twice a week, but I always feel pressed for time. There isn't enough time for everything I'd like to do here. But though there is a lot of homework to do every day and I often revise for my tests till two in the morning, I enjoy my studies here. I am sure that's the kind of life I'm cut out for.

Sorry, the lunch break is over and I must fly. Our lecturers hate it when we are late for classes. I'm going to mail you another message tomorrow. Don't be lazy and mail me a message as soon as you can. I'm looking forward to it. Give my love to your parents.

*Yours,
Lucy.*

ACTIVE VOCABULARY 1

1. **to found** — основывать: e.g. The United Nations Organization was founded in 1945.
2. **a diplomat** ['dipləmət] — дипломат / **diplomatic** [,diplə'mætɪk] — дипломатический, дипломатичный / **diplomatic service** ['sə:vɪs] — дипломатическая служба: e.g. For some time G. Greene was in the diplomatic service. — Некоторое время Г. Грин находился на дипломатической службе. / **diplomacy** [dɪp'lɒməsi] — дипломатия
3. **to graduate (from)** ['grædʒueɪt] — окончить высшее учебное заведение: e.g. Oscar Wilde graduated from Oxford University. / **a graduate** ['grædʒuɪt] — выпускник университета / **to leave school** — окончить школу; **a school-leaver** — выпускник школы
4. **to differ (from)** — отличаться (от): e.g. Your plan does not differ much from our plan. / **different** ['dɪfərənt] — различный, несходный, иной, другой: e.g. Different people have different ideas about happiness. After the incident he felt a different man. / **difference** — разница, различие, отличие, несходство: e.g. It makes a great difference to me. — Это совсем другое дело.
5. **policy** ['pɒlɪsi] — политика (проводимый курс) / **foreign policy** — внешняя политика; **home policy** — внутренняя политика / **politics** ['pɒlɪtɪks] — политика, политические события, политическая жизнь: e.g. He is interested in politics. / **political** [pə'lɪtɪkəl] — политический: e.g. political economy / **politician** [ˌpɒlɪ'tɪʃən] — политический деятель: e.g. W. Churchill was a prominent British politician and statesman.
6. **economy** [ɪ'kɒnəmi] — экономика (хозяйство): e.g. the national economy / **economics** [ˌi:kə'nɒmɪks] — экономика (наука): e.g. Jane studies economics. / **economic** [ˌi:kə'nɒmɪk] — экономический: e.g. the government's economic policy / **economical** [ˌi:kə'nɒmɪkəl] — экономный, экономичный: e.g. Mrs. Brown is an economical wife / **an economist** [ɪ'kɒnəməst] — экономист: e.g. Adam Smith was a prominent English economist.
7. **finance** ['faɪnæns] — финансы: e.g. the Minister of Finance / **financial** [faɪ'nænʃəl] — финансовый: e.g. New York is one of the financial centres of the world. / **financier** [faɪ'nænsɪə] — финансист: e.g. Even as a child, Frank Cowperwood knew he would become a financier.
8. **commerce** ['kɒmə:s] — коммерция: e.g. the American Chamber of Commerce — Торгово-промышленная палата США / **commercial** [kə'mɜ:ʃəl] — коммерческий: e.g. commercial television

9. **head** — голова, глава: e.g. the head of a firm / **to head** — возглавлять: e.g. The delegation was headed by the Minister of Finance.
10. **to assist sb** [ə'sist] (**in / with sth**) — помогать кому-либо, оказывать помощь: e.g. In his work the head of the firm is assisted by managers. / **assistant** [ə'sistent] — помощник, ассистент, заместитель: e.g. assistant manager — заместитель управляющего
11. **department** [di'pɑ:tmənt] — отдел, отделение; управление, департамент; кафедра (в ВУЗе): e.g. the US State Department — Государственный департамент США
12. **a class** [klɑ:s] — 1. класс, группа (в учебном заведении): e.g. There are ten students in my class. 2. занятие, урок: e.g. How many classes do you have every day? / **a classroom** — класс, аудитория: e.g. There is nobody in that classroom. / **in class** — на уроке, на занятиях, в аудитории: e.g. Students cannot wear hats and coats in class. / **before/after classes** — до/после уроков: e.g. After classes many students go to the reading room.
13. **to last** [lɑ:st] — 1. длиться, продолжаться: e.g. Classes last till two or four in the afternoon. 2. хватать на какое-либо время: The food will only last them three days. / **last** — прошлый, последний; в последний раз: e.g. Paul missed the last seminar. When did you see him last? — I saw him last week.
14. **modern** ['mɒdn] — новый, современный: e.g. The gallery has a rich collection of modern art. / **new** — новый (не старый): e.g. Bill's new car is quite modern.
15. **number** — число: e.g. 2, 9 and 15 are numbers. What's your telephone number? / **the number of** — число, количество: e.g. The number of cars in Moscow is growing every year. / **a number of** — ряд, некоторое количество: e.g. There were a number of foreign delegates at the conference. [Обратите внимание на то, что в этом случае глагол употребляется во множественном числе!]
16. **kind** — вид, род, тип: e.g. What kind of music do you prefer? / **all kinds of material** — всевозможные материалы [Обратите внимание на единственное число существительного material!]
17. **access (to)** ['æksɪs] — доступ (к): e.g. Do you have access to these documents?
18. **a lesson** — занятие, урок (*также в перен. значении*): e.g. I'd like to talk to you at the end of the lesson. One of the most important lessons in life is the value of friendship. / **to miss/skip lessons** — пропускать занятия: e.g. Jo's father found out that she'd missed a lot of lessons. / **to give lessons** — давать уроки, вести уроки: e.g. Who gave you driving lessons? / **to teach sb a lesson** — проучить кого-либо, преподать урок кому-либо: e.g. That girl needs teaching a lesson.

19. **a lecture** ['lektʃə] — лекция / **a lecturer** ['lektʃərə] — лектор, преподаватель; **a senior** ['si:njə] **lecturer** — старший преподаватель / **a professor** [prə'fesə] — профессор; **an associate** [ə'souzi,et] **professor** (Ам.) — доцент: e.g. Professor Warren is giving a lecture on the history of diplomacy next week. / **a seminar** ['seminɑ:] — семинар: e.g. If you listen to your lecturers attentively and take notes during the lectures, if you speak at seminars and do all the tests well enough you will easily pass your exams.
20. **a canteen** [kən'ti:n] — столовая (на предприятии, в учебном заведении) / **a snack bar** (**a cafeteria**) — буфет / **to have a snack** — перекусить: e.g. There is some time left before the seminar. Let's go and have a snack.
21. **a student** ['stju:dənt] — студент, учащийся: e.g. My brother isn't a doctor yet, he is still a student. / **a student of English** — человек, изучающий английский язык; **a university student** — студент университета: e.g. Jane became a university student only a few months ago. / **a first-year student** — первокурсник, студент первого курса: e.g. Although Steve is only a first-year student he plays in the university volleyball team. / **a fellow-student** — однокурсник, однокашник: e.g. My fellow-students and I often go out at weekends. / **a classmate** — одноклассник; **a schoolmate** — товарищ по школе: e.g. When did you last see your classmates?
22. **an examination** [ɪg,zæmɪ'neɪʃn] / **an exam** [ɪg'zæm] — экзамен; **entrance** ['entrəns] **exams** — вступительные экзамены / **to take an exam** — держать экзамен, сдавать экзамен; **to pass an exam** — выдержать экзамен, сдать экзамен: e.g. All my fellow-students took winter exams, but not all of them passed the exams; **to fail an exam** — провалить, не сдать экзамен: If you don't work hard you will fail your exam in maths.
23. **to cover** ['kʌvə] — 1. накрывать, покрывать: e.g. It's getting cold. Cover the child with something warm. 2. охватывать, занимать территорию: e.g. The report covered many topical problems. Moscow covers a large territory.
24. **to enjoy** [ɪn'dʒɔɪ] **sth** / **doing sth** — получать удовольствие от чего-либо, любить что-либо: e.g. Max enjoys (listening to) music.
25. **an applicant** ['æplɪkənt] — податель заявления, абитуриент, кандидат, претендент: e.g. Successful applicants will be notified (оповещены) by telephone.
26. **a dream** — 1. мечта: e.g. Mike's dream is to become a businessman. 2. сон: e.g. In her dream she saw herself as a filmstar. / **to dream (about)** — сниться, видеть во сне: e.g. He dreamed (dreamt [dremt]) about home last night. / **to dream of/about (sth)** BUT **to dream of doing something** — мечтать, грезить: e.g. I dreamt of a career in banking. They had the kind of house we could only dream about. She couldn't dream of becoming a student of Oxford.

27. **to be / to get acquainted (with)** [ə'kwemɪd] — быть знакомым (с) / познакомиться (с): e.g. When did you get acquainted with the Robinsons? / **to introduce** [ɪntrə'dju:s] **sb to sb** — представить кого-либо кому-либо: e.g. Let me introduce you to Mrs. Jones. / **to meet sb (imperative)**: e.g. Dad, meet Jack, my fellow-student.
28. **to have lunch (breakfast, dinner/supper)** — обедать (завтракать, ужинать): e.g. We usually have lunch in the university canteen. / **a break for lunch (=a lunch break)** — обеденный перерыв: e.g. The office is closed for lunchbreak from 1 to 2 o'clock in the afternoon.
29. **a library** ['laɪbrəri] — библиотека / **a librarian** [laɪ'brɛəriən] — библиотекарь / **a reading-room** — читальный зал / **a reference** ['refərəns] **department** — отдел справочной литературы / **reference literature** — справочная литература

Expressions

- to be situated** — располагаться, быть расположенным: e.g. London is situated in the south of England.
- to go back to** — восходить к... / относиться к... e.g. This manuscript goes back to the 12th century.
- to major (in)** ['meɪdʒə] (Am.) — специализироваться (в): e.g. At college Nick majored in microbiology.
- to be cut out (for sth/to do sth)** — быть созданным (для чего-либо): e.g. Nelly is just cut out to be a teacher.
- to revise for (a test / an exam)** — заниматься, готовиться к контрольной работе, экзамену.
- to be / to feel pressed for time** — ощущать недостаток времени: e.g. Students usually feel pressed for time before examinations.
- to look forward to sth / to doing sth** — с нетерпением ожидать чего-либо: e.g. I'm looking forward to a trip to London.
- to do sports (to take/play sports)** — заниматься спортом: e.g. If you want to be fit, you should do sports regularly.

Prepositions

1. **in** Lobachevsky Street **BUT at** 15 Park Street (**at** Number 15 Park Street)
in 1987; **in** September ___ 1959; **BUT on** October 14, ___ 1066
in the morning, **in** the afternoon, **in** the evening, **BUT at** night

in the middle of

in class BUT at the lesson

2. a report on Literature BUT lectures, exams in economics
on the fourth floor

Special difficulties

to learn — to study — to teach

to borrow — to lend

to finish — to end — to leave — to graduate — to be over

except — besides

too — enough

rather — quite

COMPREHENSION EXERCISES

22. Paraphrase, explain or translate:

1. paraphrase: *There were a lot of applicants...*
2. explain: *... but I passed them well enough to become a first-year student.*
3. paraphrase: *It is supervised by the Ministry of Education and the Ministry of Foreign Affairs of the Russian Federation.*
4. paraphrase: *The University's history goes back to 1944 when it was founded as the first institute to train personnel for the diplomatic service.*
5. paraphrase: *Among them there are prominent statesmen and politicians...*
6. translate: *The University is headed by the Rector who has the diplomatic rank of an ambassador. There is also the Vice Rector and several assistants. The faculties are headed by deans, who are aided by assistants.*
7. explain: *There are also several Institutes, which have the status of faculties.*
8. paraphrase: *My fellow students and I major in economics, finance and commerce.*
9. translate: *... some of my fellow-students go to one of the several snack-bars.*
10. paraphrase: *...I always feel pressed for time.*
11. paraphrase: *... there is a lot of homework to do every day and I often read up till two in the morning...*
12. translate: *I am sure that's the kind of life I'm cut out for.*
13. paraphrase: *I'm looking forward to your letter.*
14. translate: *Give my love to your parents.*

23. Give the Russian for:

university student; an applicant; the diplomatic service; prominent statesmen; politician; fellow-student; university canteen; reference department; a dormitory; to feel pressed for time; to revise for an exam; to be cut out for.

24. Answer the teacher's questions.

HOME ACTIVITIES (2)

25. Get ready to retell Text 1.

26. Insert *some, any, no* and their derivatives. 

1. Are there _____ letters for me? – No, there aren't _____. 2. There is _____ at the door. Can you go and see who it is? 3. Does _____ mind if I open the window? 4. I didn't feel hungry, so I didn't eat _____. 5. Sally was upset about _____ and refused to talk to _____. 6. This machine is very easy to use. _____ can learn to use it in a very short time. 7. I was too tired to do _____ work. 8. Can you give me _____ information about the places of interest in the town? 9. If there are _____ words you don't understand, use a dictionary. 10. With the special tourist train ticket, you can travel on _____ train you like.

27. Complete the sentences with *there is/there are (there was/there were)* or *it*. 

1. The journey took a long time as _____ a lot of traffic. 2. _____ was a loud cry and then _____ was quiet. 3. When we got to the cinema, _____ a queue. _____ a very long queue, so we decided not to wait. 4. We saw a house. _____ was a solid new building. 5. _____ is late today. We'll start the work tomorrow. 6. I couldn't see anything. _____ completely dark. 7. _____ trouble at the club last night. They had to call the police. 8. _____ is great pleasure in getting up early on a fine summer morning. 9. How far _____ from London to Leeds? 10. _____ is a lot of talk about the changing climate. 11. _____ Keith's birthday yesterday. We had a party. 12. I wanted to visit the museum but _____ enough time. 13. " _____ time to go?" "Yes, _____ nearly midnight." 14. A few days ago _____ a storm. _____ a lot of damage. 15. _____ anything on television, so I turned it off. 16. _____ an accident in King Street but _____ very serious. 17. _____ is something I can well understand. 18. Why rush there now, _____ is much too early. 19. _____ is not enough time for walking, let's jump into a taxi. 20. _____ is a secret that everybody knows.

28. Translate into English. 

1. За углом есть школа. Школа находится за углом. 2. В городе несколько театров. Театры находятся в центре города. 3. В театре много детей. Дети сейчас в театре. 4. Существует несколько способов решения этой задачи. Способы решения этой задачи приведены на странице 123. 5. В прошлом году в нашем саду совсем не было _____

птиц. 6. В этой галерее есть несколько картин XVII века. 7. У нас нет достаточно времени, чтобы выгулять собаку. 8. Новый ресторан находится напротив аптеки. 9. В их саду нет цветов, там только старая яблоня и несколько кустов. 10. В чае недостаточно сахара. Добавь немного, пожалуйста. 11. В книге нет картинок. 12. В аудитории не было ни одного студента. 13. В Великобритании существует один частный и около 90 государственных университетов. 14. Напротив университета находятся студенческое общежитие и спортивный клуб. Клуб — между общежитием и библиотекой. 15. В университетском музее есть десятки экспонатов, которые рассказывают об истории университета. 16. Китайский язык сильно отличается от японского. Разве ты не знаешь? Это же два совершенно разных языка. 17. Мне очень жаль, но сегодня не будет никакого концерта. Возможно, он состоится в следующую субботу.

29. Insert prepositions where necessary. 

1. First-year students work hard _____ foreign languages. 2. Alice got a good mark _____ literature _____ the entrance exam. 3. Victor, my fellow-student, is very good _____ maths. 4. At the end of the letter Jane sends her love _____ her friends in her home town. 5. Did you often write to your parents when you were _____ the south? 6. We all enjoy _____ our studies here. 7. Is your brother fond _____ classical music? 8. Students usually have a lunch break _____ the middle of the day. 9. Alice, a student _____ Moscow University, majors _____ philosophy. 10. Students regularly have seminars _____ different subjects. 11. At the next lesson Margaret is going to make a report _____ the History of English Literature. 12. I hope nobody fails the exam _____ English. It is most unpleasant to fail _____ an exam. 13. If a student falls ill and lags _____ the class, the lecturer and the fellow-students will help him. 14. The Browns live _____ Victoria Avenue. — Do you know their exact address? — Yes, they live _____ 3 Victoria Avenue.

CLASSROOM ACTIVITIES (3)

GRAMMAR EXERCISES

30. Choose the right word.

1. After the journey Peter told us about his (experience / experiences). 2. Look, there is (hair / a hair) on your collar. 3. Look at the picture: it is one of Levitan's (work / works). 4. His (experience / experiences) helped him to solve a very complicated problem. 5. In the 1940s many (people / peoples) of Europe fought against fascism. 6. He has a lot of (work / works) to do every day. 7. There were many (people / peoples) at yesterday's conference. 8. John looked at Alice's (hair / hairs) with admiration (восхищение).

31. Insert the proper pronouns and the forms of the verb to be.

1. Where _____ my clothes? — _____ in the closet (стенной шкаф). 2. The police _____ looking for the man who stole a picture from the museum. 3. When we came up to the field, we saw many sheep who _____ eating grass. 4. Politics _____ my grandfather's favourite topic, he can talk about _____ for hours on end. 5. Your jeans _____ dirty. Why don't you wash _____? 6. What _____ the news? — Jack is coming from London tonight. 7. Gymnastics _____ a popular sport. 8. There _____ little furniture in the room, only a few pieces. (Present) 9. The information you brought _____ very important. 10. His advice _____ always useful. 11. Jane's hair _____ long and beautiful. 12. There _____ heavy traffic in the centre of London in the middle of the day. 13. My luggage _____ so heavy that I could hardly carry _____.

much — many — little — few — a little — a few

32. a) Complete the sentences with *much, many, little, few*:

1. ... people go to the Antarctic for a holiday. 2. There is ... furniture in the room, only the most necessary pieces. 3. Please don't make so ... noise. 4. There isn't ... sugar left, go and buy

some. 5. How ... rooms are there in your country house? 6. Max made ... mistakes and passed the examination well. 7. We haven't got ... potatoes. 8. Hurry up, we have ... time left. 9. ... people enjoy walking in rainy weather. 10. ... famous English writers described country life.

b) Translate into English.

1. Мало кто знает о детстве этого музыканта. 2. Нам известно очень немного о жизни этого человека. 3. Многие певцы стремятся (хотят) учиться в Италии. 4. У нас осталось мало молока, походи купи еще. 5. Немногие любят купаться в холодную погоду. 6. Было много сказано о наших достижениях, теперь давайте поговорим о наших проблемах. 7. Не говорите так, вы многого не знаете. 8. Она так много говорит, что я быстро устаю в ее присутствии.

c) Complete the sentences with *much, many, little, few*:

1. I've got ... Spanish books, but not many. 2. Please give me ... water, I'm thirsty. 3. I have ... pictures at home, but they are all very good. 4. In fact, we had to wait ... as John came very soon. 5. If you wait ... longer you will get the results of your test today. 6. There were not many people at the bus-stop at that hour, only ... 7. I know very ... about this writer, better ask somebody else. 8. Unfortunately there are ... books on this problem in our library, you will have to turn to a specialized library.

d) Translate into English.

1. Ты не мог бы немного помочь мне? 2. Боюсь, что от этой работы будет мало пользы. 3. У меня мало времени, но я могу немного рассказать тебе о наших планах. 4. Позвольте мне сказать несколько слов о результатах экзаменов. 5. В этом городе очень немного людей ходит на концерты классической музыки. 6. В этом году у нас мало времени на обсуждение подобных вопросов в аудитории. 7. Очень мало студентов интересуются этой проблемой. 8. Он привел несколько примеров об использовании этого прибора (machine).

33* Answer the teacher's questions using

a) *a lot of, lots of, a good deal of, a great amount of, a great number of, plenty of:*

b) *only a few/a little, not many/ not much, a bit of, little/few.*

34* Complete the sentences with

a) *a lot (of), much or many:*

1. She doesn't have _____ time to herself these days. 2. He's very popular. He always has _____ people at his house. 3. We don't get on very well, as we haven't got _____ in common. 4. You need _____ of courage to be a firefighter. 5. Have _____ new people joined the club this year? 6. I hope we didn't make _____ noise when we came in last night. 7. She's eaten too

_____ sweets so she doesn't feel well. 8. Not _____ children believe in Christmas any more.

b) (a) few (of), (a) little (of), the few, or the little:

1. Although the play is set in Italy, _____ of the characters are Italian. 2. Jim, Bill, and Sue were just _____ those who came to say goodbye. 3. Unfortunately, much of the early history of this country is still unknown. For example, we know _____ about the early patterns of settlement. 5. As it was not cheap, and we didn't have much money, _____ us used to go to the cinema every Saturday. 6. It will take _____ time, but I'm sure you'll learn the rules of cricket eventually. 7. Stephen and _____ his friends were waiting for us in the park. 8. The play was poorly attended, but _____ people who came had a very good evening.

VOCABULARY EXERCISES

35. Listen and draw a conclusion using *to be founded*:

Model: T – In 1945 the countries of the Anti-Hitler coalition and their allies proclaimed the establishment of the United Nations Organization.
St – The United Nations Organization *was founded* in 1945.

36. Answer as in the model and explain why:

Model: T – Are your interests different from your friend's?
↗ They are quite different. I love arts and my friend loves sports.
St –
↘ They are very much the same. We are both fond of music.

37. Answer as in the model, using *any + noun*:

Model: T – What would you like to drink, Coke or mineral water?
St – It makes no difference to me. Any drink will do.

HOME ACTIVITIES (3)

38. Complete the sentences with: 

a) much, many, a lot (of), plenty of:

1. We have _____ time, don't hurry. We'll make it. 2. _____ people were streaming down the avenue despite the late hour. 3. She has gone through _____ in these past years. 4. Life is very dull in these parts. There are not _____ people around. 5. She had _____ hot and cold water and enjoyed a proper bath after a long journey.

b) *little/a little, few/a few*:

6. If he thinks _____ he is bound to change his mind. 7. The journey was dangerous. _____ of them reached the summit. 8. _____ tea won't do harm. 9. _____ did he know about what was to come. 10. _____ by _____ he overcame his timidity. 11. _____ of his friends decided to join him. It was too dangerous. 12. _____ more of that and he thought she would break down. 13. _____ remarks from Michael made her very cross. 14. Ann was taken aback _____. She had not expected the scene. 15. She felt _____ ashamed.

39. Complete the sentences with the words and expressions from the box.

Learn the words and expressions from the box. 

to be good at a subject; to work hard (at sth) (2); to hand in (a paper); to attend classes; to miss classes; to do well in a subject; to lag behind the class; to catch up with the class; to fail an exam; higher education

1. _____ is becoming more and more popular in this country. 2. All the first-year students must _____ their project papers by the end of November. 3. If the applicants _____ the subjects they are going to major in, they have a good chance to become students. 4. During the academic year all students have to _____ so as not _____ the class. 5. They must _____ because if they _____ they will have _____ in order not fail the exams. 6. Most of my friends _____ at college and hope to become good specialists. 7. As a rule, the students who _____, help their fellow-students who have some problems with the subject.

40. Translate into English. 

A. 1. Инспектор, у вас много фактов об этом несчастном случае (accident)? — Боюсь, что у полиции очень мало сведений. 2. Добраться до стадиона было очень легко, так как на улице было не много транспорта. 3. Летом Тому было очень скучно, потому что только немногие его друзья остались в городе. 4. Этим летом было много дождливых дней? — Нет, всего несколько. 5. Туристам музей очень понравился, потому что там было огромное количество произведений современной живописи. 6. У меня очень много работы, и я не знаю, с чего начать. 7. Шерлоку Холмсу не понадобилось много времени, чтобы найти убийцу (murderer). 8. Сколько соли вы кладете в это блюдо? — Совсем немного. 9. Вы написали много статей по этому вопросу? — Нет, немного. 10. Шел сильный дождь, поэтому на улице было мало прохожих.

- В.** 1. Его родители уехали из Варшавы, когда ему было 12 лет. 2. У него хорошие оценки по всем предметам, кроме голландского языка. 3. Моя сестра окончила университет в 1998 году. Она экономист, и ей очень нравится ее работа. 4. В нашем университете есть очень хороший спортивный центр. После занятий многие студенты занимаются спортом. 5. Скажите, пожалуйста, а студенты вечернего отделения могут брать книги в библиотеке? — Да, конечно. У них, как и у студентов дневного отделения, есть доступ ко всем материалам, предлагаемым библиотекой и университетскими лабораториями. 6. История Санкт-Петербургского университета восходит к началу XIX века. Он был основан в 1819 году. Среди выпускников университета немало государственных и политических деятелей, ученых, писателей, журналистов. 7. В каком университете вы учитесь? — Я учусь на первом курсе Московского государственного института международных отношений. Собственно, это университет. Обучение на дневном отделении (day department) длится от 4 до 6 лет. 8. Марлен — студентка первого курса. Она получает стипендию и живет в общежитии. В начале каждого месяца родители присылают ей немного денег. Но ей не всегда их хватает до следующего месяца.

CLASSROOM ACTIVITIES (4)

VOCABULARY EXERCISES

41. Write a translation dictation.

42. Answer the teacher's questions. (*to take/pass exams, to take lessons/a subject/a class, to major in, classmate/schoolmate, fellow-student*)

43. Translate into English. (*to graduate from, to become a university student, to leave school, to major in, a subject, to cover a territory, to borrow books from, a librarian, a reading-room, reference, access*)

44. Answer as in the model and add a sentence logically connected with your answer:

Model: T — What *kind of* music do you like?

St — Oh, I like *all kinds of music*. Everything *depends on* the situation and on my mood.

45. Answer the teacher's questions. (*to have breakfast/lunch, to have sth for breakfast, lunch break, canteen, to have a snack, snack bar*)

46. Paraphrase the sentences using *a number of* or *the number of*.

47. Answer the teacher's questions. (*to be/to get acquainted with sb, to introduce sb/oneself, to enjoy sth/doing sth, to dream/dream, to realize one's dream*)

48. Translate into Russian.


1. Jack presented his *graduation paper* so well that he got his degree with Honours. 2. The university *graduated* 850 students last year. 3. Max's friends got so tired of his tricks that they decided *to teach him a good lesson*. 4. Julie, you swim so well! You must *have taken lessons* from a dolphin. 5. *The subject matter* of my report is *the economic development* of England in the 15th century. 6. The teacher *lectured* the boys for being lazy. 7. Cecily's guardian insisted that she should learn *political economy*, but the girl hated it. 8. John has a great *faculty* for learning languages. 9. He was a man *learned in the law*. 10. Can I be of any *assistance* to you? 11. Is it wise *to commercialize* sport? 12. *TV commercials* often make it impossible to watch programmes. 13. He has some *acquaintance* with German, but does not speak it fluently. 14. Magda is very sociable and has *a wide circle of acquaintances*. 15. Though Mr. Richardson was over 70 he *enjoyed good health*. 16. He laughed *to cover* his nervousness. 17. This book does not fully *cover the subject*. 18. The manager received twenty *applications* for the position. 19. His days are *numbered*. 20. This book is full of *references* to places that I know well. 21. The new governess had excellent *references* from former employers.

49. a) Skim through the text and say in one sentence what the message of the text is. Answer the questions which follow.

Meggie Gan

to sweep (swept) — подметать
bin — урна, мусорное ведро
mature [mə'tʃuə] — зрелый

fee — плата (за обучение)
cancer ['kænsə] — рак (мед.)
income ['ɪnkəm] — доход

 1.5 min



Five nights a week Meggie Gan works as a school cleaner. On a wage of £4.03 an hour, the 18-year-old girl from China sweeps floors, empties bins and washes out toilets.

She does this work willingly in the knowledge that the work will help her to pay for her education. Now she is studying on a scholarship of £9,500 a year at Bruton School for Girls in Somerset. She has just been offered a place at Cambridge, but the fee and living

costs for a foreign student will be £14,000 a year. That's why she works every weekday evening as a cleaner at her school and does a restaurant waitress's job during her holidays. "I am tired sometimes," says Meggie, who has been in England less than 18 months. "But it is a hard year for everyone who wants to go to university. And I think it has made me a more experienced and mature person. I am also proud I am making money for myself and my mother back home."

Three years ago Meggie sent letters to a dozen schools in England. "I began studying English at the age of six," she wrote. "I don't have any difficulties in studying academic subjects in English, and could be treated as normal English students. My father died of cancer and my mother's income is not enough to pay all the school fees. As I consider myself a good student, I hope I can get a scholarship." Thus she was admitted to Bruton School.

* * *

1. Where is Meggie from?
2. How many days a week does Meggie work? Where does she work?
3. Where does she intend to study?

b) Scan the text for details.

c) Answer the teacher's questions.



50 Discuss the following issues:

- what made you choose this particular university and this faculty for studies;
- how you see your future career;
- what kind of work you would like to do after you graduate;
- what qualities are necessary for the profession you have chosen

Use the words and word combinations listed below:

a (bank) manager
 an economist
 a financier
 a diplomat
 a politician
 a businessman
 a businesswoman

to run a company
 to go into business
 to be in the diplomatic service
 to do analytical work
 to assist [ə'sist] sb
 to travel all over the world
 to work in the field of

efficient [i'fɪʃənt]
 hard-working
 intelligent
 smart
 cautious ['kɔ:ʃəs]
 honest ['ɒnɪst]

DO YOU KNOW THAT

- The oldest university in Europe is the **University of Bologna** [bə'lounjə] founded in the 11th century.
- **Oxford University** was established in 1214 when it received a charter from the Pope and by the end of the 13th century four colleges had been founded: University, Balliol, Merton and St. Edmund Hall.
- The word **Oxbridge** stands for Oxford and Cambridge, the two oldest English universities, both founded in the medieval period.
- '**Redbrick**' universities were founded in the late 19th century to feed the growing British industries with engineers. They were built of local material, often red brick, in contrast to the stone of older universities.
- The oldest American university is **Harvard University**, which was founded in 1636 and named after its first benefactor, John Harvard.
- **Ivy League** ['aɪvɪ,li:q] is a group of 8 long-established distinguished colleges and universities of the eastern USA: Brown University, Columbia University, Harvard University, Cornell University, the University of Pennsylvania, Princeton University, Yale University and Dartmouth College. The name goes back to the ivy which grew up the walls of old English universities.

HOME ACTIVITIES (4)

51. Translate into English. Check yourself by the key.

1. Севастополь — старинный русский город.

2. Он расположен на юге Украины.

3. История города восходит к XVIII веку.

4. Он был основан Екатериной II как русская крепость на берегу Черного моря.

5. В Севастополе есть несколько высших учебных заведений, а также ряд техникумов и профессионально-технических училищ.

1. Sevastopol is an old Russian town.

2. It is situated in the south of Ukraine.

3. The town's history goes back to the 18th century.

4. It was founded by Catherine II as a Russian fortress on the Black Sea coast.

5. In Sevastopol there are several universities as well as a number of technical colleges and vocational schools.

6. Количество студентов в городе довольно высокое.
7. Студенты специализируются в области экономики, права, судостроения, машиностроения.
8. Библиотека иностранной литературы расположена в центре Москвы на берегу реки Яузы.
9. Библиотека имеет богатую коллекцию книг почти на всех языках мира.
10. Читатели библиотеки работают в читальных залах, включая зал с доступом в Интернет.
11. В отделе абонементов читатели могут взять книги домой.
12. Библиотека часто проводит встречи с известными учеными, переводчиками и профессорами.
13. Студенты, которые регулярно занимаются спортом, обычно хорошо занимаются в университете.
14. Каждый год тысячи абитуриентов держат экзамены в МГУ.
15. Конкурс, как правило, очень высок.
16. Кандидатов отбирают на основании результатов вступительных экзаменов.
17. Наряду с вступительными экзаменами университеты сейчас учитывают результаты общенациональных государственных выпускных экзаменов.
18. Многие студенты мечтают получить степень магистра, а затем поступить в аспирантуру.

6. The number of students in the town is rather high.
7. The students major in economics, law, shipbuilding, engineering.
8. The Library of Foreign Literature is situated in the centre of Moscow on the bank of the Yauza River.
9. The library has a rich collection of books almost in every language of the world.
10. The readers of the library work in the reading rooms including the reading room with access to the World Web.
11. Readers can borrow books from the lending department.
12. The library often holds meetings with prominent scientists, translators and professors.
13. Students who regularly do sports do well at university as a rule.
14. Every year, thousands of applicants take exams to Moscow State University.
15. The competition is very high, as a rule.
16. The candidates are chosen on the basis of the results of the entrance examinations.
17. Along with entrance exams universities now take into account the results of the national graduation examinations.
18. Many students dream of getting a Master degree and then taking a post-graduate course.



KEYS

Key — 39:

1 — higher education; 2 — hand in; 3 — are good at; 4 — work hard; to lag behind; 5 — must attend classes; miss classes; to catch up; 6 — work hard; 7 — do well in a subject.

UNSUPERVISED EXERCISES WITH KEYS

In the exercises below choose the right word in task A and translate the sentences into English in task B.

1. except — besides

except — за исключением, исключая

besides — помимо, в дополнение к

- A.** 1.... London, the tourists went to York. 2. Everybody ... Charles, agreed to take part in the discussion. 3. What shall we do for the next lesson ... reading the text? 4. I have read all the books advised by the Professor ... the last one. 5. He had nothing for breakfast ... a cup of tea. 6. Did you have anything ... salad for dinner? 7. ... swimming he does skiing and fencing. 8. She does not do any sport ... skating.
- B.** 1. Кто, кроме этих студентов, принял участие в обсуждении? 2. В тот день мы закончили почти весь перевод — кроме последней страницы. 3. Кроме Тауэра туристы побывали в Британском музее и Национальной галерее. 4. Во время своей поездки в Великобританию нам удалось побывать во всех ее частях, кроме Северной Ирландии. 5. Какие еще английские книги, кроме "Повелителя мух" (*Lord of the Flies*), вы будете читать в этом семестре?

2. to borrow — to lend

to borrow (from) — брать займы

to borrow a book from a library — взять книгу в библиотеке

to lend — давать займы

- A.** 1. May I ... your dictionary for a day or two? — I'm sorry, I can ... it to you only for tomorrow. 2. I don't remember who I ... my book to. — Don't you? I ... it from you a month ago. 3. Agnes often ... money from her friends but never ... hers to anybody. 4. You needn't buy this book, you can ... it from the university library.
- B.** 1. Можно мне занять у вас немного денег? 2. Есть люди, которые любят брать на время вещи у друзей, а я никогда не делаю этого. 3. Ты не дашь мне займы 100 рублей до завтра? 4. Сходи и возьми эту книгу в библиотеке. 5. Клара иногда дает деньги займы, но никогда сама ни у кого не занимает.

3. too – enough

too – слишком, чересчур

enough – 1. достаточный;
2. достаточно, довольно

Обратите внимание на порядок слов:

прилагательное / наречие + enough

enough + существительное

e.g. The film was interesting enough. We have enough time.

- A. 1. The sofa is ... for three people to be seated comfortably (big). 2. They haven't got ... to go to Spain for a holiday (money). 3. Let me help you, the box is ... to carry it alone (heavy). 4. Let's go for a swim. The water is ... (warm). 5. Put the bottles into the fridge. The juice is ... to drink in such hot weather (warm). 6. There weren't ... to sit on, so some people had to stand (chairs). 7. We know him ... to trust him (well). 8. The news is unbelievable! It's just ... to be true (good)!
- B. 1. Здесь слишком жарко. Открой, пожалуйста, окно. 2. У нас достаточно времени, чтобы подробно все обсудить. 3. Ребенок слишком устал, чтобы продолжать играть. 4. Он достаточно умен, чтобы все понять. 5. Она достаточно быстро переводит, чтобы закончить статью к пятнице. 6. Было слишком рано звонить Алисе: она еще спала. 7. Нам не хватило на всех книг, поэтому пришлось послать одного из студентов за ними в библиотеку. 8. Марии хватило денег, чтобы купить новое пальто.

4. to finish – to end – to leave – to graduate (from) – to be over

to finish (sth by / with sth) – кончать, заканчивать, завершать (что-либо чем-либо); e.g. They finished (the meeting) by singing the national anthem (гимн).

to end (with / in sth) – кончаться, заканчиваться, завершаться (чем-либо): e.g. The letter ended with the following words: "Give my love to everybody".

to leave school (sometimes: to finish school) – окончить школу

to graduate from college/university/institute – окончить колледж, университет, институт (высшее учебное заведение)

to be over – окончиться [состояние!]: e.g. The lesson is over.

- A. 1. He ... Oxford and went to the East with an archeological expedition. 2. Thousands of teenagers ... school last June. 3. What did the film ... with? 4. Stella ... the London School of Economics and decided to go into politics. 5. There were some urgent papers and I ... work late yesterday. 6. As soon as the lesson ... come to the entrance — I'll be waiting for you. 7. The road ... here. 8. When we came to the theatre, the first act 9. We ... the pie, there is nothing left. 10 He ... his days in peace. 11. We had an excellent dinner, with a glass of old brandy to ... up with. 12. Although I ... school thirty years ago, I still meet my classmates quite regularly.
- B. 1. Как правило, подобные фильмы заканчиваются свадьбой. 2. Как только Берта окончила университет, она поехала работать врачом в Индию. 3. Когда ты собираешься сегодня закончить работу? — Около 8 часов вечера. 4. Когда они пришли, концерт уже закончился и люди выходили из зала на улицу. 5. Хотя мы окончили школу 30 лет назад, мы до сих пор помним наших учителей.

5. to learn — to study — to teach

to learn — учить (что-либо), заучивать, выучивать; e.g. to learn a rule / a language; научиться чему-либо

to study — учить (что-либо), изучать: e.g. to study phylosophy / art

to teach — учить (кого-либо): e.g. to teach students

- A. 1. I am planning ... English Literature next year. 2. How can I ... you? You know more than me. 3. I'd like ... to play tennis. 4. Foreign languages are now ... even in some kindergartens. 5. The girl has hurt her right hand and now she ... to write with her left hand. 6. Mr. Simpson is a lawyer and wants his son ... law.
- B. 1. Прежде чем включить новую стиральную машину, Молли внимательно изучила инструкцию. 2. Наш старый учитель всегда учил нас уважать людей. 3. В прошлом году он учился лучше, чем раньше. 4. Если он не выучит все правила, он не сможет сдать экзамен. 5. Где она научилась так хорошо кататься на коньках? 6. Он изучал эту проблему многие годы. 7. Кто учил тебя английскому языку? — Моя мама. — Она хорошо говорит по-английски, да? — Да, она учила его в институте иностранных языков, а потом работала три года в Англии.



KEYS

1. A. 1- besides; 2 — except; 3 — besides; 4 — except; 5 — except; 6 — besides; 7 — besides; 8 — except.
- B. 1. Who took part in the discussion besides these students? 2. (On) that day we finished doing almost all the translation except the last page. 3. Besides the Tower the

tourists visited (went to) the British Museum and the National Gallery. 4. During our trip to Britain we managed to visit (to see) all its parts except Northern Ireland. 5. What other English books besides *Lord of the Flies* are you going to read this term?

2. A. 1 – borrow; lend; 2 – lent; borrowed; 3 – borrows; lends; 4 – borrow.

B. 1. Can I borrow some money from you? 2. There are people who like borrowing things from their friends, but I never do it. 3. Could (Can) you lend me 100 roubles till tomorrow? 4. Go and borrow this book from the library. 5. Clara sometimes lends money but never borrows it herself from anybody.

3. A. 1 – big enough; 2 – enough money; 3 – too heavy; 4 – warm enough; 5 – too warm; 6 – enough chairs; 7 – well enough; 8 – too good.

B. 1. It is too warm here. Will you open the window, please? 2. We have got enough time to discuss everything in detail. 3. The child is too tired to go on playing. 4. He is clever enough to understand everything. 5. She translates quickly enough to finish the article by Friday. 6. It was too early to phone Alice, she was still asleep. 7. We did not have enough books for everybody, that is why we had to send one of the students to the library to fetch them. 8. Mary had enough money to buy a new coat.

4. A. 1 – graduated from; 2 – left; 3 – end; 4 – graduated from; 5 – finished; 6 – is over; 7 – ends; 8 – was over; 9 – have finished; 10 – ended; 11 – finish; 12 – left/finished.

B. 1. As a rule, such films end with a wedding. 2. When Bertha graduated from university, she went to India to work as a doctor. 3. When are you going to finish work today? – At about 8 in the evening. 4. When they came, the concert was over, everybody was going out of (was leaving) the concert hall. 5. Though we left school thirty years ago, we still remember our teachers.

5. A. 1 – to study; 2 – to teach; 3 – to learn; 4 – taught; 5 – is learning; 6 – to study.

B. 1. Before turning on the washing machine, Molly carefully studied the instruction. 2. Our old teacher always taught us to respect people. 3. Last year he studied better than this year. 4. If he does not learn all the rules, he will not be able to pass the exam. 5. Where did she learn to skate so well? 6. He studied that problem for many years. 7. Who taught you English? – Mother did. – She speaks English well, doesn't she? – Yes, she does. She learned/studied it at the Institute of Foreign Languages and then worked in England for two years.

UNIT 2

TOPIC: Home and Family

- GRAMMAR:**
1. The Indefinite Tense-forms.
 2. The Adjective.
 3. The Adverb.
 4. Degrees of comparison of adjectives and adverbs.





Step I

CLASSROOM ACTIVITIES (1)

GRAMMAR EXERCISES

The Indefinite Tense-forms

- 1.** a) Read and underline the Indefinite tense forms. Explain their use. 

The average English family lives in a semi-detached house with a garden in the south of England. They own their house, which is situated in the suburbs of a large town. The house has three bedrooms. On average they have two children and a pet. Mr. Average works in an office 40 hours a week. He starts at 9.00 in the morning and finishes at 5.30 in the evening. He goes to work by car, which takes him 20 minutes. He doesn't particularly like his job, but there are chances of promotion.

Mrs. Average works locally in a service industry three days a week and doesn't earn as much as her husband. She quite likes her job as it gets her out of the house, she meets people, and it is close to the children's school.

The most popular evening entertainment is watching television or video. After that, the next most popular activity is visiting friends, going to the cinema or a restaurant, or going to the pub. The most popular hobby is gardening and the most popular sports are fishing, football and tennis.

- b) Look through paragraph 2 again and ask general, alternative, disjunctive and special questions. Let your fellow-students answer them.

- c) Answer the teacher's questions.

- 2.** Ask questions to get more information. Pay attention to the time of the action.

Model: T – Bill speaks several foreign languages.

St – How many languages does he speak? What languages does he speak?

3. Confirm the statement if it is right. If it is wrong, disagree and correct it.

Model 1: T – The earth goes round the sun.
St – It does.

Model 2: T – Sue was hungry that's why she refused to eat anything.
St – I'm afraid you are wrong. Sue wasn't hungry that's why she refused to eat anything.

4. Support the conversation as in the model:

Model: T – Our house needs to be repaired.
St – Do you think it will cost much?

to be back to work	to rain	to like	to finish
to be back home	to get married	to cost	to do

5. Offer to do something as in the model:

Model: T – I'm awfully hungry.
St – I'll give you a sandwich and a cup of tea.

6. Disagree and give your reasons paying attention to the time of the action.

Model: T – Jenny missed a lot of classes last month.
St – I'm afraid you are mistaken. She didn't miss any classes last month. She attended classes regularly because she didn't want to fail her exams in winter.

7. Express doubt and surprise.

Model 1: T – Edna flew to Spain yesterday.
St – Did she really fly to Spain yesterday? I think she flew to Italy.

Model 2: T – I went to the Library of Foreign Literature after classes yesterday.
St – Didn't you go there last Friday?

yesterday	in summer	last week
on Tuesday (Monday...)	last spring	last month

8. Answer as in the model:

Model: T – What did you do when you woke up yesterday?
St – When I woke up yesterday I got up and had breakfast.

9. Translate into English.

10. Paraphrase as in the model:

Model 1: T – When Jim was a child he was shy. Now he isn't shy.

St – Jim *used to* be shy, but now he is not.

Model 2: T – I didn't like coffee when I was a teenager. (to drink tea)

St – *Did you use to* drink tea?

1. to go to bed early; 2. to miss classes; 3. to take long trips; 4. to smoke secretly; 5. to work hard at the beginning of the term; 6. to wear glasses; 7. to go out with boys; 8. to hate school.

HOME ACTIVITIES (1)**11. Translate into English.**

В университете Джимми Крейг (Craig) *изучал экономику и финансы*. По окончании университета он нашел работу в небольшом коммерческом банке на севере Англии. Вскоре он *познакомился* с Фионой (Fiona) Пэджингтон. Она была студенткой третьего курса местного университета и *помогала* в работе своему отцу, который *возглавлял* сеть (chain) супермаркетов в этой части страны. Когда Джимми и Фиона поженились, они сняли (to rent) маленькую квартиру в центре города. Фиона продолжала *учиться*, и зарплаты (salary) Джимми надолго *не хватало*. Их жизнь была *достаточно* тяжела в то время, но они никогда не *занимали* деньги у родителей.

Сейчас Джимми – *заместитель управляющего* банком, а Фиона работает три дня в неделю в офисе своего отца. Им принадлежит дом, который *расположен* в тихом пригороде Лидса (Leeds). В доме много красивой современной мебели, картин и цветов. У Крейгов двое детей, которые учатся в школе. Родители уверены, что оба ребенка хорошо *сдадут выпускные экзамены* и поступят в Оксфордский университет.

12. Complete the sentences using one of the forms of used to. 


Model 1: – I *used to ride* my bicycle to work, but now I go by bus.

Model 2: – What time *did you use to* go to bed when you were a child?

Model 3: – I *didn't use to stay up* past midnight, but now I often go to bed very late because I have to study.

1. Tom _____ (play) tennis after work every day, but now he doesn't.
2. I _____ (enjoy) any physical exercise, but now I exercise for an hour every day.
3. When you were a child, where _____ (go) for a holiday?
4. I _____ (spend) a lot of time with my grandparents, but now I don't often see them.

5. Ann _____ (have) most of her lunches and dinners at restaurants before she got married.
6. I _____ (keep a dog), but now I don't have any pets at all.
7. I _____ (swim) before, but now I go to the pool three times a week.
8. I _____ (attend) classes regularly, but now I do.
9. Nick _____ (live) with his parents, but now he lives with his own family.
10. I _____ (be) interested in ancient history, but now I am.

- 13.** a) Listen to the text *The Taylors. Home and Family*. Read it after the speaker.
 b) Get ready to read the text aloud in class.
 c) Give the English for the following words and word combinations. Write out the sentences illustrating them. 

как многие семьи в Англии; разрабатывать технические проблемы; снижать уровень шума; играть на виолончели / флейте; местный самодеятельный (любительский) оркестр; начальная школа; в пригороде Лондона; быть в восторге; у нее не было особого выбора; младший инженер; с нетерпением ожидать повышения по службе; гостиная; убирать / наводить порядок в комнате; близорукий; робкий; носить очки; с годами; перерасти что-либо; унаследовать музыкальный дар; грубый и неуклюжий; семейная жизнь; полицейский участок; несмотря на это; квалифицированная портниха; шить одежду; красиво обставленная квартира; у них нет ничего общего.

CLASSROOM ACTIVITIES (2)

GRAMMAR EXERCISES

Adjectives and Adverbs: Degrees of Comparison

14. Draw conclusions as in the model :

Model 1: T – Jack is very busy. And what about Tom?

St – Tom is *busier than* Jack now.

Model 2: T – Tim is very friendly.

St – Yes, he is. But his brother is *much/a lot friendlier*.

Model 3: T – Tim is very industrious.

St – Yes, he is. But his sister is *much (far/a lot) more industrious*.

15. Disagree and give your reasons.

Model: T — John is a very diligent student.

St — But he is *not so diligent as* Jim. Jim works *much harder*.

16. Answer the questions as in the model using the hints:

Model: T — Which is the smallest state in the world?

St — The smallest state in the world is the Vatican.

the Pacific Ocean
fog and icebergs

television
Lake Baikal

the Himalayas
the Amazon

the Antarctic
the blue whale

17. Continue as in the model using the hints. (Use the preposition *in* with places and groups of people, organizations; use the preposition *of* for a period of time.)

Model 1: T — Jack is lazy.

St — He is *the laziest student in* the class.

Model 2: T — Yesterday was hot.

St — Yesterday was *the hottest day of* the year.

the hotel
the town

the class
the gallery

Britain
the West End

the week
my life

Reflexive Pronouns**18. Give negative answers as in the model:**

Model: T — Who did this work for you?

St — Nobody, I did it myself.

19. Give advice as in the model using the verbs *to make* and *to buy*:

Model: T — I'm thirsty.

St — Make yourself a cup of tea.

TEXT 1. The Taylors. Home and Family.**Cross-cultural Notes:**

- middle-class** — средний класс (в английской социологии — широкая категория, к которой относят среднюю буржуазию и верхушку мелкой, а также верхние слои интеллигенции, чиновничества и т. п.).

2. **a teacher training college** — педагогическое училище, готовит воспитателей детских садов и учителей начальной школы.
3. **creche** [kreɪʃ] — детские ясли (государственные); **nursery school** — детский сад для детей от 2 до 5 лет (государственный).
4. **technological** [ˌteknə'lɒdʒɪkəl] **revolution** [ˌrevə'lʊːʃn] — (научно-) техническая революция. Термин часто используется, когда говорят о подъеме примышленного производства, вызванного развитием новых технологий.
5. **a detached house** [dɪ'tætʃt] — отдельно стоящий дом / **a semi-detached house** ['semɪdɪ'tætʃt] — дом, имеющий одну общую стену с соседним домом / **a terraced** ['terəst] **house** — дом, имеющий две общие стены с соседними домами / **a rented flat** — квартира, снимаемая у домовладельца / **a 4-bedroom(ed) house** — дом, имеющий 4 спальни. В Великобритании и США категория дома определяется количеством спален, а также его расположением по отношению к соседним домам и районом. И англичане, и американцы предпочитают жить в доме, а не в квартире, снимаемой у домовладельца. Квартиры обычно снимают молодые люди, молодежь.
6. **workshop** — цех. В настоящее время это слово часто употребляется в значении “секция, отделение” участниками различных конференций, семинаров, форумов.
7. **a study** — кабинет, расположенный в доме, квартире. Кабинет в организации или учреждении называется **office**.
8. **a dining** ['daɪnɪŋ] **room** — столовая, обычно расположенная в доме, квартире. Слово **dining room** также употребляется для обозначения столовой в школе (особенно частной), а также в Лондонской коллегии адвокатов (The Inns of Court). На предприятиях, в учреждениях, в учебных заведениях столовая обычно называется **canteen**. Часто это столовая самообслуживания.
9. **to mow** [maʊ] **a lawn** [lɔːn] — подстригать газон. Перед английским и американским домом, как правило, есть лужайка (газон), которая регулярно подстригается. Это — визитная карточка домовладельца.

Phonetic Notes:

reasonable ['riːzənəbl]

client ['klaɪənt]

local ['ləʊkəl]

though [ðəʊ]

comfort ['kʌmfət]

prosperous ['prɒspərəs]

to reduce [rɪ'djuːs]

amateur ['æmətə]

promotion [prə'mouʃn]

cello ['tʃeləʊ]

to provide [prə'vaɪd]

musician [mjuː'zɪʃən]

orchestra ['ɔːkɪstrə]

typical ['tɪpɪkəl]

to worry ['wʌrɪ]

to maintain [meɪn'teɪn]

to inherit [ɪn'hɛrɪt]

to argue ['ɑ:gju:]

to protest [prə'test]

occasion [ə'keɪʒn]

an increase ['ɪnkri:s]

to arrest [ə'rest]

a protest ['prəʊtəst]

to increase [ɪn'kri:s]

energetic [ˌenə'dʒetɪk]

a demonstration [ˌdemə'nstreɪʃn]

* * *



Bill and Carol Taylor are both in their early fifties. They got married twenty-five years ago. They have three children: Sarah, now aged 24, Peter aged 22 and Kate aged 17. As a reasonably prosperous middle-class family living in the south of England they are probably quite like many of the families you will meet if you come to England.

Bill works for a firm which provides advice and materials for health and safety at work, and he is the technical specialist on noise stress. He enjoys his work, including meeting clients and working out the technical problems of reducing noise in factories and workshops, but when he was younger he dreamt of becoming a professional musician, and now he plays the cello regularly in a local amateur orchestra. Bill studied engineering at university. Carol did not go to university but she studied for two years at a teacher training college and taught for four years at a primary school before her eldest child was born.

Bill and Carol met when he was 22 and she was 20. They married two years later and lived first in a rented flat in a London suburb. Carol took it for granted that she would have several children and was delighted when Sarah was born, even though it meant that she had to give up her job. There were no creches in those days, and no part-time work in schools so she did not have much choice.

Two years later Pete was born. A flat with a living room, two bedrooms (one of them tiny) and a small kitchen was too small for a family of four, so they decided to buy a house. In those days housing was much cheaper, but with just one income, it was not easy. Bill's parents lent him some money, and Bill, at that time a junior engineer in a very large firm, looked forward to promotion in the coming 'technological revolution'.

They found a typical semi-detached house, and it was here that Kate was born. Later they moved to a 4-bedroomed house. That is where Bill and Carol still live. There is also a small dining room downstairs, besides the kitchen and living room. The Taylors live in comfort.

The three children attended the local schools, leaving home at about 8:15 in the morning and returning home at about four in the afternoon. At home after school and at weekends they played with friends, joining various groups and clubs, watched television, did not-quite-enough homework, tidied rooms and occasionally helped around the house, ate, read books, mowed the lawn, visited friends they saw every day, listened to music, watched more television and spent a lot of time doing nothing very much.

Carol and Bill are very happily married but like any other couple they had plenty of worries over the children as they were growing up. Sarah was short-sighted and very shy. Wearing glasses seemed to increase her shyness, and occasionally she cried at night because she felt lonely at school. Slowly, over the years, she grew out of her shyness, at least when she was in familiar situations. She worked hard and got quite good marks for her lessons; she had also inherited her father's musical gifts and learnt to play the flute. But she decided that she was not good enough to become a professional player and became a student of geography at a provincial university with a good reputation.

Peter was a cheerful boy, energetic and lazy by turns. From babyhood he tended to be too fat, and since he was always hungry he filled himself with chips, cakes, sweets, coca-cola and other fattening foods. Carol insisted on his eating fruit, not sweets, but he bought sweets with his pocket money anyway. When he was twelve he decided that his pocket money was not enough for his needs. He helped a neighbour build a garage and earned a few pounds, and then he took on a newspaper round. For delivering newspapers four times a week he received four times as much as his weekly pocket money. Bill and Carol advised him to put half his earnings in a saving bank; with the other half he bought rock records. He was still overweight and the doctor insisted that he should exercise, so he began swimming at the local pool, found he was good at it, and became a club and competition swimmer. When Peter left school, he attended some courses in engineering and technical studies at the local College of Further Education while he continued to earn money working part-time in various shops in the area. He joined another swimming club and was often away from home.

Kate grew up to be very clever at her lessons but difficult at school and at home. She had many friends and brought them all home. This was a problem because some of her friends were rude, clumsy and had no sense of the decent rules of family life. She joined demonstrations against destroying the Amazon rain forests. Despite this she continued to do well at school. Kate and Bill argued a lot about politics. One day she was arrested while protesting at a demonstration. Bill went to the police station, where he suddenly found he was more angry with the police than with his daughter. When they came home with her he said, "I never expected myself to get so deeply involved in the world of teenagers."

Carol's parents, David and Gwynneth Williams are Welsh. They are now in their late seventies and live in a small town in South Wales. Bill's mother, Joan, lives in a North London suburb. His father died five years ago, so Joan is a widow. Unlike Bill's father, Joan does not share her son's musical interests. She is a skilled needlewoman who makes all her own clothes and many for her friends; she has a beautifully furnished and maintained flat, and searches London for her other hobby, fine items of porcelain. Joan has many friends who share her interests, but her son and daughter-in-law are not among them. Bill is fond of her, but he knows that they have nothing in common.

ACTIVE VOCABULARY 1

1. **to marry sb** (*syn.* **to get married to sb**) — жениться на ком-либо, выйти замуж за кого-либо: e.g. He got married when he was still a student. **to be married (to sb)** — быть женатым (на ком-либо), быть замужем (за кем-либо): e.g. Who is your sister married to? / **marriage (to sb)** — женитьба, замужество: e.g. I'm related to Bill by marriage.
2. **age** — 1. возраст: e.g. What's his age? / **at the age of (20)** — в возрасте (20 лет), *syn.* **aged** [eɪdʒd]: e.g. He was a man aged 40. / **to be one's/sb's age** — быть в каком-то возрасте: e.g. When I was your age I was already married. / **to be (of) the same age** — быть (одного и) того же возраста: e.g. Our sons are (of) the same age. 2. век, вечность: **(in) the Middle Ages** — (в) средние века; **for ages** — целую вечность, сто лет: e.g. I haven't seen you for ages!
3. **to provide** [prə'vaɪd] (**sb with sth / sth for sb**) — 1. обеспечивать (кого-либо чем-либо): e.g. They provided the boy with a good education. 2. **to provide for a family** — обеспечивать, содержать семью: e.g. You can get married at 20 — if you can provide for your family. 3. **to provide for sth** — предусматривать что-либо: e.g. The agreement provides for students exchange. — В соглашении предусматривается студенческий обмен (обмен группами студентов).
4. **safe** — 1. безопасный, надежный: e.g. Is it a safe place for a holiday? 2. неопасный e.g. Is this dog safe? / **safe and sound** — живой и здоровый; целый и невредимый; / **to be on the safe side** — на всякий случай, для большей верности / **safety** — безопасность, невредимость: e.g. They traveled in safety.
5. **to reduce** [rɪ'dju:s] — 1. снижать, сбавлять, уменьшать, сокращать: e.g. to reduce taxes — снижать налоги; 2. ослаблять, уменьшать: e.g. This medicine will reduce pain in your leg. / **reduction** [rɪ'dʌkʃən] — снижение, уменьшение, сокращение: e.g. The company is offering special price reductions on computers this month.
6. **mean** [mi:n] (**meant, meant** [ment]) — намереваться, иметь в виду: e.g. What do you mean to do further? / **to mean well/ill** — иметь добрые/недобрые намерения: e.g. Susan did not want to hurt your feelings, she meant well. / **meaning** — значение: e.g. This word has several meanings.
7. **to choose** (**chose, chosen**) [tʃu:z — tʃouz — tʃouzn] — 1. выбирать, отбирать: e.g. It is for you to choose which book to take. 2. решать: e.g. He chose to stay where he was. / **choice** [tʃɔɪs] — выбор, отбор: e.g. These people have the choice of whether to buy a house or rent one.

8. **to move** [mu:v] — 1. двигаться, передвигаться: e.g. The boat was now moving swiftly over the water. 2. двигать, передвигать что-либо: e.g. Could you help me move the bookcase away from the wall? 3. трогать, волновать: e.g. His words moved me deeply. / **to move to (a new flat)** — переехать (на новую квартиру): e.g. Jill is moving to Boston next month. / **movement** — движение, передвижение: e.g. He lay there without movement.
10. **comfort** ['kʌmfət] — 1. утешение, поддержка: e.g. This news is a great comfort to me. 2. комфорт, уют: e.g. The Taylor children live in comfort. / **comfortable** ['kʌmfətəbl] — удобный, комфортабельный; (*syn.* cosy — уютный): e.g. You can comfortably sit in a cosy armchair in front of the fireplace on a cold winter evening. / **convenience** [kən'vi:njəns] — удобство: e.g. modern conveniences / **convenient** [kən'vi:njənt] — удобный, подходящий: e.g. Is it convenient for you to meet at 3 o'clock?
11. **to join** — 1. соединять, сочетать: e.g. to join theory and practice — сочетать теорию и практику; 2. вступить в члены (общества, партии и т. п.): e.g. to join the army — пойти в армию / **to join (in) sb/sth** — присоединяться к кому-либо, входить в компанию: e.g. May I join you in the game? You go home and I'll join you later.
12. **tidy** ['taɪdɪ] — опрятный, аккуратный, чистый: e.g. The house looked very clean and tidy. / **to tidy (up)** — прибирать, приводить в порядок: e.g. I've got to tidy my bedroom.
13. **to increase** [ɪn'kri:s] — 1. увеличивать, вызывать рост, усиливать: e.g. Sunbathing increases your risk of getting skin cancer. 2. увеличиваться, возрастать, расти: e.g. Our costs increased dramatically over the last decade. / **increase** ['ɪnkri:s] — возрастание, рост, увеличение: e.g. Sales have been good despite last year's price increases.
14. **occasion** [ə'keɪʒn] — случай, okazia: e.g. This is not an occasion for a discussion. / **on the occasion of** — по случаю...: e.g. There was a celebration on the occasion of the school's anniversary. / **occasionally** — время от времени: e.g. We go to the theatre only very occasionally.
15. **to insist** [ɪn'sɪst] — настойчиво утверждать, настаивать: e.g. You must see a doctor immediately; I insist. / **to insist on sth/doing sth** — настаивать на чем-то: e.g. Why do you insist on our leaving so early?
16. **to earn** [ɜ:n] — зарабатывать: e.g. How much do you earn? / **to earn one's living (by sth)** — зарабатывать на жизнь чем-либо: e.g. Everyone should have the means to earn their own living.

17. **to attend** [ə'tend] — посещать, присутствовать: e.g. He was born in India and attended high school and medical school in Delhi. / **attendance** — присутствие, посещаемость: e.g. It is a parent's responsibility to ensure children's regular attendance at school.
18. **to destroy** [dis'trɔɪ] sth — 1. разрушать, разбивать: e.g. An earthquake destroyed the town, killing about 2,000 people. 2. уничтожать, истреблять: e.g. Half the world's rainforests have already been destroyed. / **destruction** [dis'trʌkʃən] — разрушение, разорение, уничтожение: e.g. The building must be saved from destruction.
19. **despite** [dis'paɪt] sth — вопреки, несмотря на: e.g. He still loves her, despite the fact that she left him. / *syn.* **in spite of sth**: e.g. In spite of the stormy weather the tourists started out.
20. **unlike** [ʌn'laɪk] — не так как, в отличие от: e.g. Unlike Julia, who is hard-working, her cousin is lazy.
21. **to share** [ʃeə] — 1. делиться: e.g. There is only one copy left, so we'll have to share. I share this flat with five other people. 2. делить, распределять: e.g. The money was shared between five organizations. 3. разделять (мнение, вкусы и т. п.): e.g. I share your opinion.
22. **skill** — мастерство, умение; дар, способность: e.g. The committee needs someone who has some skill in financial planning. / **skilled** — 1. опытный, умелый, искусный: e.g. She is skilled in designing web sites. 2. квалифицированный: e.g. The best performing companies had a high proportion of skilled workers.
23. **to maintain** [meɪn'teɪn] sth — поддерживать что-либо: e.g. It is sometimes hard to maintain the right balance between your work and your home life. / **to maintain a house** — содержать в порядке дом: e.g. It was a lovingly maintained house.
24. **to search** [sɜ:tʃ] (for sth) — 1. искать (что-либо): e.g. Detectives have been brought in to search for clues. 2. обыскивать: e.g. The police have arrested the man after searching his house.
25. **to work** — работать: e.g. She works for a big law firm in the city. / **to work full-time** / **part-time** — работать полный/неполный рабочий день: e.g. When John was a student he used to work part time delivering newspapers every morning. / **to work out sth** — разработать что-либо: e.g. An international peace plan has been worked out. / **work** — 1. (*uncountable*) работа (*syn.* a job — *countable*): e.g. Thank you for all your hard work. Steve is looking for a job. 2. (*countable*) произведение: e.g. This is an interesting work of literature.

Expressions

to play the cello ['tʃelou] (**the flute** [flu:t] / **the piano** ['piɑ:nou] / **the guitar** [gɪ'tɑ:] / **the violin** [vaɪə'lin]) — играть на виолончели (флейте / фортепьяно / гитаре / скрипке)

to play ___ **volleyball** (and other games) — играть в волейбол (и другие игры)

to be delighted — радоваться, быть в восторге

to have something/nothing in common — иметь что-либо общее / не иметь ничего общего

at least — по крайней мере

to help around the house — помогать по дому

to get involved in — быть вовлеченным, втянутым во что-либо

to take sth for granted — принимать что-либо как само собой разумеющееся

Prepositions

either... or... — neither... nor... — both... and...

in one's (late/early) **seventies**

in the suburbs (of); **in** a London suburb

to work for (a firm)

at weekends (*Brit.*) / **on weekends** (*Amer.*)

to buy sth with pocket money

Special Difficulties

couple — pair

familiar — acquainted

various — different

sense — feeling

other(s) — another — the other(s)

to get used to — to be used to — used to do

lonely — alone

to do — to make

hard — hardly

late — lately

near — nearly

Relations

a father, a mother — отец, мать; a stepfather, a stepmother — отчим, мачеха
 a son, a daughter — сын, дочь; a stepson, a stepdaughter — пасынок, падчерица;
 twins — близнецы
 grandparents ['grænpərənts] — дед и бабушка; grandchildren — внуки
 a husband, a wife — муж, жена
 the in-laws: mother-in-law — теща, свекровь
 father-in-law — тесть, свекор
 son-in-law — зять
 daughter-in-law — невестка, сноха
 sister-in-law — золовка, невестка (жена брата)
 brother-in-law — шурина, деверь (муж сестры)
 a widow ['widou] — вдова; a widower ['widouə] — вдовец
 a nephew ['nevju:] — племянник; a niece [ni:s] — племянница
 a cousin ['kʌzn] — двоюродный брат/сестра; a second cousin — троюродный брат/сестра
 an aunt [ɑ:nt] — тетя; an uncle ['ʌŋkl] — дядя
 a bride — невеста (на свадьбе); a fiancée [fi'ɑ:nsei] — невеста (после помолвки)
 a bridegroom — жених; a fiancé [fi'ɑ:nsei] — жених (после помолвки)

Rooms

a living-room — общая комната, гостиная	a kitchen — кухня
a lounge [laundʒ] — гостиная	a bathroom — ванная
a dining-room — столовая	a washroom / a bathroom — туалет (Амер.)
a bedroom — спальня	a toilet (a lavatory) — туалет
a study — кабинет	a bed-sitting room — однокомнатная квартира
a nursery — детская	a balcony ['bælkəni] — балкон

Furniture

a wardrobe ['wɔ:droub] — шкаф	a gas/electric cooker — газовая/электрическая плита
a wall unit — одна из секций мебельной "стенки"	a dishwasher — посудомоечная машина
a closet — стеновой шкаф	a washing machine — стиральная машина
an armchair — кресло	a tap — кран

couch [kaʊtʃ] — кушетка

a sofa — диван

a bookcase — книжный шкаф

a sideboard ['saɪdbɔ:d] — сервант, буфет

a cupboard ['kʌbəd] — кухонный шкаф,
закрытая полка

a standard ['stændəd] lamp — торшер

a sink — раковина (на кухне)

a washbasin ['wɒʃ,beɪsn] — умывальная
раковина

a vacuum ['vækjuəm] cleaner — пылесос

a fridge [frɪdʒ] — холодильник

a hanging lamp — люстра, светильник

COMPREHENSION EXERCISES

20. Paraphrase, explain or translate:

1. translate: Bill and Carol are both *in their early fifties*.
2. paraphrase: As a *reasonably prosperous* middle-class family...
3. translate: a firm which provides ... materials for health and *safety at work*...
4. paraphrase: he is the *technical specialist on noise*
5. paraphrase: Carol *took it for granted* that she would have several children...
6. explain: Carol ... was delighted when Sarah was born, *even though it meant that she had to give up her job*.
7. translate: *There were no creches... and no part-time work* in schools.
8. explain: In those days housing was much cheaper, *but with just one income*, it was not easy.
9. explain: There is also *a small study/dining room* downstairs.
10. translate: *The Taylors live in comfort*.
11. translate: ... they played with friends, ... *did not-quite-enough homework*...
12. translate: Sarah was short-sighted and very shy.
13. paraphrase: *Wearing glasses seemed to increase her shyness*.
14. paraphrase: *occasionally* she cried at night because *she felt lonely at school*.
15. paraphrase: *Slowly, over the years, she grew out of her shyness*.
16. translate: she ... became a student of geography at a provincial university with a good reputation.
17. translate: Peter was a cheerful boy, energetic and lazy *by turns*.
18. paraphrase: ... he *filled himself with* chips, cakes, sweets, coca-cola and other *fattening foods*.
19. paraphrase: ...*he took on a newspaper round*.
20. translate: ...he received four times as much as his weekly pocket money.
21. translate: Bill and Carol advised him to *put half his earnings in a saving bank*...
22. paraphrase: *He was still overweight and the doctor insisted that he should exercise*...
23. explain: ... he ...became a club and competition swimmer.
24. translate: When Peter left school, he attended some courses ... at the local *College of Further Education*.

25. explain: Kate grew up to be very clever at her lessons *but difficult at school and at home.*
26. paraphrase: some of her friends ... *had no sense of the decent rules of family life.*
27. translate: One day she was arrested while protesting at a demonstration.
28. translate: She joined demonstrations against *destroying the Amazon rain forests.*
29. translate: I never expected myself to get so deeply involved in the world of teenagers.
30. paraphrase: *...Joan does not share her son's musical interests.*
31. translate: She is a skilled needlewoman who makes all her own clothes and many for her friends...
32. paraphrase: *...she has a beautifully furnished and maintained flat...*
33. translate: she ... searches London for her other hobby, fine items of porcelain.

21. Answer the teacher's questions.

HOME ACTIVITIES (2)

22. Get ready to retell Text 1.

23. Paraphrase as in the model:

Model: T — Linda is a good painter. Steven is better.

St — He is a better painter than she is.

1. Alex knows a lot of people. I don't know many people at all. 2. My parents were nervous about my motorcycle ride. I was just a little nervous. 3. I had a lot of fun at the picnic yesterday. Mary didn't enjoy it. 4. Felix is absent-minded. His brother Tom is reliable. 5. Lucy is a good singer. But her friend Elsa is a wonderful singer.

24. Translate into English.

1. Старшая сестра Сэма вышла замуж в 20 лет, когда она была студенткой. Хотя ее муж был на год старше, он тоже был студент и не мог *обеспечивать* семью. Они *зарабатывали на жизнь* тем, что по вечерам помогали хозяину (owner) местного ресторана. *Несмотря* на трудности, они были счастливы, хотя это был самый тяжелый период в их жизни. Их доходы (income) *увеличились* только после окончания университета. 2. Когда правительство снизило налоги, Харрелы смогли *переехать* в новый дом. Он был расположен в тихом *пригороде* Лондона. Их новый дом был намного удобнее, чем старый. В нем были все *современные удобства*. Дети Харрелов были в восторге, потому что теперь они могли *вступить* в *местный* теннисный клуб. 3. Все считают, что Джон такой же одаренный (gifted), как и его старший брат. Но *в отличие* от своего брата Джон не любит музыку. Когда он был ребенком, его мать *настаивала* на необходимости уроков музыки. Она считала *само собой разумеющимся*, что дети должны *играть на фортепьяно*. Но Джон никогда не *разделял ее мнения*.



CLASSROOM ACTIVITIES (3)

GRAMMAR EXERCISES

Clauses of Time and Condition. Object Clauses.

25. Answer the questions as in the model:

Model 1: T – What will you do *when* you come home?

St – *When* I come home I'll have dinner.

Model 2: T – What will you do if your friend doesn't answer the phone?

St – If I my friend *doesn't answer* the phone, *I'll go* to see her.

Model 3: T – When will you finish this work?

St – I'll finish this work *as soon as* I *finish* my experiment.

26. Complete the sentences:

Clauses of time and condition

Model 1: T – They will go to the country when...

St – They *will go* to the country when they *finish* their work.

Model 2: T – If you don't want to get into trouble...

St – If you don't want to get into trouble listen to your parents' advice.

Object clauses

Model 3: T – I don't know when ...

St – I don't know when John *will arrive*.

27. Translate into English.

VOCABULARY EXERCISES

28. Express surprise as in the model:

Model: T – I'll have to work late on Friday.

St – Do you *mean* that you won't go to the concert?

1. to go to the university; 2. to join us on the trip; 3. to divorce; 4. to come to the party;
5. to repair my bicycle; 6. to mow the lawn; 7. to make lunch myself; 8. to do it again.

29. Answer as in the models:

Model 1: T – Which of these two books will you choose for your report?

St – There isn't much *to choose* between the two. *Neither of them is good for me.*

Model 2: T – Where shall we go for the weekend?

↗ There is very little *choice*. We can go *either* to Klin *or* to Kaluga.

St –

↘ There is no *choice* at all. We can only go to Klin.

30. Answer the teacher's questions. (to turn, to get involved in, common)**31. Paraphrase using *neither...nor...; either...or...; both...and...*:**

Model 1: T – Father doesn't like such weather. Mother doesn't like it either.

St – *Neither* Father *nor* Mother likes this weather.

(Глагол согласуется с ближайшим существительным!)

Model 2: T – Jill was ill. So was her husband.

St – *Both* Jill *and* her husband were ill.

32. Paraphrase as in the model:

Model: T – Pat is always sure her parents will support all her needs.

St – Pat *takes it for granted* that her parents will support all her needs.

HOME ACTIVITIES (3)**33. Open the brackets and insert the verbs in the proper forms.**

- A. Back in ancient times, most educated people _____ (1-to believe) that the earth _____ (2-to be) round. Aristotle _____ (3-to explain) that when

ships _____ (4-to sail out) to sea, they always _____ (5-to disappear) from sight hull (кормыг) first. On the other hand, ships sailing towards land always _____ (6-to show) their masts first as they came over the horizon.

- B. 1. If I _____ (to stay) in your town some more days, I _____ (to call on) you and we _____ (to have) a good talk. 2. Jess looks different now. When you _____ (to see) him again, you _____ (not to recognize) him. 3. I don't want to go out without you. I _____ (to wait for) you until you _____ (to be) ready. 4. I have no idea when I _____ (to finish) reading this book. 5. Tell me when the meeting of the first-year students _____ (to take) place. 6. He _____ (to open) the door if you _____ (to give) him the key. 7. Try to see him before he _____ (to go) to the university. 8. She _____ (to hope) that she _____ (to do well) in French. 9. He _____ (to start working) as an economist as soon as he _____ (to graduate from) university. 10. I don't know when we _____ (to write) a test in Grammar.

34. Translate into English.

- A. 1. Если ты не будешь регулярно *посещать* лекции, ты не сдашь экзамен по экономике. 2. Я не знаю, кто еще *вступит* в наш клуб, но я надеюсь, что количество членов клуба вскоре *увеличится*. 3. Я не знаю, разрешит ли г-н Робертсон своей дочери поехать на Эльбрус (Elbrus) с однокурсниками. Он всегда говорит, что она должна проводить каникулы в более *комфортабельных* и *безопасных* местах. Когда она станет старше, она поймет, что у него были *самые добрые намерения*. 4. Многие политики утверждают, что, если правительство *понизит* налоги, жизненный уровень (living standards) населения *повысится*. 5. Я не уверен, согласится ли Рита *переехать из пригорода Манчестера* в центр города. Тогда ей придется *отказаться* от прогулок по лесу и многих прелестей (pleasures) жизни в пригороде.
- B. 1. Сара Смит *вдова*. С тех пор, как умер ее муж, она живет *одна*. Хотя ей за *семьдесят*, она полна *энергии*, живет активной жизнью и никогда не чувствует себя *одинокой*. Она сама водит машину, шьет себе одежду, готовит еду, *поддерживает порядок в доме*. Даже если вы очень *внимательно* приглядитесь, вы не заметите пыли на ее мебели. На прошлой неделе она была в гостях у друзей, ходила на концерт, присутствовала на обеде *по случаю* 150-летия местной церкви, *участвовала* в собрании клуба книголюбов (book-club). Сара много читает, общается с друзьями, смотрит телевизор. Несомненно, *образ жизни пожилых людей* сегодня отличается от того, который был сто лет назад.

CLASSROOM ACTIVITIES (4)

GRAMMAR EXERCISES

The Adverb

35. Repeat the sentence and add a sentence logically connected with it. Use the verbs given in the box.

Model: T – George and Hilda have only met once. (know)

St – George and Hilda have only met once. They *hardly* know each other.

hear	speak	change	believe
sleep	say	recognize	eat

Link-verbs with Adjectives

to be	clever, young, old, an actor, a diplomat, etc.	to get	dark, cold, hot, upset, tired, late, etc.
to seem	difficult, strange, etc.	to turn	pale, red, etc.
to look	funny, tired, happy, like sb/sth, etc.	to fall	ill, silent, asleep, etc.
to feel	fine, well, bad, ill, cheerful, etc.	to grow	old, dark, suspicious, bored, angry, etc.
to sound	pleasant, funny, etc.	to go	mad, bad, etc.
to smell	sweet, sour, etc.	to stay	calm, cool, quiet, fit
to taste	bitter, delicious, etc.	to remain	silent, calm, unmoved, friends, enemies, etc.
to become	old, suspicious, dark, an economist, etc.	to keep	still, fine, warm, etc.

36. Read and state whether the verbs given in italics are notional or link verbs. Translate the sentences into Russian.

1. It's *getting* cold, turn on the heating.
2. Children *grow* very quickly.
3. What will *become* of her?
4. Susan *will become* very pretty when she *grows up*.
5. Watch you step! Don't *fall*.
6. When Robert *fell in love* with Mary he lost his head.
7. Shortly before Christmas she *fell ill*.
8. We lost our way and *turned back*.
9. Jenny *turned red*.

when Mike spoke to her. 10. Don't *go out* today, it's raining. 11. Something *has gone wrong* with the computer, it doesn't work. 12. Where did you *get* this wonderful picture? 13. As the argument continued she *got* more and more *excited*. 14. You *don't look well* today, what's wrong with you? 15. *Look* at the palace – its history goes back to the Middle Ages.

37. Explain the reasons as in the model using the words from the box:

Model: T – Why didn't you go to the theatre yesterday?
St – I felt bad. / I didn't feel well.

to feel	to smell	to seem	bad	tired	unpleasant
to look	to sound	to be	well	sad	cold

VOCABULARY EXERCISES

38. Answer as in the model:

Model: T – Why did you send them flowers?

St – I sent them flowers *on the occasion of* their wedding anniversary.

1. graduation; 2. birthday; 3. national holiday; 4. Independence Day; 5. her husband's birthday; 6. their wedding; 7. April Fools' Day; 8. beginning of the term

39. Explain what happened:

Model: T – Why can't you produce the documents? (Molly/some time ago)

St – Molly *destroyed* the documents some time ago.

1. a fire / last month; 2. a hurricane / last year; 4. I / a long time ago; 5. a storm / two days ago; 6. yesterday's news / my hopes; 7. his sudden arrival / yesterday; 8. she / at a party last weekend.

40. Answer the questions. (*suburbs; to buy sth with money; to grow out of sth*)

41. Answer as in the model:

Model: T – John is coming to Moscow. Would you like to see him?

St – *I'd be delighted*. I know about his visit and *I'm looking forward to his arrival / to meeting him*. (OR: *...I'll be looking forward to his arrival*.)

42. Compare as in the model:

Model: T – Is Julie as quiet as her sister?

St – Unlike her sister, Julie is quite energetic.

- 43.** Answer the questions. (*to play the piano/to play sports; to insist on sth/doing sth*)
- 44.** Translate into English. (*to insist on; at least*)
- 45.** Describe the people your classmates know well and let them recognize who you have described. Use the words given in the box.

Face	oval ['ouvəl], round, long, expressive, beautiful (about a woman) handsome (about a man), good-looking, plain (простой, невыразительный), ugly ['ʌɡli] (некрасивый, уродливый)
Eyes	black, brown, green, grey, blue, expressive [iks'presɪv]
Nose	straight, long, short, snub (курносый), crooked ['kru:kɪd] (кривой); hook-nosed (с крючковатым носом)
Lips	thin, full, sensual ['sensʃuəl]
Teeth	small, large, even (ровный), white, yellow
Mouth	small, large, wide, expressive
Hair	long, short, blonde, fair [fɛə] (русые), red, auburn ['ɔ:bən] (медно-каштановый), dark, brown, jet-black
Figure	thin, fat, well-built, slim (изящный), plump (полная, пышная), stout [staut] (полный, крепко сбитый)
Character	energetic, active, optimist(ic), pessimist(ic), kind, good-natured, wicked ['wɪkɪd] (скверный, злобный), mean (скупой, мелочный, придирчивый)

HOME ACTIVITIES (4)

- 46.** Complete the sentences with the adjectives or adverbs given in brackets. 

1. The road is icy, you should drive more _____ (careful / carefully). 2. Why is Jimmy behaving so _____ today? — I'm afraid he is feeling _____ (bad / badly). 3. Your new plan sounds absolutely _____ (perfect / perfectly)! 4. I think you behaved very _____ (selfish / selfishly). 5. I think I'll go home, I don't feel _____ (good / well). 6. One of the passengers was _____ injured in the accident (serious / seriously). 7. Linda looks _____ upset about losing her job (terrible / terribly). 8. It was a serious accident. The driver's injuries were _____ (terrible / terribly). 9. There was a _____ change in the weather (sudden / suddenly). 10. Don't go up the ladder, it doesn't look _____ (safe / safely). 11. Despite the wind the plane landed _____ (safe / safely). 12. Why did you fall behind

the class? — I was _____ ill (bad / badly). 13. Sue frowned and looked at her husband _____ (angry / angrily). 14. Jane cooked an apple-pie _____ for her boy-friend. She hoped he would like it (special / specially). 15. Alice and Steve are _____ married. They always look _____ when they are together (happy / happily). 16. The pudding smells _____ (good / well). 17. This wine tastes a bit _____ (strange / strangely).

47. a) Complete the sentences with the words and expressions from the box. Learn the words and expressions from the box.

go away	own	couple	full-time
giving up	on the other hand	to provide	tiny
other	giving up	choose	no longer
to face	used to	own	independent
elderly	to move into	insist on	were looking forward to
family	move out	instead of	

Grannies

In the story of Bill and Carol Taylor and their children, grandparents are generally absent. Is it true that the British don't care for their _____ (1) people and _____ (2) to put them away into old people's homes and forget them?

Elderly people, either living in their _____ (3) houses or in rented council houses, spend a lifetime establishing their "home". It is the children who will _____ (4) as they grow up; the older people will remain. Young people _____ (5) to universities or colleges, they find jobs in other towns, so that is quite rare to find a parent/grandparent living close by when a young _____ (6) have a baby. Most grandparents would be horrified at the idea of _____ (7) their independent lives to _____ (8) the children's homes and look after their grandchildren _____ (9).

Do grandparents and grandchildren lose a warm relationship because they are living _____ (10) lives? Consider Carol Taylor's parents, David and Gwynneth in Wales. When Carol's babies were born, Gwynneth travelled to London to be with her for a week. Summer holidays were times for the family to come to Wales. David and Gwynneth have three _____ (11) grandchildren, so they have as much _____ (12) life as they can cope with. They would hate to move from a little stone cottage in the village where they have lived most of their lives. Sometimes elderly people _____ (13) living in their _____ (14) homes until they reach the point of needing more or less regular nursing. At this point they or their children look for a place in a Home for Elderly People. Many local authorities _____ (15) "shel-

tered housing", _____ (16) houses or flats where elderly couples live their own lives but where they can always call a trained nurse if they have any difficulties.

4. Bill's mother, Joan Taylor, is now widowed and much more frail than she _____ (17) be. Bill and Carol worry about what to do when she is _____ (18) capable of looking after herself properly. This is a problem many families _____ (19). One solution is to bring the elderly parent home. Psychologically it can be difficult: elderly people often hate _____ (20) their independence and the rest of the family know they may have to face years of ever-increasing restrictions on their freedom _____ (21) greater child-free independence they _____ (22). _____ (23), Grannies and Grandpas can be (or become) much-loved members of the family.

b) Write five questions to the text.

c) Get ready to discuss in class the problem raised in the exercise.

48. Listen to Text 2. Read it after the speaker and get ready to answer the questions (exercise 52).



Step III

CLASSROOM ACTIVITIES (5)

49. Write a translation dictation.

Word building

50. Translate into Russian:

- (verbs) to question, to milk, to water, to chalk, to father; to mother;
- (nouns) export, import, increase, decrease;
- 1. How did it come to your mind *to question* his authority? 2. How many times a day *does Polly milk* a cow? 3. *Water* the flowers before it gets too dark. 4. *Don't chalk* the walls. 5. He was quite young, 16 or 17, when he *fathered* a son. 6. In some stories one can read about dogs, which *mothered* babies. 7. Cats *mother* tigers. 8. In recent years there has been a steady *decrease* in the birth rate in Russia. 9. *The increase* of Britain's *export* to the countries of the Commonwealth is growing.

51. Discuss the problems raised in exercise 47.

TEXT 2. Men and Women.

to sew [sou]

perfume ['pæ: fju: m]

delicious [di'liʃəs]

powder ['paudə]

* * *



"Here they are, home from school," said the soft voice on TV. "Uh-oh, look at those shirts. How is mom ever going to get them white again?"

The message was clear. Buy our soap powder, Mrs. America, and you will be a good mother. The next advertisements were not very different. "Buy our frozen food," they said, "or our floor polish, or our perfume. You will be a good cook, a good homemaker, and your husband will always love you."

Fifty years ago, Americans had a clear picture of how they thought a woman should be. The perfect woman was the happy, bright homemaker in one of the new middle-class suburbs. She had a washing machine and a vacuum cleaner to make her work easy. She

had plenty of time to make her home beautiful, cook delicious meals for her husband and children, and be everyone's friend and adviser.

This advertiser's dream of America still exists on TV, but it is far from the real truth. For one thing, one in ten women chooses not to marry at all. And fewer and fewer families now look like the advertisers' picture of a mother, a father, and two children. By 1980, one in every five families in the U.S. had only one parent, and the number of "single-parent families" continues to rise. Women on their own cannot afford to stay at home. They search for work in order to feed their families.

At the same time, the married woman in her beautiful suburban house has begun to feel bored. She is tired of staying at home all day to cook, clean and sew. Many women go out and work outside the home. Finding jobs may help women in some ways, but women still earn much less than men. For every dollar a man can earn, a woman earns sixty cents. And going out to work does not make housework any easier. Women must still cook and clean after a hard day in the office or the factory. Although some American husbands are happy to help, most working women do more than twice as much housework as men.

Changes in the family pattern with women working are not easily accepted by men. On the one hand, many men now believe in equality of sexes, but on the other, most also believe that children may suffer if their mothers work outside home.

What do you do when you are a woman with two young children? You spend a lot of time and energy looking after them. What do you do when you are also divorced and have no money? You earn enough money to feed and clothe the children. What happens if you are also only twenty-four years old, and have hopes and dreams for a better life in the future? You look after the children, go out to work, and go to college, all at the same time. That is Nancy Wesley's way of life.

Nancy gets up at 6:00 every morning, dresses her four-year-old Matthew, and two-year-old Anna, and cooks their breakfast. At 8:00 she takes them to the baby-sitter, who has two children of her own. Then she goes to school, and takes classes from 8:30 until 2:30. At 3:00 she picks up the children, and spends time with them at home. Two hours later, at 5:00, it's time to go to the Wall-mart store where she works in the sports department, selling hunting equipment such as guns and fishing rods. She's home around 10:00, and then she tries to study. On weekends¹ Nancy's ex-husband takes the children, and she works all day on Saturday and Sunday in the store. She's always tired.

There is one thing that keeps Nancy going. She's determined to get her graduate degree, however difficult it is.

"The best thing in my life is the goal of my future, and working for that," she says. The other important thing is the children.

¹ On weekends — American English (*Brit.* at weekends).

"They are super, super intelligent," Nancy says proudly. "It's been tough for them. I feel bad about it. I know I get impatient with them sometimes. Sure, I have regrets about it. I don't want them to do what I did. I want them to graduate and get a good home before they have kids."

Nancy is going to graduate next year, and then, she hopes, she'll get a better job, and have more time for the children. Maybe she'll have time to do some of the things that she did before, like playing tennis, or ice skating. She used to love sports, but she just doesn't have the energy any more.

And who knows? Some day she might even get married again. Her first marriage lasted only two years, and when it ended she was left to pick up the pieces. Next time she'll know better.

"Women have got to know how to look after themselves," she says. "We've got to learn to be more independent."

Nancy has learned the hard way.

ACTIVE VOCABULARY 2

1. **to own** [oun] — владеть: e.g. He owns 3 houses. / **own** — свой собственный: e.g. She needn't borrow your bicycle as she has a bicycle of her own.
2. **goal** [goul] — цель: e.g. Her goal in life was to become a film star.
3. **equal** ['i:kwəl] — равный: e.g. Paul speaks English and German with equal ease. / **equality** [i'kwɒliti] — равенство
4. **divorce** [di'vɔ:s] — развод: e.g. On the same day Mr. Wright told his lawyer to start divorce proceedings. / **to divorce sb** — развестись с кем-либо: e.g. Did Mr. Hill divorce his wife or did she divorce him?
5. **way** — 1. путь, дорога: e.g. The way was long and tiring. 2. способ: e.g. It's not the right way to explain such difficult things to children.
6. **independence** [ˌɪndə'pendəns] — независимость: e.g. When a boy leaves college and begins to earn money he can live a life of independence. / **independent (of)** — независимый (от): e.g. If you have a motor-car you are independent of trains, trams and buses.
7. **to advertise** ['ædvətaɪz] **sth / for sth** — рекламировать что-либо / давать объявление (в газету) о чем-либо: e.g. The company advertised its new washing machine on television. Mrs. Meadows advertised for a servant in the local newspapers. / **advertisement** [əd'və:tɪsmənt] — объявление, реклама: e.g. If you need a nurse for the baby put an advertisement in the newspaper. Advertisement helps to sell goods. / **advertiser** ['ædvətaɪzə] — рекламодатель

8. **responsible** [rɪs'pɒnsəbl] — ответственный: e.g. Isn't she too young for such responsible work? / **to be responsible to sb** — отвечать, нести ответственность перед кем-либо: e.g. You are responsible to the Manager for the cash (наличные деньги). / **to be responsible for sth** — отвечать, нести ответственность за что-либо: e.g. The pilot of the plane is responsible for the passenger's safety. / **responsibility** [rɪs,pɒnsɪ'bɪlɪtɪ] (for sth) — ответственность (за что-либо): e.g. You have a post of great responsibility.
9. **to exist** [ɪg'zɪst] — существовать: e.g. Man cannot exist without water. / **existence** [ɪg'zɪstəns] — существование: e.g. When did this word come into existence?
10. **only** — 1. только: Everybody went to the theatre, only Anna refused to go. 2. единственный: e.g. This is the only right answer to your question. / **an only child** — единственный ребенок: e.g. Joe was an only child in the family and often felt lonely.
11. **to suffer** — страдать: e.g. Since Jenny divorced her husband she has suffered from depression.
12. **prosperous** ['prɒspərəs] — процветающий, преуспевающий: e.g. Japan is one of the most prosperous countries of the world.

Expressions

on the one hand... on the other hand — с одной стороны... с другой стороны...

COMPREHENSION EXERCISES

52. Answer the teacher's questions.

1. What is the message of all TV advertisements (commercials)?
2. What was the picture of a typical American housewife like fifty years ago?
3. Why is the old image of the perfect housewife different from real life?
4. Why does an increasing number of women go out to work?
5. What facts prove the existence of sex discrimination in the U.S.A.?
6. Why is the woman's working day twice as long as that of her husband?
7. How many children has Nancy got? How old are they?
8. How much time does Nancy spend with the children?
9. What does Nancy say about her children?
10. What keeps Nancy going?
11. What are her plans for the future?

53. Find the Russian for:

the message is clear; homemaker; for one thing...; single-parent families; women on their own; to feed and clothe; hunting equipment; ... keeps Nancy going; she'll know better; she's learned it the hard way.

54. Give the English for:

вне дома; испытывать скуку; забирать детей (из детского сада и т. п.); магазин (амер.); удочка; быть полным решимости что-либо сделать; как бы трудно это ни было; цель; длиться.

VOCABULARY EXERCISES**55. Repeat and add a sentence logically connected using *my/your... own*:**

Model: T – The Isle of Man has some features of independence. (parliament)

St – The Isle of Man has some features of independence. It has its *own* parliament.

car	ideas	private jet	room
business	decision	money	television

56. Translate into Russian:

1. King Henry VIII divorced two wives, outlived one wife and executed two. 2. King Edward VIII abdicated (отрекся от трона) in order to marry an American divorcee [divɔ:'si:]. 3. What happens to the soul when it is divorced from the body? 4. The divorce between religion and science was the greatest in the Middle Ages. 5. In his arguments the author of the article divorces form from matter.

57. Answer the questions as in the models:

Model 1: T – Why not ask Sarah to tidy up the room?

St – Oh no, I don't like *the way* she tidies up the room.

Model 2: T – Whose plan do you support, mine or Linda's?

St – *On the one hand* your plan is better, but *on the other hand* Linda's plan is quite good, too.

58. Answer the teacher's questions. (equal, only)**59. Translate into English (way).****60. Answer the teacher's questions. (independent, to exist, to advertise)**

HOME ACTIVITIES (5)

61. Complete the sentences with the link-verbs from the box. 

to feel	to get	to smell	to remain
to look	to become	to sound	to go
to grow	to seem	to fall	to turn

1. As time went by, Agnes' state _____ worse. 2. John is a tall man, his car _____ too small for him. 3. On hearing her aunt's words Emma _____ red. 4. She nearly _____ mad with anxiety as there was no news from home. 5. The hat made him _____ taller. 6. Let's postpone the meeting, I don't _____ well today. 7. He must be displeased, his voice _____ angry. 8. She turned off the light and soon _____ asleep. 9. The powder _____ bitter. 10. No matter how much they argued, they _____ friends. 11. In his childhood George dreamt of _____ a sailor. 12. After two hours of hard work they _____ tired.

62. a) Complete the sentences with the words and expressions from the box.

Learn the words and expressions from the box. 

prosperous	part-time jobs	parents	grants
skilled	full-time	responsibilities	to produce
age	feelings	earning	part-time jobs
sharing	furniture	pocket money	responsibilities
intelligent	prosperous	increasing	search for
grants	on the one hand	suffer	on the other hand
responsibilities	weekly	prosperous	a market
a market	married	age	

Pocket Money

British _____ (1) take money seriously. Children from the _____ (2) of 5 or 6 are normally given _____ (3) _____ (4) — a few pence at first, _____ (5) as they get older. Pocket money is often related to _____ (6) about the house. Pocket money is not considered to be a *payment* for work, but a *right*, and rights go with _____ (7).

Teenage children often take _____ (8) to pay for records, electronic gadgets and so forth. Parents usually have mixed _____ (9). _____ (10), they like to see their children being resourceful and enterprising, _____ (11), they fear that school work will _____ (12).

Here is a good example of how _____ (13) works. Before the war most households needed every penny, so once children started _____ (14), they gave most of their money to the family. In the 1950s Britain steadily began to get more _____ (15). Some teenagers saved their hard-earned money in order to have enough to buy _____ (16), for example, for in those days many _____ (17) young. But what else? Businessmen began _____ (18) clothes in special teenage fashions. Once things became fashionable it was easy. _____ (19) was created.

The teenagers who go to university do not start _____ (20) earning at sixteen, and their students _____ (21), from 18 to 21, are very small. So they have to wear much cheaper clothes and depend more on student _____ (22). In the vacations they _____ (23) _____ (24), and because they are usually _____ (25) and literate they can find more _____ (26), better-paid work.

Here is a dilemma for _____ (27) parents of university students: should they insist that their children learn to live on their student _____ (28) plus whatever they can earn during the holidays – or do they give them money to buy clothes and electronic equipment they want? How much should young people in a _____ (29) society be expected to have? The parents have insisted from an early _____ (30) on “_____” (31) and “value for money”. What now?

b) Write five questions to the text.

c) Get ready to discuss in class the problem raised in the exercise .

63. Translate into English.

1. В начале двадцатого века все американские семьи *имели одну общую черту* – жена не работала *вне дома*. Если женщина работала, это *означало*, что муж не может *содержать* семью. А в 90-х годах двадцатого века уже более 60 процентов женщин имели работу *вне дома*. Этот процесс начался во время Второй мировой войны. Огромное *количество* женщин начало работать электриками, механиками, инженерами, юристами.
2. *Несмотря на то* что положение (ситуация) меняется, большинство женщин все еще находятся у подножия (at the foot) экономической пирамиды (pyramid). Например, в 80-е годы женщины *зарабатывали* только 59% от того, что зарабатывали мужчины. Тогда же значительно *увеличилось* количество женщин, работавших горничными (maid), медсестрами, кассирами и продавцами. Женщины соглашались на эту работу с целью *поддержать* уровень жизни своей семьи.
3. Юрист из Атланты рассказывает: “У моей жены *своя собственная* карьера адвоката. Когда я возвращаюсь домой после *тяжелого* дня, все что я хочу – это отдохнуть. Вместо этого я должен *помогать по дому* или *присматривать за детьми*. Иногда мне приходится уходить с работы раньше, чтобы *забрать* нашего *полторагодовалого (18-месячного)* сына из детского сада (day care centre).

Я за *равноправие* в семье, но многие работающие мужчины должны стать супер-менами, чтобы жить рядом с работающими суперженами.

64. Get ready to retell Text 2.

CLASSROOM ACTIVITIES (6)

65. Discuss the problems raised in exercise 62.

66. Translate into Russian:

1. She *has married off* all her daughters.
2. The village stood in a beautiful place where the waters of two rivers *married*.
3. He cannot take this serious decision himself — he is *under age*.
4. If only we could have the strength of youth and the wisdom of *age*...
5. Tools and weapons dating back to *the Stone Age* were displayed in the local museum.
6. He is *ageing* fast.
7. He died *without providing* for his widow.
8. I *am* already *provided with* all I need.
8. Anna never takes risks. "*Safety First*" has always been her motto.
9. I've lost a button from my jacket. Has anyone got *a safety pin*?
10. *There's going to be a great reduction* in prices in this shop next week.
11. These goods are *by no means* satisfactory.
12. It's a *meaningless* phrase — you are talking nonsense.
13. The story of their sufferings *moved* us deeply.
14. What's your next *move*?
15. *The nearest public conveniences* are in West Street.
16. The two pieces were put together so cleverly that *the join* could not be seen.
17. The beautiful house cost them *a tidy sum of money*.
18. Chopin was a *gifted* pianist.
19. I *fill* my evenings with reading.
20. Rubens *earned a great reputation* as an artist.
21. His accent *argues* him to be a foreigner.
22. Do you *hold any shares* in General Motors?
23. If you don't *maintain prices* you will have to close down the shop.
24. I've *searched my memory*, but I can't remember the man's name.
25. *A search-party* was sent out when the travellers did not return from the mountains.
26. There has been a significant increase in the number of young people who smoke.

67. a) Skim through the text and say in one sentence what the message of the text is. Answer the questions which follow.

interaction [ˌɪntə'reɪkʃn] — взаимодействие

to arrange [ə'reɪndʒ] sth — устроить, организовать что-либо

appropriate [ə'prɒpɪət] — правильный, подходящий

date — свидание

attachment [ə'tætʃmənt] — привязанность

to some extent [ɪks'tent] — в некоторой степени


* * *

control [kən'trɒl]

issue ['ɪʃu:]

initiative [ɪ'nɪʃɪətɪv]

* * *

 (1.5 min.)

American Traditions of Dating

One of the most prominent cultural rituals in America is dating. Although there is no specific age when American boys and girls begin dating, some start as early as twelve years old. In the American context dating is a rather complex way of social interaction. For some teenagers, dating seems to take place without any special stress, but for those who are shy, the whole process can be an agonizing one. Often friends help to arrange meetings between a girl and a boy who seem to like each other but who cannot take the initiative themselves. There are so-called “blind dates” that friends arrange for people who do not even know each other.

One of the biggest questions associated with dating is when to start doing that. That is, when is it appropriate to, for example, kiss the other person? On the first date, the second date or when? The same may be said of sexual relations. Another question is who is going to take the initiative. In the past it was taken for granted that the boy would start by inviting the girl to “go out with him”. Over the years, that custom has broken down to some extent, and it is not unheard of for the girl to be the one who makes the first phone call.

An important issue related to dating is “going steady”. When a couple decides that they will not date other people but only each other, they are “going steady”. Sometimes, one of the partners would like to go steady, but the other would still like to be free to date other people. Some people prefer to go out socially in groups, where there are no special attachments. This is a good way of taking pressure off for those who are not interested in or not ready for dating as such.

Dating often becomes part of the struggle between children and parents for control over the lives of teenagers. Parents usually take the conservative side of the issues such as the use of the car and sexual contact. Teenagers, naturally, have their own ideas on these matters and are famous for their ability to find ways to do what they want, with or without their parents’ knowledge or permission.

* * *

1. When do young Americans start dating?
2. Who can help a shy teenager to arrange a date?
3. What are the most difficult questions teenagers face when they start dating?
4. What is meant by “going steady”?

b) Scan the text for details.

c) Answer the teacher’s questions.


DISCUSSION
68. Discuss the following issues:

- Should people marry young? What is the best age for getting married? Should parents give their consent to their children's marriage?
- What are the responsibilities of husband and wife in a family? Who should be the head of the family? Whose responsibility is it to bring up the children?
- Many young people prefer to live together out of wedlock. How should responsibilities be shared? And if their relationship breaks – who should take care of the children?
- What kind of a person can become your husband / wife?

Use the words listed below:

Physical characteristics	tall short beautiful pretty handsome	blond fair-haired dark-haired blue-eyed dark-eyed	plain slim plump stout well-built
Personal characteristics	intelligent ignorant bright	generous kind-hearted good-tempered	reserved quiet artistic
Religion (optional)	Buddhist ['budɪst] Jew [dʒu:]	Christian ['krɪstjən] Orthodox Catholic Protestant	Moslem, Muslim ['mɜːzlɪm]

DO YOU KNOW THAT

- Queen Victoria (reigned 1837–1901) had nine children. Due to her children's royal marriages she was related to every European royal house and was known as “the grandmother of Europe”.
- King Henry VIII (reigned 1509 –1547) had six wives. He divorced two, beheaded two and outlived one. His last wife outlived him.
- King Edward VIII (reigned Jan. – Dec. 1936) abdicated (отрекся от трона) in order to marry American divorcee Wallis Simpson.

HOME ACTIVITIES (6)

69. Translate into English. 

1. То, что произошло между Аликом и Ниной, было необыкновенно прекрасным чувством.
2. Это был секрет, которым они не хотели делиться с окружающими.
3. Они влюбились друг в друга еще в выпускном классе, а летом оба они сдавали экзамены в университет.
4. Алик хорошо сдал все экзамены и поступил в университет, а Нина нет, потому что был очень большой конкурс.
5. По выходным они тайком встречались и говорили о будущем.
6. По крайней мере, одно было ясно: они не представляли свое будущее друг без друга.
7. В некотором роде эти встречи по выходным были самой счастливой порой в их жизни.
8. Весной Нина обнаружила, что у нее будет ребенок.
9. Алик сказал: "Мы поженимся. Я предполагал сделать это еще зимой, но не хотел говорить об этом со своими родителями."
10. Для Алика это решение означало, что ему придется бросить учебу в университете и искать любую работу.
11. Это был единственный для него способ содержать семью.
12. Он также был уверен, что им придется снимать квартиру, поскольку его родители были против этого брака.
13. Нина была сиротой, и ей некому было помочь, кроме тети.
14. А родителям Алика хотелось иметь невестку из преуспевающей состоятельной семьи.

1. What happened between Alec and Nina was a remarkably wonderful feeling.
2. It was a secret they did not want to share with others.
3. They fell in love with each other in their last year at school and in summer they both took entrance exams to university.
4. Alec passed all the exams well and became a student, and Nina did not, as the competition was fierce.
5. They secretly met at weekends and talked about their future.
6. At least one thing was clear: they did not imagine their future without each other.
7. In a way, these weekend meetings were the happiest time in their life.
8. In (the) spring Nina discovered that she was going to have a baby.
9. Alec said, "We are going to get married. I meant to do it in winter, but didn't want to talk to my parents about it."
10. For Alec that decision meant that he would have to give up his university studies and search for any job.
11. It was the only way for him to provide for the family.
12. He was also sure that they would have to rent a flat as his parents were against the marriage.
13. Nina was an orphan and there was nobody to help her except her aunt.
14. And Alec's parents wanted to have a daughter-in-law from a prosperous family.

15. Было еще много других вещей, которые он не хотел рассказывать Нине.

16. Они переехали в другой город, где Алик начал работать на местной ткацкой фабрике.

17. С одной стороны, Алик чувствовал себя счастливым и независимым, с другой стороны, он скучал по родителям.

18. Единственное, что их поддерживало, было Нинино чувство юмора.

19. Они делили радости и тревоги.

15. There were many other things he did not want to tell Nina about.

16. They moved to another town where Alec started working at the local textile ['tekstail] factory.

17. On the one hand, Alec felt happy and independent, but on the other hand he missed his parents.

18. The only thing that kept them going was Nina's sense of humour.

19. They shared happiness and trouble.



KEYS

Key – 47:

1 – elderly; 2 – choose; 3 – own; 4 – move out; 5 – go away; 6 – couple; 7 – giving up; 8 – to move into; 9 – full-time; 10 – independent; 11 – other; 12 – family; 13 – insist on; 14 – own; 15 – provide; 16 – tiny; 17 – used to; 18 – no longer; 19 – face; 20 – giving up; 21 – instead of; 22 – were looking forward to; 23 – on the other hand.

Key – 62:

1 – parents; 2 – age; 3 – weekly; 4 – pocket money; 5 – increasing; 6 – responsibilities; 7 – responsibilities; 8 – part-time jobs; 9 – feelings; 10 – on the one hand; 11 – on the other hand; 12 – suffer; 13 – a market; 14 – earning; 15 – prosperous; 16 – furniture; 17 – married; 18 – to produce; 19 – a market; 20 – full-time; 21 – grants; 22 – sharing; 23 – search for; 24 – part-time jobs; 25 – intelligent; 26 – skilled; 27 – prosperous; 28 – grants; 29 – prosperous; 30 – age; 31 – responsibilities.

UNSUPERVISED EXERCISES WITH KEYS

1. to do — to make

to do sth — делать, выполнять что-либо: e.g. to do work (an exercise, a translation) — делать работу (упражнение, перевод)

Expressions:

to do a room — прибрать в комнате

to do a bed — убрать, заправить постель

to do one's duty — выполнить свой долг

to do the cooking / washing / shopping / cleaning — готовить еду, стирать, делать покупки, делать уборку

to do sb good / harm — приносить кому-либо пользу / вред

to do sb a favour — сделать кому-то одолжение, оказать услугу

to do sports — заниматься спортом

to do well (at college / in a subject) — хорошо успевать (в колледже / по какому-либо предмету)

to do without sb / sth — обходиться без кого-либо / чего-либо

to do an experiment — поставить эксперимент

to make sth — сделать (создать) что-либо, e.g. to make a shelf — сделать полку

Expressions:

to make a mistake — сделать ошибку

to make a report — сделать доклад

to make a speech — выступить с речью, произнести речь

to make progress — делать успехи

to make a note (of sth) — заметить, отметить что-либо

to make an excuse / to make excuses — искать оправдания, отговорки

to make breakfast / lunch / dinner / supper — приготовить завтрак, обед, ужин

to make tea / coffee — заварить чай, кофе

to make a bed — расстелить постель

to make both ends meet — сводить концы с концами

to make up one's mind — решить сделать что-либо

to make sb angry — рассердить кого-либо

to make sb laugh — рассмешить кого-либо

to make a step — сделать шаг

to make a promise — дать обещание

to make up (a quarrel) — помириться

to make fun of sb — высмеивать кого-либо

to make a fuss — суетиться

to make (a) noise — шуметь

A. 1. You can ... progress only if you ... these exercises regularly. 2. Don't put off till tomorrow what you can ... today. 3. Let her ... the cake herself, she must learn how ... it. 4. Don't ... this mistake again. 5. ... your work first, then you can go for a ride in the park. 6. The family was so poor that they could hardly ... both ends meet. 7. You can ... a very nice summer dress out of this piece of cloth. 8. Don't ... anything until he comes back. 9. Who usually ... the cooking in your family? 10. You look tired. Shall I ... you a cup of tea? 11. Will you ... me a favour and talk to the director about it? 12. I can't ... my mind whether to go or not. 13. I'm sure he will ... his duty. 14. It will ... you a lot of good ... sports regularly. 15. Charles is going ... a report at the next lesson. 16. Take this medicine, it will ... you no harm. 17. Stop ... excuses! You were right in your actions. 18. The President of the company ... a speech at the annual meeting last Thursday. 19. If you ... a promise to return the book in time, I'll give it to you for two days. 20. Why are you ... such a fuss about these red shoes? Can't you ... without them? 21. Stop ... fun of Lucy, she is almost crying. 22. All the experiments ... in this field prove Dr. Johnson's theory. 23. You two quarreled over a trifle (пустяк). You should ... the first step and try to ... up.

B. 1. Я заметила время, когда он пришел. 2. Небольшая прогулка принесет мальчику большую пользу. 3. Если ты солжешь ему, это его рассердит. 4. Дождь заставил нас вернуться домой. 5. Почему ты не хочешь с ним мириться? 6. Интересно, будет ли ей какая-нибудь польза от этого совета? 7. Что тебя так неожиданно рассмешило? 8. Ты ведь обещал помириться с братом, не так ли? 9. Тебе не повредит прислушаться к его советам. 10. Не суетись. Он сделает все возможное, чтобы поставить этот эксперимент. 11. Перестаньте шуметь! 12. Мальчик делает успехи. Если он будет заниматься спортом регулярно, это пойдет ему на пользу. 13. У Бена не всегда хватает времени приготовить завтрак, поэтому он часто завтракает в кафетерии на работе. 14. Эдна очень любит готовить. Она делает лучший кофе, который я когда-нибудь пила. 15. Как многие из ее соседок, Джоанна сама ухаживала за садом. 16. Не уезжай! Мы не можем без тебя! Твои советы так важны для всех нас. 17. Вы не могли бы оказать мне услугу и повесить эту полочку?

2. other(s) — another — the other(s) — each other — one another

other (с последующим существительным) — другой, другие: e.g. Some people like tea, other people like coffee. / Let's meet some other time.

others (без последующего существительного!) — другие: e.g. Some people like tea, others like coffee.

another — еще один, другой (с существительным в единственном числе): e.g. Give me another cup of tea (еще одну). / Give him another book, he has read this one (другую).

the other — второй, другой (из двух): e.g. Jill has two exams next week: one (exam) is on Monday and the other (exam) is on Friday.

Expressions:

the other day — на днях (если действие относится к прошлому)

one of these days — на днях (если действие относится к будущему)

the others — другие, остальные (из известного количества): e.g. Two students of our group are going to the south next summer, the others are going to the Baltic Sea coast.

each other — друг друга/у (из двух): e.g. Bill and his wife looked at each other and smiled.

one another — друг друга/у (из трех и более): e.g. The Browns are a very friendly family, they all love one another.

A. 1. What ... medicine did the doctor prescribe? 2. I would like ... cup of coffee. 3. The bank is on ... side of the street. 4. Some people go to the mountains for a holiday, ... go to the seaside. 5. Only two of my fellow-students failed the exam, ... passed it. 6. ... week and you'll be quite well. 7. What ... books from the list of recommended literature have you read? 8. Anna's got two brothers. One is a doctor, ... is still a student. 9. John and I haven't seen each ... for a year. 10. I don't know Julia Simpson, but I know many ... students from her college. 11. Father, Mother, sister, brother — hand in hand with

B. 1. Эта группа студентов очень дружная. Они все помогают друг другу. 2. На прошлой неделе вы взяли две книги. Сейчас вы возвращаете одну. А когда вы вернете вторую? 3. Одни студенты предпочитают работать в читальном зале, а другие — дома. 4. Эта книга слишком трудная для вас, возьмите какую-нибудь другую. 5. Когда Мэри и Анна встретились, они не могли узнать друг друга. 6. Все уже смотрели этот фильм. Давайте посмотрим другой. 7. Еще один такой тяжелый день — и я этого не выдержу (to stand). 8. Некоторым людям нравится проводить выходные дни за городом, а другие люди предпочитают оставаться дома и смотреть телевизор или спать весь день.

3. to be used to — to get used to — used to do

to be used to sth / doing sth — иметь привычку, привыкнуть к чему-либо: e.g. Jill is used to getting up early.

to get used to sth / doing sth — приобрести привычку, привыкать к чему-либо: e.g. It was difficult for Gerry to get used to working nights.

used to do sth — обычно что-либо делал: e.g. Last summer we used to take long walks in the park.

A. 1. I ... (not) being ordered about. 2. When we moved to a small village in Sussex, I had ... country life. 3. That's just the book I ... read to my son when he was a little boy.

4. Try ... to the idea that you are no longer young and should not take such long walks. 5. The man ... take a nap (вздremнуть) in the afternoon. 6. He will have to refuse that job if he ... (not) working nights. 7. When I was a student we ... arrange parties every month. 8. Did you find it difficult ... driving to work from the suburbs?

- B.** 1. Он был когда-то способным студентом. 2. Разве вы не привыкли много ходить пешком? 3. Вот здесь я когда-то жил. 4. Когда мы переехали на север, мне пришлось привыкнуть спать во время белых ночей. 5. На этой улице был когда-то кинотеатр. 6. Студенты еще не привыкли быстро переводить с русского языка на английский. 7. Джордж так и не смог привыкнуть работать по ночам, поэтому ему пришлось поменять работу. 8. В студенческие годы мы обычно ходили в походы.

4. hard — hardly; late — lately; near — nearly

hard — 1. тяжелый, трудный, упорный: e.g. hard work
2. упорно: e.g. to work hard

hardly — едва, с трудом: e.g. She was so tired that she could hardly walk.

late — 1. поздний: e.g. a late hour
2. поздно: e.g. to finish work late

lately — в последнее время: e.g. I haven't seen him lately.

near — 1. близкий: e.g. a near relation
2. близко: e.g. He lives quite near.

nearly — почти: e.g. He nearly died of hunger.

- A.** 1. What have you been doing ...? — I have been working so ... that when I returned home ... at night I could ... talk to my family. 2. Don't go out 3. Of all my ... relations only my sister lives in Moscow. 4. It's ... work to teach your younger brother or sister a foreign language. 5. I ... fell asleep while watching TV last night. 6. Where is the railway station? — It's ... here. 7. I could ... recognize my former classmate — he had changed so much. 8. Have you seen much of Sandra ...?

- B.** 1. Не подходи близко, у меня начинается простуда. 2. В последнее время мы не получаем писем от брата. 3. Что привело тебя сюда в такой поздний час? 4. Мы поздно вышли из дома и едва успели на поезд. 5. Кэрри понимала, что ее ждет такая же жизнь, как и у ее сестры: тяжелая работа с утра до вечера. 6. Стрикленду было почти сорок лет, когда он впервые почувствовал, что хочет стать художником. 7. Кто придет на твой день рождения? — Только близкие родственники.

5. couple — pair

couple [кʌpl] — 1. пара (супружеская): e.g. Most English elderly couples live in houses of their own.

2. пара (о непарных предметах): e.g. a couple of apples

pair [pɛə] — пара (о парных существительных): e.g. a pair of shoes

- A. 1. How was the party last night? — Lovely! Jane got acquainted with a ... of young men and I met the girl of my dream. 2. If you don't see well buy yourself a ... of glasses. 3. Though for Bob and Patsy it was a marriage of convenience twenty years ago, they are now a loving couple. 4. It's getting colder every day, you must buy a ... of warm shoes. 5. On Friday night Andy used to go to the pub to drink a ... of glasses of whiskey. 6. If you wait for a ... of days I'll try to get you the book you need. 7. Sam has torn his trousers, he needs a new
- B. 1. Через пару недель они снова встретились на лекции. Оказалось, что они однокурсники. 2. Нелли сидит на диете. Она обычно съедает в день килограмм яблок и выпивает пару бутылок минеральной воды. 3. Если ты купишь пару перчаток под цвет туфель (to match sth), ты будешь выглядеть очень элегантно. 4. Как многие молодые супружеские пары, Брауны снимали квартиру. 5. Борис уже не ребенок, у него есть пара крепких рук, и он может зарабатывать себе на жизнь.

6. familiar — acquainted — acquaintance

familiar — знакомый с чем-либо (о предмете): e.g. The name sounded familiar.

He is familiar with many African languages.

acquainted — знакомый с кем-либо (о человеке): e.g. Are you acquainted with Jim?

acquaintance — приятель, знакомый: e.g. Eve is an acquaintance of mine.

- A. 1. If you want to get ... with Larson, let me know, I can introduce you to him. 2. What a gathering! Not a single ... face! 3. This a fact with which every schoolboy is 4. Are you fully ... with the facts? 5. He has some ... with German, but does not speak it fluently. 6. Looking through the photographs she remembered the ... scenes of her childhood.
- B. 1. Я не очень знакома с латинскими (Latin) названиями растений. 2. Знакомые звуки музыки напомнили ему юность. 3. К сожалению, я не знаком с этой дамой. 4. Робинсоны пригласили на свадьбу всех друзей и знакомых.

7. lonely — alone

lonely — одинокий: e.g. Phone me when you feel lonely.

alone — 1. один, в одиночку: e.g. Don't go out alone, you are a stranger in his country.

2. только (сущ. + alone): e.g. Smith alone can tell you what has happened.

- A. 1. The house stands on the hillside all 2. Sue never felt ... as she always had a lot of work to do. 3. We are not ... in thinking that he is sure to win. 4. You ... can help me with his task. 5. The house standing by the road looked 6. Soon the figure of the ... traveller disappeared in the distance.
- B. 1. Ему нравится жить одному. 2. Холден часто чувствовал себя ужасно одиноким. 3. Не двигай пианино в одиночку. 4. Вдова жила одиноко. 5. Ты не одинок — у тебя есть друзья. 6. Только ты можешь сделать своих родителей счастливыми.

8. sense — feeling

sense — 1. чувство (природное или приобретенное): e.g. He has a sense of humour.
2. здравый смысл, рассудок

Expression: common sense — здравый смысл

feeling — впечатление, ощущение, чувство: e.g. I have a feeling that he is right.

- A. 1. I have a ... that something is going to happen. 2. His ... of duty made him stay after office hours to finish the work. 3. She had a wonderful ... of freedom as she rode a bicycle in the countryside. 4. Haven't you ... enough to take shelter from the rain? 5. The speaker appealed to the ... of the audience rather than to their reason.
- B. 1. Все отмечали, что у Макса развито (имеется) чувство ответственности. 2. У нее было чувство надвигающейся бури. 3. Влюбленные никому не говорили о своих чувствах. 4. Чувство голода было настолько сильным, что мальчик был готов съесть что угодно. 5. Она играла на скрипке с большим чувством.

9. various — different

various — разнообразный, различный

different — другой, отличный от, различный

Expression: for various reasons — по разным причинам

- A. 1. Jimmy Valentine was a criminal known to the police under ... names. 2. They are ... people with the same name. 3. If you need a name for the baby, take a special dictionary: there are ... names there. 4. I called three ... times but they were out. 5. ... people have ... ideas of how best to spend a holiday.

- B.** 1. В силу разных причин мы изменили свои планы. 2. Твой метод сильно отличается от нашего. 3. В этом магазине вы можете купить ванны и умывальные раковины различных цветов. 4. Эти два брата мало отличаются друг от друга.

**KEYS:**

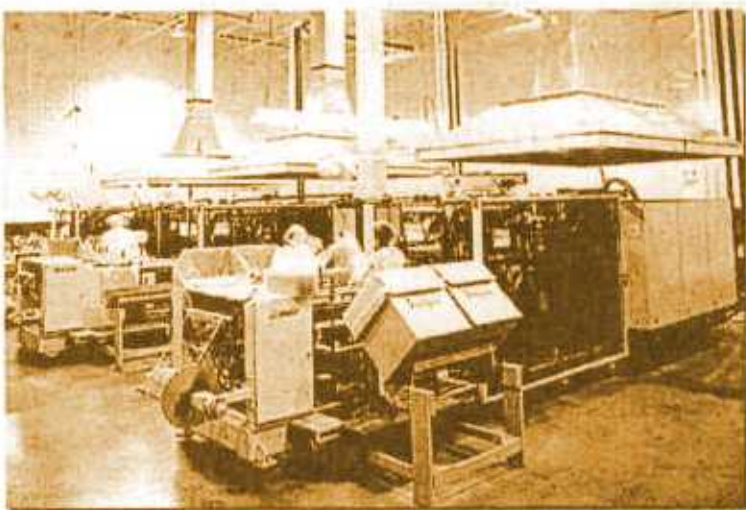
- 1. A.** 1 – make; do; 2 – do; 3 – make; do; 4 – make; 5 – do; 6 – make; 7 – make; 8 – do; 9 – does; 10 – make; 11 – do; 12 – make up; 13 – do; 14 – do; to do; 15 – to make; 16 – do; 17 – making; 18 – made; 19 – make; 20 – making; do; 21 – making; 22 – done; 23 – make; make.
- B.** 1. I made a note of the time you came. 2. A short walk will do the boy a lot of good. 3. If you tell him a lie, it will make him angry. 4. The rain made us return home. 5. Why don't you want to make it up with him? 6. I wonder if she will make use of this advice. 7. What made you laugh all of a sudden? 8. You made a promise to make it up with your brother, didn't you? 9. It will do you no harm to listen to his advice. 10. Don't make a fuss. He will do everything possible to do this experiment. 11. Stop making a noise! 12. The boy is making progress. If he does sports regularly, it will do him good. 13. Ben does not always have enough time to make breakfast, that is why he often has breakfast in the cafeteria at the office. 14. Edna is fond of cooking. She makes the best coffee I have ever tried. 15. Like many of her neighbours, Joanna did the gardening herself. 16. Don't leave! We cannot do without you. Your advice is so important to all of us. 17. Could you do me a favour and fix this shelf?
- 2. A.** 1 – other; 2 – another; 3 – the other; 4 – others; 5 – the others; 6. another; 7 – other; 8 – the other; 9 – other; 10 – other; 11 – one another.
- B.** 1. This group of students are very friendly. They all help one another. 2. Last week you took two books. Now you are returning one. When will you return the other? 3. Some students prefer to work in the reading room, others – at home. 4. This book is too difficult for you, take some other one (...another one). 5. When Mary and Ann met, they could not recognize each other. 6. Everybody has already seen this film. Let's see another one. 7. Another hard day like this and I will not stand it. 8. Some people like to spend the weekend in the country, other people prefer to stay at home and watch television or sleep all the day.
- 3. A.** 1 – am not used to; 2 – to get used to; 3 – used to; 4 – to get used to; 5 – used to; 6 – is not used to / does not get used to; 7 – used to; 8 – to get used to.
- B.** 1. He used to be a capable student. 2. Aren't you used to walking much? 3. This is where I used to live. 4. When we moved to the North I had to get used to sleeping during the white nights (the Arctic day). 5. There used to be a cinema in this street. 6. The students are not yet used to translating from Russian into English quickly. 7. George could not get used to working nights (at night), that's why he had the change his job. 8. When I was a student we used to go on hikes.

4. **A.** 1 – lately, hard, late, hardly; 2 – late; 3 – near; 4 – hard; 5 – nearly; 6 – near; 7 – hardly; 8 – lately.
B. 1. Don't come near, I'm starting a cold. 2. We haven't got any letters from my brother lately. 3. What has brought you here in such a late hour? 4. We left home late and could hardly catch the train. 5. Carrie realized that she would have the same kind of life as her sister's: hard work from morning till night. 6. Strickland was nearly forty when he first felt that he wanted to become an artist. 7. Who is coming to your birthday party? – Only near relations.
5. **A.** 1 – couple; 2 – pair; 3 – couple; 4 – pair; 5 – couple; 6 – couple; 7 – pair.
B. 1. In a couple of weeks they met again. It turned out that they were fellow-students. 2. Nelly is on a diet. She usually eats a kilo of apples a day and drinks a couple of bottles of mineral water. 3. If you buy a pair of gloves to match your shoes you will look very elegant. 4. Like many young (married) couples, the Browns rented a flat. 5. Boris is no longer a child, he's got a pair of strong hands and can earn his living.
6. **A.** 1 – acquainted; 2 – familiar; 3 – familiar; 4 – acquainted; 5 – acquaintance; 6 – familiar.
B. 1. I am not very familiar with Latin names of plants. 2. The familiar sounds of music reminded him of his youth. 3. Unfortunately I am not acquainted with the lady. 4. The Robinsons invited all their friends and acquaintances to the wedding.
7. **A.** 1 – alone; 2 – lonely; 3 – alone; 4 – alone; 5 – lonely; 6 – lonely.
B. 1 – He likes living alone. 2 – Holden often felt terribly lonely. 3 – Don't move the piano alone. 4. The widow lived alone. 5. You are not alone – you have friends. 6. Only you can make your parents happy.
8. **A.** 1 – feeling; 2 – sense; 3 – feeling; 4 – sense; 5 – feelings.
B. 1 Everybody noted that Max had a sense of responsibility. 2. She had a feeling of the coming storm. 3. The lovers did not tell anybody about their feelings. 4. The feeling of hunger was so great that the boy was ready to eat anything. 5. She played the violin with great feeling.
9. **A.** 1 – various; 2 – different; 3 – various; 4 – different; 5 – different, different.
B. 1. For various reasons we changed our plans. 2. Your method differs from ours greatly. 3. In this shop you can buy baths and washbasins of various colours. 4. The two brothers are not very different from each other.

UNIT 3

TOPIC: People at Work

GRAMMAR: 1. The Continuous Tense-forms.
2. Ways of expressing a future action.





Step I

CLASSROOM ACTIVITIES (1)

GRAMMAR EXERCISES

1. a) Read and underline the Continuous tense forms. Explain their use. ✍

Monique [mou'nuk] was the sort of child who couldn't sit still. She was always jumping around. Now, at the age of twenty-one she's still doing it. Acting, singing, and dancing are her career.

Monique gave her first real performance when she was only eight years old. Her mother, also an actress, was working with a street-theatre company. They needed a child for the play, and Monique got the part.

Later, she got into the New York High School of Performing Arts, which trains young people with special talents. After high school came college, and endless jobs to earn money. It was while she was at college that her lucky chance came. She met a friend on the subway one day. "I'm going to an audition [ɔ:'dɪʃən] for a film," the friend said. "Why don't you come?" She was accepted and found herself in Hollywood.

Now Monique's greatest wish can come true. She is going to play a part in the Broadway show *Madam Rosa*. "In my childhood I just wanted Broadway, Broadway, Broadway, and now it's really going to happen," she says.

b) Answer the teacher's questions.

c) Ask the teacher questions in order to get additional information about Monique. (Use the Continuous tense forms.)

2. a) Ask and answer as in the model:

Model: St-1 – Is Nell you busy tonight?

St-2 – Yes, she is. She *is going* to the pictures.

1. you/this afternoon? – to go to a party; 2. Mike/this evening? – to go to a concert; 3. your parents/after lunch? – to go to the airport; 4. your fellow-students/at the weekend? – go on a trip; 5. Jennifer and Harry/next Monday? – leave for Minsk; 6. Brian/in January? – take exams; 7. Hob/at Christmas? – go to Finland; 8. William/on Sunday? – to drive one's sister to the country.

b) Speak about your plans for the near future.

3. Answer the questions saying what people are planning to do.

Model 1: T – Has Ted got a car of his own?

St – No, he hasn't, but he *is going to buy* a car very soon.

Model 2: T – *Are you going to buy apples* today?

St – No, I'm not. I bought apples three days ago.

T – *What* are you going to buy?

St – *I'm going to buy bananas.*

4. a) Read.

Bill is looking forward to his holiday. He's going to get up late every morning, visit friends every afternoon, and enjoy fantastic evenings at clubs with his girlfriend.

b) Say what you are looking forward to (a birthday? a holiday? a day off?), when it is going to happen and what you are going to do.

5. a) Say emotionally what you think of somebody's habits. Use the model:

Model: T – When we returned home Jack was listening to music instead of doing his home work.

St – He *is always listening* to music!

b) Now say what irritates you in somebody.

6. a) Answer as in the model:

Model 1: T – Why didn't you go out last night?

St – I didn't go out last night because it *was raining*.

1. to feel bad; 2. to tidy up the flat; 3. to speak to the Dean; 4. to watch TV; 5. to hurry to the lecture; 6. to snow; 7. to sleep; 8. to write a reproduction.

Model 2: T – When did Sue meet Harry?

St – She met Harry when he was walking home.

1. to skate on a frosty day; 2. to have a holiday; 3. to live in Rome; 4. to listen to the concert on the radio; 5. to ride a bicycle 6. to walk about the city; 7. to read up for the exams; 8. to have lunch.

Model 3: T – How did Carol meet her husband?

St – She met him while she was reading in the library one day.

1. to argue with his neighbour; 2. to play baseball with his son; 3. to play tennis; 4. to make dinner; 5. to shave; 6. to dance in a disco; 7. to practice a new trick; 8. to wait for the bus one day.

b) Tell your fellow-students how you met your boyfriend / girlfriend / best friend:

- Where were you?
- What were you doing?
- What was he/she doing?

HOME ACTIVITIES (1)

7. a) Open the brackets inserting the verbs in the proper forms.

When Peter _____ (1 – to finish) his course he _____ (2 – to apply) for thirty or forty jobs, and finally _____ (3 – to find) work in a shop which _____ (4 – to sell) new and second-hand bicycles and which _____ (5 – to repair) bicycles in a workshop. Then he _____ (6 – to move) to another bike shop where he _____ (7 – to earn) better wages, and at this point he _____ (8 – to leave) home and _____ (9 – to find) a room to rent, with his girl-friend, Linda. They _____ (10 – to live) in this room-plus-bathroom for a year and a half. Linda _____ (11 – to hope) they would be able to buy a small flat.

Now Linda has a well-paid job as a secretary and personal assistant to the working director of a firm that _____ (12 – to make) office furniture. Peter _____ (13 – to think) about becoming a partner in the bicycle shop business. One of the two owners _____ (14 – to leave) for Australia soon and Peter _____ (15 – to want) to get a bank loan in order to put some money into the business. They _____ (16 – to plan) for a future in which Peter _____ (17 – to become) a part-owner of a bicycle shop and Linda _____ (18 – to run) the administration of the office-furniture business. But it _____ (19 – to take) longer than they expected. They _____ (20 – now / to live) in a rented flat with two tiny rooms, in a cheap part of London and _____ (21 – still / to save) money.

b) Write five questions to the text.

c) Get ready to speak about Peter Taylor's career and plans for the future.

8. Translate into English. 

1. Дождь все еще идет. Я вижу дождевые капли (raindrops) на стекле.
2. Эти люди смотрят на вас. Вы их знаете?
3. Как называется журнал, который вы просматриваете?
4. Этот человек, конечно, очень хорошо говорит по-датски, но мне трудно понимать его, так как он говорит очень быстро, а я знаю язык недостаточно хорошо.
5. Позвони, пожалуйста, в аэропорт и узнай, когда прилетает самолет из Брюсселя.

6. Вечно она беспокоится о своем сыне, а у него уже у самого двое детей! 7. Как жаль, что вы скоро уезжаете. Побудьте здесь, пока не придет Брайан. Он с нетерпением ждал встречи с вами. 8. Когда лектор вошел в зал, студенты все еще обсуждали первый доклад. 9. Машинистка печатала документ, когда вошла секретарь и положила на стол еще какие-то бумаги. 10. Пассажиры не увидели озеро Байкал. Когда поезд проезжал Байкал, была ночь.

9. a) Listen to the text *People at Work*. Read it after the speaker.

b) Get ready to read the text aloud in class.

c) Give the English for the following words and word combinations. Write out the sentences illustrating them. 

нажить состояние; более всего; выставлять что-либо напоказ; уверенность в себе; выбиться в люди; пиццерия; заработать миллион долларов; американская мечта; начать на пустом месте; сталелитейная промышленность; удерживать цены на достаточно низком уровне; хорошие места были недоступны для женщин; перейти на работу в другую фирму; "утечка мозгов"; ведущий инженер; путешествовать по всей Америке; отвечать за что-либо/руководить; ОТК (отдел технического контроля); собирать фотоаппараты; петь в хоре; исполнять классическую музыку.

CLASSROOM ACTIVITIES (2)

GRAMMAR EXERCISES

The Future Continuous Tense

10. Answer as in the model:

Model: T – Will you be at home this evening?

↗ Yes, I will. I'll be watching TV.

St –

↘ No, I won't. I'll be working late

1. to visit a friend in the hospital; 2. to tidy up the flat; 3. to do the washing; 4. to paint their bathroom; 5. to swim in the swimming pool; 6. to write a report; 7. to fill out an income tax form; 8. free answer.

11. Complete the telephone conversation and act it out with another student:

to help Mom about the house	to make lunch	to dry one's hair
to do a translation	to take a bath	to clean the kitchen
to do one's homework	to have dinner	to water the plants

- A. – Hello, _____. This is _____. Can you talk for a minute?
 B. – I'm sorry, I can't talk right now. *I'm washing up.* Can you call back a little later?
 A. – Sure. How much longer *will you be washing up?*
 B. – *I'll probably be washing up* for another 5 or 10 minutes.
 A. – Fine. I'll call you in 10 minutes.
 B. – Speak to you soon.
 A. – Good-bye.

Ways of Expressing a Future Action

12. Answer the teacher's questions.

13. a) Complete the conversation and act it out with another student.

- A. – What time does *the play begin?*
 B. – It begins at 8.
 A. – Oh no! I am afraid we are going to be late!
 B. – Why? What time is it?
 A. – It's 7:30. We will get there in time if we leave right now.
 B. – I can't leave now. *I'm shaving!*
 A. – Please try to hurry.

the football game / to begin	2:00 / 1:30	to take a bath
the English class / to begin	9:00 / 8:40	to get up
the play / to begin	7:30 / 7:00	to look for one's trousers
the train / to leave	5:00 / 4:30	to take a shower
the plane / to leave	4:20 / 3:00	to put on one's clothes
the bus / to leave	7:00 / 6:30	to pack one's bags

b) Now act out your own conversation.

14. Translate into English.

Text 1. People at Work.

Cross-cultural Notes:

1. **Henry Ford** — Генри Форд (1863–1947), автопромышленник, основатель одной из крупнейших в мире автомобильных компаний. В 1903 году начал серийное производство массовых дешевых автомобилей — “модели Т”; в 1913 году впервые ввел конвейерное производство в автомобильной промышленности. Известен как один из самых богатых и удачливых бизнесменов США.
2. **John D. Rockefeller** — Джон Дэвидсон Рокфеллер (1839–1937), основатель династии нефтепромышленников и финансистов. В 1870 году создал нефтяную компанию “Стандард Ойл” (Standard Oil). Финансовый центр корпорации — “Чейз Манхэттен Банк” (Chase Manhattan Bank). На момент ухода в отставку Дж. Рокфеллер был самым богатым человеком в мире.
3. **Apple Computer** — одна из ведущих американских компаний по производству компьютеров. Помимо предприятий в штате Калифорния и в Ирландии компания имеет представительства в Европе и странах Азиатско-Тихоокеанского региона. Компьютеры Apple успешно конкурируют с продукцией компании IBM, широко используются в учебных заведениях.
4. **California** [ˌkælɪˈfɔːnjə] — штат на западном побережье США; одной из достопримечательностей штата является **Silicon Valley** [ˈsɪlɪkənˈvæli] (Силиконовая / Кремниевая долина), где сосредоточено наукоемкое производство компьютеров, микропроцессоров и т. п.
5. **“the brain drain”** [ˈbreɪndreɪn] — (разг.) “утечка мозгов”, выезд английских ученых, врачей, учителей, инженеров за границу, особенно в США, из-за лучших условий труда и более высоких зарплат. Начался в 1960-х годах.
6. **Master of Business Administration (MBA) degree** — степень магистра в области делового администрирования; наличие этой степени необходимо для успешного карьерного роста.
7. **hi-tech / high-tech** [ˈhaɪˈteɪk] — (сокр. от high technology) 1. современная технология; 2. производства, использующие передовые технологии (особенно в электронике).

Phonetic Notes:

pizza [ˈpɪtsə]

restaurant [ˈrestərɔːŋ] [ˈrestərənt]

textile [ˈtekstaɪl]

technique [tekˈniːk]

Aileen [ˈeɪliːn]

Texas [ˈteksəs]

equipment [ɪˈkwɪpmənt]

choir [ˈkwaɪə]

* * *



To start with nothing, to work hard, and then to make a fortune — this is the American dream. People in the U.S.A. want more than anything to be successful. And when they make their money, they like to show it off by driving expensive cars and buying beautiful furniture for their homes. One bad result of this is that some people never stop working. Some even hold two full-time jobs at the same time. This means that they have no time to enjoy themselves. The good result is the confidence that many Americans have in themselves. They feel that they can do anything, and get whatever they want if they try hard enough. It may take a lot of hard work to do well in America, but it certainly is exciting.

A young man with no money and very little education decides he must get to the top. He works all day, studies at night, and looks around for a chance to get rich. He discovers that all his friends like eating his mother's home-made pizzas. He learns how to make them and starts selling them at school. Then he opens a pizza restaurant. It is a great success, so he opens another, and five years later he makes his first million dollars. He is the perfect example of the successful American businessman.

Stories like this are very popular in the U.S.A. Men who started out with nothing and built up huge fortunes are national heroes. Every schoolchild knows the names of Henry Ford, John D. Rockefeller, and Steven Jobs, who founded the Apple computer business. People like to believe that the chance to get wealthy or even rich is there for everyone, however poor, who is brave, smart, and hardworking enough to take it.

The American admiration for business success is as strong as ever. Americans work very hard. Most people have only a two- or three-week holiday a year, and work for at least forty hours a week. But the situation in American industry itself is changing. Old industries, like steel, textiles, and shoes, cannot keep their prices low enough. New industries, that use computer techniques, do not employ as many people as the old ones. As a result, people who worked in the factories twenty years ago are working in restaurants, offices or airlines today. On the other hand, those who manage to get adapted to the new technologies find their way in the new world of business.

When Aileen Stutfield got her first job at an engineering company in England, she was told, "You'll never earn a proper salary because you are a woman." Aileen had a good degree in physics, but she wasn't surprised. It seemed normal in those days that good jobs in industry were closed for women

After several different jobs, she moved to an American firm called Texas Instruments. At that time, a lot of American companies were looking for clever young scientists from abroad. They could usually offer better working conditions and more money than the British or other European firms. The stream of brilliant scientists going to America became a flood, which was called "the brain drain."

Aileen and her husband, who had a Ph.D. in biology, joined it. They moved to California, which was then becoming one of the most exciting areas for "hi-tech" industry in the U.S. Aileen started working at Apple Computer and traveled a lot all over the United

States, to Ireland and Holland in Europe, and even to Japan and Australia. Now Mrs. Stutfield is a principal engineer at the factory in Elk Grove. She is in charge of five other engineers, and it is her job to look after and repair the test equipment that Apple uses to build their computers.

The key to Aileen's success is that she never stopped learning. She finished another course of study, and got her Master of Business Administration degree. Now she is earning a very good salary, and she is still moving up in her career.

But when she is not working, she knows how to enjoy herself. In her free time, she sings in a choir that performs classical music. Her eyes light up when she talks about it. "Put me with ten or twenty other sopranos," she laughs, "and I'll have a lot of fun."

ACTIVE VOCABULARY 1

1. **to discover** [dis'kʌvə] — обнаруживать, находить, открывать (*геогр.*): e.g. Columbus discovered America in 1492. / **a discovery** — открытие: e.g. The theory of relativity was one of the greatest discoveries of the 20th century. / **a discoverer** — исследователь, первооткрыватель: e.g. Among the great English 16th-century discoverers were Walter Raleigh and Francis Drake.
2. **success** [sək'ses] — успех; **to be a success** — пользоваться успехом, увенчаться успехом: e.g. The first performance of the opera was a great success. The songs of this composer are always a success with the public. / **(un)successful** — (без)успешный: e.g. After the third unsuccessful attempt to climb Everest the sportsmen decided to give up the idea.
3. **(un)popular** ['rɒpjʊlə] — (не)популярный; **to be popular with sb** — быть популярным среди кого-либо: e.g. This sport is popular with young people. / **popularity** [ˌpɒpjʊ'lærɪti] — популярность; **to win / to gain popularity** — завоевать популярность: e.g. Louis Armstrong won popularity as a jazz musician.
4. **to build (built, built)** — 1. строить: e.g. Birds build nests. 2. собирать (пром.): e.g. One of the first cars built at the Ford plants was Model T. / **to build in** — встраивать: e.g. a built-in wardrobe — встроенный шкаф / **to build up (a reputation, a business)** — создавать (репутацию, дело, предприятие): e.g. When John D. Rockefeller started building up his company he didn't know that Standard Oil would become one of the of world's greatest financial and industrial empires.
5. **fortune** ['fɔ:tʃən] — 1. счастье, удача, счастливый случай: e.g. It was your good fortune to be present there. 2. богатство, состояние; **to make a fortune (from sth)** — разбогатеть, нажить состояние: e.g. A good salesman can make a fortune

- if he works much. He made a fortune from mining. / **(un)fortunate** — (не)счастливый, (не)удачливый, (не)благоприятный: e.g. How fortunate that you have met him today! — Как хорошо, что вы его сегодня встретили! He is fortunate in life. — Ему везет в жизни. / **(un)fortunately** — к (не)счастью (к сожалению): e.g. Unfortunately for Elaine, her results were not good enough.
6. **wealth** [welθ] — богатство, благосостояние: e.g. The country's wealth comes from its oil. / **wealthy** — богатый, состоятельный (*syn.* **rich** — богатый, роскошный): e.g. Only very wealthy people could afford to travel abroad.
7. **to admire** [əd'maɪə] **sb/sth** — восхищаться кем-либо/чем-либо: e.g. The tourists admired the beauty of the place. / **an admirer** [əd'maɪərə] — 1. поклонник, кавалер: e.g. Mary's admirers kept singing under her balcony till morning. 2. любитель чего-либо: e.g. The famous English artist John Constable was a true admirer of country scenery. / **admiration** [ædmi'reɪʃn] **for sb/sth** — восхищение кем-либо/чем-либо: e.g. He speaks English so well that his friends are filled with admiration. My admiration for your skill is great.
8. **industry** ['ɪndəstri] — 1. промышленность, индустрия: e.g. After graduating from college, Henry got a job in industry. 2. отрасль промышленности (*syn.* **a branch of industry**) e.g. Great Britain has long been known for its well-developed steel and iron industries. 3. трудолюбие, усердие: e.g. His success was due to industry. / **industrial** [ɪn'dʌstriəl] — промышленный, индустриальный: e.g. The Industrial Revolution greatly influenced the economic development of Britain. / **industrious** [ɪn'dʌstriəs] — трудолюбивый, усердный: e.g. Tom was so industrious that his parents believed he would make a fortune.
9. **price (for)** — цена (за/на): e.g. What price did you pay for the house? **at a high/low price** — по высокой/низкой цене: e.g. He sold the house at a good price. / **at the price of...** — по цене ...: e.g. The car was bought at the price of \$15,000. / **price rise** — повышение цены, скачок цен: e.g. Experts say they expect price rises to be gradual.
10. **to employ** [ɪm'plɔɪ] — нанимать на работу: e.g. The firm employs over two thousand workers. / **an employer** [ɪm'plɔɪə] — наниматель, работодатель; **an employee** [ˌem'plɔɪː] — рабочий или служащий, работающий по найму: e.g. The factory is the largest employer in the area. Their employees work a ten-hour day. / **employment** [ɪm'plɔɪmənt] — занятость; **unemployment** [ˌʌnɪm'plɔɪmənt] — безработица: e.g. Employment has risen among people over 55. / **unemployed** [ˌʌnɪm'plɔɪd] — безработный; **to become unemployed** — стать безработным: e.g. What can the government do to help the unemployed? / **to be made redundant** [rɪ'dʌndənt] — быть уволенным, потерять работу в результате сокращения штата e.g. Seventy men at the factory were made redundant because of falling demand for our product.

- 11. to manage sb/sth** — 1. управлять, руководить кем-либо/чем-либо; стоять во главе: e.g. He manages the family business. 2. справляться, обходиться: e.g. How did you manage to do it? / **a manager** — руководитель, управляющий, менеджер / **management** — руководство, управление: e.g. The heart of effective management is communication.
- 12. technology** [tek'nɒlədʒɪ] — 1. техника, технические и прикладные науки; 2. технология: e.g. At first, many businesses slowly adapted to new computer technology. / **technologic(al)** — технологический: e.g. The steam engine was one of the most important technological developments of the 18th century. / **technical** ['teknɪkəl] — 1. технический, промышленный: e.g. technical college; technical training; 2. специальный: e.g. technical terms — специальная терминология / **technique** [tek'ni:k] — 1. техника, умение: e.g. Our teacher gave us some advice on improving our exam technique. 2. технический прием, способ, метод, методика: e.g. The new employee had to learn the technique of building a camera.
- 13. proper** ['prɒpə] — 1. правильный, надлежащий, должный: e.g. I think it proper to tell you that our employees usually take a two-week holiday. 2. подходящий, годный: e.g. The girl was so excited that he couldn't find the proper words to thank her parents. 3. приличный, пристойный: e.g. Marian remembered her youth. Young people then were all terribly proper. / **properly** — 1. должным образом, правильно: e.g. He speaks French properly. 2. прилично, пристойно, подобающим образом: e.g. Behave properly!
- 14. science** ['saɪəns] — наука; **science and technology** — наука и техника; **social science** — общественные науки; **natural science** — естествознание (физика, химия, биология): e.g. The new research centre needs people competent in maths, natural science and technology. / **scientist** ['saɪəntɪst] — ученый / **scientific** [saɪən'tɪfɪk] — научный: e.g. Scientific evidence shows that global warming is a real danger.
- 15. abroad** [ə'brɔ:d] — за границей: e.g. John has never been abroad. / **to go abroad** — поехать, отправиться за границу: e.g. Emma went abroad for a holiday last year.
- 16. to excite** [ɪk'saɪt] — волновать, возбуждать: e.g. The news excited us greatly. / **exciting** — 1. волнующий, возбуждающий: e.g. an exciting story; 2. захватывающий, увлекательный: e.g. Ice hockey is an exciting game to watch. / **How exciting!** — (разг.) Как интересно! / **excited** — возбужденный, взволнованный: e.g. There were crowds of excited football fans everywhere in the streets of the city. / **excitement** — возбуждение, волнение: e.g. There was an atmosphere of general excitement in the stadium.
- 17. to repair** [rɪ'peə] — ремонтировать, чинить, исправлять: e.g. Could you repair my bicycle? / **repair** — ремонт: e.g. The shop is closed during repairs. / **to be under repair** — ремонтироваться, находиться в ремонте: e.g. Our office is still under repair.

18. **to equip** [ɪ'kwɪp] — 1. оборудовать, снаряжать, оснащать: e.g. to equip a ship; 2. дать все необходимое, вооружить (знаниями): e.g. He was well equipped for such life. / **equipment** — оборудование, оснащение, снаряжение: e.g. A computer is the most important piece of equipment you will buy.
19. **to use** [ju:z] — использовать(ся), применять(ся): e.g. Where do you use this machine? / **use** [ju:s] — польза: e.g. The use of this invention was enormous. / **What's the use of sth/doing sth?** — Что за польза от чего-либо? / **It's no use doing sth** — Нет смысла что-либо делать (*syn.* **there is no use in doing sth**) / **useful** ['ju:sful] — полезный: e.g. It is useful advice. / **useless** ['ju:slis] — бесполезный, ненужный: e.g. It's useless to speak to him. He won't listen to you.
20. **to perform** [pə'fɔ:m] — исполнять играть (пьесу, муз. произведение): e.g. He performed the part of Hamlet. / **performance** [pə'fɔ:məns] — исполнение, выступление, представление (театр., муз.): e.g. The school drama society will give a performance of *Othello*. / **a matinee** ['mæti:neɪ] **performance** — утренний / дневной спектакль; / **the first night** — премьера: e.g. When the new musical opened in Manchester, the first night was a great success.
21. **to light** (lit, lit) — 1. зажигать: e.g. to light a lamp, a cigarette; 2. освещать(ся): e.g. to light a house with electricity; **to light up** — 1. зажигать свет: e.g. It's time to light up the room. 2. закуривать: e.g. He lit up a cigarette. 3. осветить, оживить: e.g. A smile lit up her face. 4. светиться, сиять (о лице, глазах): e.g. When Sue looked at Martin her eyes were lighting.
22. **fun** — веселье, забава, развлечение: e.g. What fun! — Как весело! **to have fun** — весело проводить время, развлекаться; **for fun / in fun** — в шутку, ради шутки: e.g. He did it for fun. / **funny** — 1. смешной, забавный: e.g. It's not funny at all. 2. странный, непонятный: e.g. I had a funny feeling. — У меня было странное ощущение. / **to feel funny** — чувствовать недомогание: e.g. I've been feeling a bit funny all day.

Expressions

to have/to take a (two-week) holiday — иметь/взять (двухнедельный) отпуск

twice a year / forty hours a week — дважды в год / сорок часов в неделю

to look for sb/sth — искать что-либо

working conditions — условия труда; **living conditions** — условия жизни; **housing conditions** — жилищные условия

to be in charge of — отвечать, быть ответственным за что-либо

to enjoy oneself — получать удовольствие

it takes sb sth (It took him years to learn English.) – затрачивать что-либо (время, усилия) на что-либо

Special Difficulties

to keep – to hold
salary – wages
to offer – to suggest

to call – to name
not at all – not quite

COMPREHENSION EXERCISES

15. Paraphrase, explain or translate:

1. paraphrase: ... *they like to show it off*
2. translate: *Some even hold two full-time jobs at the same time.*
3. paraphrase: *It may take a lot of hard work to do well in America...*
4. translate: *A young man with ... very little education*
5. translate: *...home-made pizzas*
6. translate: *Then he opens a pizza restaurant.*
7. paraphrase: *It is a great success, so he opens another...*
8. translate: *... five years later he makes his first million dollars.*
9. paraphrase: *Men who started out with nothing and built up huge fortunes are national heroes.*
10. translate: *the chance to get wealthy or even rich is there for everyone, however poor...*
11. paraphrase: *The American admiration for business success is as strong as ever.*
12. translate: *Old industries, like steel, textiles, and shoes...*
13. paraphrase: *...those who manage to get adapted to the new technologies find their way in the new world of business.*
14. translate: *After several different jobs, she moved to an American firm...*
15. explain: *The stream of brilliant scientists going to America became a flood.*
16. explain: *Aileen and her husband, who had a Ph.D. in biology, joined it.*
17. paraphrase: *Boston ... was then becoming one of the most exciting areas for "hi-tech" industry in the U.S.*
18. translate: *...she is now a principal engineer*
19. translate: *...it is her job to look after and repair the test equipment*
20. paraphrase: *The key to Aileen's success is that she never stopped learning.*
21. translate: *...she is still moving up in her career.*
22. paraphrase: *Put me with ten or twenty other sopranos...*

16. Answer the teacher's questions.

HOME ACTIVITIES (2)

17. Get ready to retell Text 1.

18. Open the brackets and insert the verbs in the proper forms.

- A. 1. If you want to contact me, _____ at the Rochester Hotel until Saturday. (I / to stay) 2. Don't make so much noise, you _____ everybody. (to wake up) 3. I don't know how to use this camera. — It's quite easy. _____ you. (I/to show) 4. It's raining. Don't go out. You _____ wet. (to get) 5. I can't meet you after lunch. My cousin _____ in the afternoon. (to arrive) 6. I need some money. — All right, I _____ you some. (to lend) 7. We _____ a party next Saturday. I hope you can come. (to have) 8. Where _____? (you / to hurry) — To the railway station. The train _____ at 7:15 and it is already 6:40. (to leave) 9. At first we _____ by train but then we decided to go by plane instead. (to travel) 10. Have you really won some money? What _____ with it? (you / to do)
- B. Are you busy this week Frankie? — Rather. I _____ until Thursday because I've got an exam on Thursday morning. But usually that _____ until midday and then I'm free. (to revise; to last)
- C. How soon _____ to leave? (1-you/to be ready) — Oh, I can't go out until _____. (2-to stop raining). I haven't got an umbrella. — O.K. I don't think _____ for long. (3-to go on) — I _____ my desk while we _____. (4-to tidy; to wait)

19. Translate into English.

1. В XX веке ученые из разных стран сделали огромное количество *открытий* в области естественных наук. 2. Пьесы этого драматурга (playwright) *пользуются успехом* у публики. 3. Джоунсы подумывают о покупке новой машины. Но миссис Джоунс на уверена, что они могут купить машину *по такой высокой цене*. 4. Молодая актриса получает огромное удовольствие от *всеобщего восхищения*. 5. *Сейчас с ним совершенно бесполезно спорить*. Он слишком *возбужден*. 6. Она всегда *чувствует легкое недомогание*, когда едет в машине на большой скорости. 7. Актер был так *взволнован*, что не мог найти *нужные слова*, чтобы поблагодарить публику и жюри (jury). 8. Пьеса была так *популярна*, что нам удалось достать билеты только на *дневное представление*. 9. *Потребовалось много времени*, чтобы *оборудовать* лабораторию *должным образом*. Ученым удалось *использовать* самые *современные технологии*. 10. Хотя Джейн очень *трудолюбивая* девушка, она месяц назад *потеряла работу* (стала безработной). Сейчас она живет у матери со своими младшими братьями и сестрами. Это очень *неудобно*, так как у них *плохие жилищные условия*.



Step II

CLASSROOM ACTIVITIES (3)

VOCABULARY EXERCISES

20. Ask and answer as in the models, give reasons for your answers:

Model 1: St-1 – Can you stay after classes and take part in the work of our club?

St-2 – *Unfortunately*, I can't. I am meeting my cousin at 5.

(I'll be playing tennis from 3 to 5, etc.)

to help sb with English during the break

to repair sb's car on Sunday

to help sb to make a fancy dress for the ball

to help sb paint the ceiling on Saturday

to lend sb your car

to visit sb on Monday

to speak at the seminar tomorrow

Model 2: St-1 – Did you *manage* to get to the station in time?

St-2 – *Fortunately* we did. We took a taxi.

to translate the article into Russian

to get acquainted with Mr. Green

to find the necessary material

to finish the work in time

to find a new job

to sell the old bicycle

to pass the exam

to prepare for the party

21. Answer the teacher's questions. (*popular, fortune, abroad*)

22. Ask and answer as in the model:

Model: St-1 – How long *does it take you* to get to the University?

St-2 – *It takes me* 40 minutes to get here.

to translate a one-page text into Russian

to get to the centre of Moscow from home

to do your homework

to learn new grammar rules

to tidy up your room

to learn a 20-line poem

to make breakfast

to prepare for an exam

23. Translate into English. (*industry, to admire*)

24. Answer the teacher's questions. (*success, use*)

25. Answer as in the model, give reasons for your answers.

Model: T – Shall we ask Sam to join our club?

St – *It's no use asking* him to join the club. He isn't interested in sports.

HOME ACTIVITIES (3)

26. a) Complete the sentences with the words and expressions from the box.

Learn the words and expressions from the box. 

companies	salaries	wealth	means
prices	rich	in charge of	lights
business	building	prices	difference
employees	whatever	unemployed	machinery
to keep	called	working conditions	human resources
wealth	wealth		

Paula Armstrong's office is high up in a beautiful _____ (1) in the city center of Dallas, Texas. From her window she can look down at the street far below, and out past the skyscrapers to the endless flatness of Texas. It stretches for hundreds of miles in all directions, hiding the _____ (2) below its dusty fields. Here and there a piece of _____ (3) sticks out of the grounds, on top of which a metal arm nods up and down. It's a "nodding donkey", the top of an oil well, pulling the _____ (4) of Texas up above ground and into the hands of one of Dallas's many oil _____ (5).

Paula is Hunt Oil's senior vice-president of information and _____ (6). Translated into plain English, that _____ (7) she is _____ (8) her company's computers. She also runs the personnel department, and is in charge of the _____ (9) welfare: their _____ (10), medical insurance, _____ (11) etc.

Hunt Oil, where Paula works, is an old family _____ (12). "Black gold", as oil is sometimes _____ (13), has made more millionaires than yellow gold ever did. When oil _____ (14) are high, Texans are _____ (15). But when they fall, the Texans are the first to feel the _____ (16). Stores close down and many people become _____ (17). But _____ (18) happens to the oil _____ (19), Americans need not worry yet. The country's natural _____ (20) is so great that the U.S. will be able _____ (21) the _____ (22) turned on for many years to come.

b) Write five questions to the text.

c) Get ready to discuss the text.

27. Open the brackets and insert the verbs in the proper forms.

Alan is talking to his personal assistant, Brenda, about a business trip he is taking tomorrow.

A – Have you arranged everything for my trip, Brenda?

B – Yes, I've made the reservations. Your plane _____ at 8:45, so the driver _____ you from your house at six. (1 – to leave / to collect)

A – Six! I _____ to get up in the middle of the night! (2 – to have to)

B – I'm sorry, but you have to check in by seven and I think _____ a long queue. (3 – there / probably / to be)

A – All right. What about my meetings?

B – First, the Managing Director _____ to the airport to meet you. (4 – to come)

A – Good. We _____ on the way to the factory. (5 – to talk)

B – The conference _____ until noon. (6 – not/to open)
I _____ you have a programme before you _____. (7 – to make sure; to leave).

A – Thank you. I _____ it on the plane, I think. (8 – to read) Now, let's get on with some of today's work.

B – By all means.

28. Translate into English. 

- A. 1. Лидс – один из наиболее *промышленно развитых* городов на севере Англии.
2. У знаменитых актеров всегда много *поклонников*. 3. Джоан *отвечает* за работу отдела кадров. Она *пользуется* большой популярностью среди сотрудников, так как всегда заботится об *условиях их жизни и труда*. 4. *Управляющему удастся удерживать зарплату рабочих* на высоком уровне (to keep wages high), хотя фирма строит новый цех (workshop) и закупает современное оборудование.
5. Вы верите, что сейчас можно *сделать состояние* на спорте? – Да, конечно. Например, теннисисты и футболисты очень *состоятельные* люди. У них всегда много *поклонников* и болельщиков (fans). 6. Джим собирается поступать в университет через два года. Он *хорошо успевает в школе* по многим предметам. Сейчас он решает, что изучать – *естественные или общественные науки*. 7. Чарльз очень *трудолюбивый сотрудник*. Он сейчас усердно работает, чтобы *выполнить задание руководства фирмы* должным образом.

- B.** — Вчера вечером я тебе звонила несколько раз, но никто не отвечал.
 — Мамочка, вчера у нас была вечеринка. Музыка играла очень громко, и мы так *веселились*, что я ничего не слышал. *Это было здорово!* Но сегодня я *ощущаю легкое недомогание*.
 — Да, я вижу, что совершенно бесполезно просить тебя *вести себя прилично*.
- C.** — Стив сейчас в Лондоне? — Нет, он путешествует по Италии. — Как, опять?
 — Ну, ты же знаешь, что он *восхищается* итальянским искусством. Он всегда *увлеченно* рассказывает об итальянской живописи и архитектуре (architecture).

CLASSROOM ACTIVITIES (4)

- 29.** Discuss the problems raised in exercise 26.

GRAMMAR EXERCISES

Reported Speech

- 30.** Paraphrase as in the models using the verbs from the box.

A. Reported Statements

to say	to argue	to protest	to explain	to promise
to tell sb	to boast	to complain	to inform sb	to decide

Model 1: T — Jerry said, "I know these girls quite well."

St — Jerry explained that he knew those girls quite well.

Model 2: T — Magda said, "I'll leave the papers on the desk."

St — Magda told me that she would leave the papers on the desk.

Model 3: T — Frank said, "I'll join you as soon as I finish my work."

St — Frank promised to join us as soon as he finished his work.

B. Reported Commands

to ask sb	to tell sb	to warn sb	to allow sb
to order sb	to remind sb	to advise sb	to forbid

Model 4: T — "Turn off the light in the kitchen," Mary said to her sister.

St — Mary asked her sister to turn off the light in the kitchen.

Model 5: T – “Don’t go out late,” Sue said to her daughter.
St – Sue warned her daughter not to go out late.

VOCABULARY EXERCISES

31. Answer the teacher’s questions. (*to discover, science, wealth*)

32. Give advice as in the model:

Model: T – I haven’t decided yet where I’ll work after graduation.

St – *Wherever* you work, try to make a good career.

(*Wherever* you work you must try to earn a good salary.)

whoever

whatever

whenever

wherever

1. have a good rest; 2. to phone sb; 3. to hold talks with one’s partner; 4. to get in touch with sb; 5. to phone sb from time to time; 6. to tell sb the truth; 7. to take care of his health; 8. to buy a Japanese TV set.

33. Answer the teacher’s questions. (*to equip, equipment / technical, technology*)

34. Translate into English. (*price, salary, to employ, employment, an employer, an employee*)

35. Answer the teacher’s questions. (*to excite, exciting, to enjoy oneself, to have fun, for fun, funny, performance*)

36. Complete the sentences and develop the situations. (*to be under repair, to light, working conditions, living conditions, proper, properly, to be in charge of*)

1. As the shop was under repair... 2. When the room was lit up... 3. If the administration does not improve their working conditions... 4. Sue’s living conditions were so bad that... 5. If the manager does not pay me proper wages... 6. As Donald was in charge of the test equipment department... 7. If you don’t behave properly... 8. A smile lit up her face when...

37. Translate into English.

HOME ACTIVITIES (4)

38. Listen to Text 2. Read it after the speaker and get ready to answer the questions (exercise 44).

39. Write the following dialogues in Reported Speech. Use the verbs given in brackets.

Model: Harry — I don't want to interrupt Michelle's school year. (to explain)

St — Harry *explained* that he didn't want to interrupt Michelle's school year.

Harry and his business friend Bill are having lunch at a restaurant in New York. Harry has just been offered a job with a major accounting company in Los Angeles.

B — Harry, it's the perfect job for you. You'll love it. (to explain, to promise)

H — It's a big decision for me, Bill. And I have to discuss it with Susan. I don't know if it's right for her. (to explain, to add, to say)

B — Talk it over. Think it over. Let me know by the end of the week. (to advise, to ask)

* * *

Harry is talking to Susan, his wife, about it.

S — First tell me about the job, Harry. If it's a good one, then we'll make it work for us. (to ask, to add)

H — I have a client in the garment business on Seventh Avenue. I do his taxes for him every year. His company is looking for an executive to work in Los Angeles. (to explain, to say, to inform)

S — Well, there's a lot to think about. If it's a good job, then I'll have to do some thinking about my career opportunities in Los Angeles. (to believe, to explain)

* * *

Susan is talking to Grandpa about the offer.

S — Grandpa, there are so many things to consider. There's Michelle, Harry's daughter. I wonder if a move will do her good. And my job. I don't know if I can get a good job in Los Angeles. Tell me what you think about it. (to complain, to say, to wonder, to be sure, to beg)

G — I think you have a fantastic reputation in the toy industry. You can talk to Mr. Marchetta. I think he can help you find a good job in Los Angeles. But this should be *your* decision. It's something that only you and Harry can work out. (to tell, to think, to be sure, to insist, to believe)

40. a) Complete the sentences with the words and expressions from the box. Learn the words and expressions from the box.

instead of	turn	use	working conditions
exciting	used to be	industry	confidence
business	equipment	to keep	

A visit to Universal Studios, one of the oldest and largest movie companies in America, brings back memories of the great days of Hollywood, the multi-million-dollar films

and the _____ (1), glamorous stars. But Hollywood isn't quite the same as it _____ (2). Costs have gone up and _____ (3) has gone down. The film _____ (4) is changing fast. Moviemakers feel that they don't need Hollywood any more. Modern cameras and _____ (5) are smaller and lighter. Cameramen _____ (6) them to film real streets and houses _____ (7) expensively made copies in a studio. Other states, especially Florida and Texas, are working hard to take the film _____ (8) away from California. They offer better _____ (9), lower costs and less official paperwork. In its _____ (10), California is trying hard _____ (11) its best-known industry.

b) Write five questions to the text.

c) Get ready to discuss the text.

4.1 Translate into English.

1. Один из многочисленных поклонников актрисы выяснил, что она восхищается живописью начала XX века. Он купил ей картину Шагала (Chagal) за 500 000 долларов, чтобы выставить напоказ свое благосостояние и попросить актрису выйти за него замуж. 2. Господин О'Нил (O'Neil) возглавляет (руководит) отдел кадров компании. Вчера он провел собрание с новыми служащими. Во время собрания господин О'Нил рассказывал об условиях труда в компании, новых компьютерных технологиях и оборудовании. Он отметил, что если новые сотрудники будут выполнять свою работу должным образом, им будет предоставляться двухнедельный отпуск два раза в год. Если повезет, некоторые из них поедут за границу изучать новые методы делового администрирования. 3. Если актер хочет добиться успеха, ему нужно приложить массу усилий, чтобы завоевать популярность среди самых разных людей. 4. Джеймс стал управляющим компании, потому что сумел создать себе репутацию трудолюбивого и честного служащего. 5. В этом месяце наша фирма продает компьютерное оборудование по более низкой цене. 6. Компания IBM собирается нанять еще 200 сотрудников, которые будут собирать новую модель компьютера. 7. Ваша фирма может починить мой компьютер? — Да, конечно. Вы можете поговорить с менеджером, отвечающим за работу отдела программного обеспечения (software department).



Step III

CLASSROOM ACTIVITIES (5)

42. Write a translation dictation.

43. Discuss the problems raised in exercise 40.

TEXT 2. Employers and employees.

Phonetic Notes:

bargaining ['bɑ:ɡɪnɪŋ]

national ['næʃən(ə)l]

consumer [kən'sju:mə]

secure [sɪ'kjʊə]

compromise ['kɒmprəmaɪz]

private ['praɪvɪt]

opportunity [ˌɒpə'tju:nəti]

inevitable [ɪn'evɪtəbl]

* * *



Work is an essential economic activity. Like people all over the world, some Britons are hard working and some are not, but they are horrified to find themselves out of a job, and not just for financial reasons. Some really enjoy hard work, they are committed 'workaholics'. The rest do the work and escape when they can, and try to get as many advantages out of the system as they can.

Most of the working population in Britain (about 90 per cent) are employees who work for wages which they get either weekly or monthly. Another 6 per cent are self-employed, working on their own and paying themselves from the profits of their businesses. However, it is not simply true that the 3% of employers employ all the employees. About a third of the working population work for the State. And many of the biggest 'employers' in Britain are not individuals, but trusts, or financial organizations representing hundreds of thousands of shareholders. The big businesses are managed; it is in the interests of managers to make profits. Part of them will go back into the business in the hope that it will become even more profitable, and the rest will go to the shareholders. The management will be among the shareholders.

Employees have different interests. They want more wages, easier working conditions, and as many benefits as they can get out of the system. In private businesses there is an inevitable conflict of interests between employers and employees, but usually con-

licts are resolved through negotiations, bargaining and compromise. If the business fails to make profits, the employees will not get their pay; if the conditions of work of the employees are unsatisfactory, they will not work well enough to produce profits. In a country where businesses fail regularly and where there is a high unemployment rate these are daily calculations.

State employees are in a different position. They include national and local government administration; almost all school teachers, doctors and medical staff, many research workers, the police, and all the service personnel. Their wages come from taxation, both of individuals and businesses, and from taxation on goods and services. So it is in the interests of these employees that the State should raise plenty of money.

But employees (working both in the private and the state sector of the economy) are also taxpayers, whose interest, naturally, is to pay as little tax as possible. They are also consumers of state services, like health and education, which are funded from public money. All these conflicts of interest mean that no part of the economy and no services provided by the society for its members can operate independently. In the middle stands the citizen, who, like any human being anywhere, wants food, housing, education, medical care, and then opportunities to move about, to enjoy himself, to make his home comfortable and to make his future secure for his children.

ACTIVE VOCABULARY 2

1. **reason (for)** — причина (чего-либо): e.g. What was the reason for his absence? / **to reason** — размышлять, рассуждать, мыслить, убеждать: e.g. We reasoned what was to be done. She reasoned with him for an hour. — Она убеждала его целый час. / **reasonable** — разумный, благоразумный, рассудительный: e.g. I find it reasonable that he should do so. — Я считаю, что у него есть основания так поступить.
2. **opportunity** [ˌɒpə'tju:nəti] — удобный случай, благоприятная возможность: e.g. I had no opportunity to discuss the matter with her. / **to take the opportunity (to do sth)** — воспользоваться возможностью сделать что-либо: e.g. I'd like to take the opportunity to thank all of you for coming. / **to miss an opportunity (to do sth)** — упустить возможность, случай сделать что-либо: e.g. She realized she had missed an opportunity to speak to Brian.
3. **profit** ['prɒfɪt] — прибыль, доход: e.g. For the first time, the company's annual profits were over \$1 million. / **to profit (by)** — получать прибыль (от): e.g. He profited by the transaction (сделка). / **profitable** ['prɒfɪtəbl] — полезный, прибыльный, выгодный: e.g. Some of the company's new electronic products are highly profitable.

4. **true** [tru:] — 1. верный, правильный, точный: e.g. Is it true that you are going away? Whatever happens he will remain true to his principles. 2. настоящий, подлинный: e.g. Isaac Newton was a true scientist. The film is based on a true story. / **Is it true that ?..** — Это правда, что ?..: e.g. Is it true that Tom and Lucy are getting married? / **to come true** — сбываться (о мечтах, предсказаниях): e.g. Patterson's dream came true when he won the Boston marathon on his first attempt.
5. **tax** — налог, пошлина; **income tax** — подоходный налог: e.g. How much income tax did you pay last year? / **taxpayer** — налогоплательщик: e.g. This defence project is simply a waste of taxpayers' money.
6. **to produce** [prə'dju:s] — 1. предъявлять, представлять: e.g. to produce one's passport (a railway ticket) — предъявить паспорт (железнодорожный билет); 2. производить, вырабатывать, выпускать: e.g. to produce steel / **production** [prə'dʌkʃən] — 1. производство, изготовление, выработка, добыча: e.g. The production of steel increased by 7 percent last year. 2. постановка (театр.): e.g. The Royal Shakespeare Company's production of *Macbeth* was a great success.
7. **service** — 1. обслуживание: e.g. What was the service like at the hotel? 2. услуга: e.g. To achieve the best results you need the services of a designer. 3. служба: e.g. My father was in the diplomatic service, so in my childhood I lived in France and Turkey and learnt their languages.

COMPREHENSION EXERCISES

44. Answer the questions.

- How can you characterize the attitude of Britons to work?
- What do we call the people who enjoy work and are committed to it? Are you a workaholic?
- How many people work in the state sector?
- Who are the biggest employers in Britain?
- Whom do trusts represent?
- What do employees want to get out of the system?
- Whom do we call state employees?

45. Give the Russian for:

essential economic activity, a committed workaholic, to be self-employed, working on their own, benefits, private business, negotiations, bargaining, the business fails to make profits, daily calculations, service personnel, taxation on goods and services, to raise plenty of money, medical care, to make one's future secure.

46. Give the English for: 

британцы, работать в государственном секторе (на государство), представлять (интересы) акционеров, в интересах кого-либо, неизбежный конфликт интересов, высокий уровень безработицы, государственные служащие, правительственный аппарат, медицинские работники, потребители, возможность.

VOCABULARY EXERCISES
47. Ask and answer:

Model: St-1 – The steelworkers went on strike on Tuesday.
 St-2 – What was (were) the *reason(s)* for the strike?
 St-1 – They were low wages and poor working conditions.

visit	price rise	depression
arrival	absence	accident

1. Lily visited us yesterday afternoon. / to need a book for one's report. 2. Ben suddenly arrived in Moscow. / to get a week off work. 3. Prices rose last month / increase in the cost of materials. 4. Tom was absent from classes. / illness. 5. Gwenda is depressed. / to fail an exam. 6. There was an accident on Road M-5 yesterday. / slippery road.

48. Answer the teacher's questions. (to produce sth, daily, monthly, weekly, quarterly)**49. Give advice as in the model:**

Model: T – There is a wonderful chance for Jack to make a career.
 St – He should *take the opportunity* and make a career.

50. Ask and answer as in the model:

Model: St-1 – Kate, *is it true that* we are going to have 6 exams in January?
 ↗ I'm afraid it is *quite true*.
 St-2 → I think it's *quite true*.
 ↘ I have *no idea* [a'diə].

to have fewer classes of English	to have no winter holidays
to have a very cold winter	to have an exam on January 3
to have a day off on Saturday	to have a meeting on Friday
to have no classes on November 7	to have a test on Sunday

51. Translate into English.

HOME ACTIVITIES (5)

52. Translate into English. 

- A.** 1. Давид объяснил родителям, что у него есть *возможность* получить стипендию и учиться за границей. Он добавил, что, хотя и будет скучать по родителям (to miss sb), он не считает *разумным упускать* такую *возможность*. Он верил, что его мечта получить степень магистра делового администрирования *сбудется*. 2. *Это правда*, что ваша компания начитает новый проект? — Да. Управляющий считает, что это будет очень *прибыльным* делом. 3. Государственные *службы* регулярно предоставляют сведения о том, как они расходуют деньги *налогоплательщиков*.
- B.** 1. Анжела сейчас ищет новую работу. Хотя уровень (rate of) *безработицы* в стране высок, Анжела считает, что даже сейчас *трудолюбивый*, высококвалифицированный и образованный специалист может получить хорошо оплачиваемую работу. Она верит в то, что ей *повезет* и она сможет купить дом *по разумной цене* и оплатить обучение своих детей в университете. 2. Когда Джеруша услышала *волнующую* новость о том, что опекуны (trustees) решили отправить ее учиться в колледж, ее лицо *осветила счастливая улыбка*. 3. Было совершенно бесполезно объяснять Джереми, что его очередная попытка *отремонтировать* велосипед будет такой же *неудачной*, как и все предыдущие. 4. *Премьера* новой комедии *имела огромный успех*. Зрители *весело провели время* и получили *удовольствие* от остроумных (witty) диалогов героев пьесы. 5. За прошлый год *выпуск* автомобилей на этом заводе значительно *вырос*.

53. Get ready to retell Text 2 and discuss the problems raised in the text.

CLASSROOM ACTIVITIES (6)

54. Answer the teacher's questions based on Text 2.

55. Translate into Russian.

1. It's a *popular* misconception that all snakes are poisonous. 2. The TV series was brought back *by popular demand*. 3. The government's policy *enjoys popularity*. 4. Beryl is a real *fortune-hunter*. 5. *Fortune smiled on* their enterprise. 6. I went to see a fortune teller, and she told me that I would have three children. 7. The new album on modern art offers *a wealth of illustrations*. 8. Loss of independence was a high *price* to pay for

peace. 9. Can you *manage* another slice of cake? 10. If I can't borrow the money I shall have to *manage without*. 11. I made it with *my proper hands*. 12. Use others as you would like them to *use* you. 13. I have *no use for* people who are always complaining about something. 14. In these cases *use* is the best guide. 15. Gregory is always faithful in the *performance of his duties*. 16. There is every *reason* to expect that he will agree. 17. The hotel is situated within a *reasonable* distance from the beach. 18. Her job has become *increasingly* difficult. 19. Though now in government, he *has maintained* close contact with his former colleagues in the *oil industry*. 20. Regular inspections ensure that *safety standards are maintained*. 21. We certainly had our *share* of *good fortune*. 22. I have read it to *my profit*. 23. It *profited* him nothing. 24. The government is planning to *tax* private schools.

56 a) Skim through the text and say in one sentence what the message of the text is. Answer the questions which follow.

inaccurate [ɪn'ækjʊrɪt]

psychiatrist [saɪ'kaɪətrɪst]


accessible [ək'sesɪbl]

agency ['eɪdʒənsɪ]

freak [fri:k] — “сдвинутый” на чем-то

to multiply ['mʌltɪplaɪ] — умножать

* * *

 (1.5 min.)



Someone Somewhere Has You Taped

The contents of a file kept about you could stop you getting a job, a home, a loan. They could be unfair, or just inaccurate. But you'll never know, until something goes wrong in your life — you get turned down for a job, you are refused a credit card, and can't understand why — and only then, if you're lucky. Technology makes it possible to collect almost limitless amounts of personal information about every aspect of our lives. If you were ever in trouble at college or school, ever have seen a psychiatrist — all this information is likely to be on record somewhere. On record, and, in our increasingly technological times, more accessible than ever to third parties who may use it as evidence against you.

The fact that you've got nothing to hide doesn't mean that you've got nothing to worry about, because the information on record about you could quite simply be wrong. But even when you have strong reasons to believe a file contains wrong information, you have no right to check it.

Employers, often hiring private detectives, find it easy to discover almost all they want to know about you. Computer freaks, whose hobby is breaking into official systems, don't even have to use the phone.

Thus computers multiply the risks as they allow more data to be collected on more aspects of our lives, and increase the likelihood of its transfer to unauthorized agencies.

* * *

1. How can the contents of a computer file affect an individual?
2. What kind of information can be recorded to a person's disadvantage?
3. Who usually collects the data about private individuals?
4. How can this information be used by strangers?

b) **Scan the text for details.**

c) **Answer the teacher's questions.**



57. Discuss the following issues:

- Is it fair or not for companies to keep dossiers ['dɒsɪəz] on employees?
- What possible risks can computerized businesses face?
- What do you feel about the possibility of having machine-readable documents (including passports) in the near future?

58. Suppose you have an opportunity to argue with a team of hackers who break into computer files of different companies. Discuss whether it is theft or art. (Let one half of the students argue for the hackers and the other half — against them.)

DO YOU KNOW THAT

- **The City** is the commercial centre of London governed by the Lord Mayor and Corporation of London. It is also known as **the Square Mile of Money**.
- **The Bank of England** is also known as **The Old Lady of Threadneedle Street** as it stands in Threadneedle Street, which used to be a tailors' street.
- **The Bank of England** was founded in 1694 by a Scotsman; **the Bank of Scotland** was founded in 1695 by an Englishman.
- **Wall Street**, the stock exchange and money market of the USA, got its name after a street in Manhattan, New York City.

HOME ACTIVITIES (6)

59 Translate into English.

1. Современная Золушка и две ее сестры жили с овдовевшим отцом.

2. Все три девушки были очень трудолюбивыми.

3. У старших сестер было много поклонников, но сестры искали состоятельных мужей.

4. Младшая сестра была студенткой и мечтала получить степень магистра делового администрирования.

5. Однажды сестры услышали, что король собирается дать бал, и найти жену для принца.

6. “Как интересно!” – воскликнули старшие сестры. – “Мы должны воспользоваться возможностью познакомиться с лучшими молодыми людьми королевства”.

7. Сестры Золушки только и говорили взволнованно о бале и шили платья.

8. Но Золушка рассудительно решила, что ей бесполезно даже пытаться познакомиться с принцем.

9. В то время как сестры развлекались на балу, Золушка готовилась к семинару.

10. Неожиданно она увидела свою крестную, которая была феей.

11. Она велела Золушке ехать на бал и дала ей нарядное платье и пару хрустальных башмачков (glass slippers).

12. Она добавила, что если девушка послушает ее, ей очень повезет в жизни.

13. Лицо Золушки просияло, когда она увидела новый Роллс-ройс с шофером, который ждал ее, чтобы отвезти во дворец.

1. A modern Cinderella and her two sisters lived with their widowed father.

2. All the three girls were very industrious.

3. The elder sisters had a lot of admirers, but the sisters were looking for wealthy husbands.

4. The younger sister was a student and dreamt of getting an MBA degree.

5. Once the sisters heard that the king was going to hold a ball and find a wife for the prince.

6. “How exciting!” cried out the elder sisters. “We must take the opportunity to get acquainted with the best young men of the kingdom.”

7. Cinderella’s sisters were talking excitedly about the ball and were making dresses.

8. But Cinderella reasonably decided that for her it was no use even trying to get acquainted with the prince.

9. While the sisters were enjoying themselves at the ball Cinderella was preparing for a seminar.

10. Suddenly she saw her Godmother who was a fairy.

11. She told Cinderella to go to the ball and gave her a beautiful dress and a pair of glass slippers.

12. She added that if the girl listened to her she would be fortunate in life.

13. Cinderella’s face lit up when she saw a new Rolls-Royce with a driver who was waiting for her to drive her to the palace.

UNSUPERVISED EXERCISES WITH KEYS

1. to keep – to hold

to keep – держать (не отдавать); хранить; содержать; держаться, сохраняться, оставаться, поддерживать (в известном положении, состоянии).

Expressions:

to keep a family – содержать семью

to keep house – вести хозяйство

to keep a secret – не выдавать тайну

to keep one's word – держать слово

to keep an eye on sb/sth – присматривать за кем-либо/чем-либо

to keep sb from sth/ doing sth – удержать кого-либо от чего-либо; помешать кому-либо делать что-либо

to keep doing sth – продолжать делать что-либо

to hold – держать (в руках), владеть, иметь; удерживать позицию

Expressions:

to hold on to sth – держаться за что-либо

to hold an event – проводить мероприятие

to hold one's tongue – молчать, держать язык за зубами

to hold one's head high – высоко держать голову.

A. 1. The boy will never learn ... his books in order! 2. I don't advise you to deal with Mike. He never ... his word. 3. No matter what may happen you must ... your head high. 4. Let's meet at 5. I cannot make it earlier and I wouldn't like ... you waiting. 5. While crossing the street the woman ... the child by the hand (Past). 6. There's no hurry, you may ... the magazines for two more days. 7. Could you help me and ... the vase while I am fixing the shelf? 8. The boy is undisciplined, you must ... an eye on him. 9. ... yourself still for a second while I take your photograph. 10. Don't smile! ... a straight face. 11. Jack got married only at 28, when he felt he could ... a family. 12. If you don't ... your tongue and let out the secret, you will get into trouble. 13. ... your arms out and your head up. 14. Where will the conference be ...? 15. While going down the stairs ... on to the banister (перила).

B. 1. Не промочи ноги (держи ноги сухими), а то простудишься. 2. Скажи ребенку, чтобы он держался за стул. 3. Почему ты заставил их стоять за дверью? 4. Плохая погода помешала ему присоединиться к нам. 5. За что мне держаться? 6. Невозможно удержать его от курения. 7. Мать продолжала петь, хотя ребенок уже уснул. 8. Здесь скользко, держись за стену. 9. Я бы хотел удержать его от поездки туда. 10. Встреча прошла в резиденции главы правительства. 11. Не волнуйся и держи выше голову. 12. Вы не могли бы приглядеть за моими вещами, пока я посмотрю расписание?

2. not at all — (not) quite

not at all — совсем не, вовсе не (употребляется в конце предложения); e.g. It isn't cold at all, it's quite warm.

quite — вполне, совсем, совершенно, довольно-таки: e.g. I'm quite happy!

not quite — не совсем, не вполне (употребляется в середине предложения): e.g. I don't quite understand what you mean.

- A.** 1. The idea is ... clear, will you explain it to me again? 2. I am ... sure whether I will be able to join you tomorrow. 3. "Are you busy?" — "..., I'm absolutely free, what's the problem?" 4. We do ... understand the reasons for your anxiety (волнение). 5. Lily refused to take part in the concert saying that she could not sing 6. I am afraid you are ... right, there are other ways of solving this problem. 7. I am ... ready, let's start. 8. We didn't like the film 9. I ... agree with your plan, but I ... understand the second point. 10. You did not speak at the seminar What was the matter?
- B.** 1. Я не совсем согласен с докладчиком. 2. Вы совершенно правы: такие вопросы нельзя обсуждать в спешке. 3. Мне совершенно не понравилось, как она пела. 4. Я вовсе не хочу обидеть (to hurt) ее, но она не вполне справляется с работой секретаря. 5. Это была довольно-таки безобидная шутка. 6. Они совсем не устали после поездки за город. 7. Студент не совсем правильно ответил на вопрос экзаменатора. 8. Это было вполне разумное объяснение того, что произошло.

3. to offer — to suggest

to offer sth — предлагать (что-либо конкретное, в том числе a plan)

to offer to do sth — предлагать сделать что-либо (говорящий сам сделает то, что предлагает)

to suggest sth — предлагать (что-либо абстрактное, в том числе an idea)

to suggest doing sth / that sb should do sth / that sth should be done — предлагать (кому-либо) сделать что-либо

- A.** 1. Can I ... you another cup of tea? 2. Jonathan ... (Margaret) drive to the country with him. 3. Who ... discussing this problem tomorrow? 4. Yesterday my sister ... me tickets to a concert. 5. When I was ill, my neighbour ... to take my books to the library. 6. The secretary ... (we) leave the documents with her. 7. Peter ... (his friend) spend the summer holidays at his parents'. 8. When somebody ... a trip to the country, we all welcomed the idea.
- B.** 1. Кто предложил пригласить этого человека? 2. Я предлагаю сначала пообедать, а потом продолжить обсуждение. 3. Мой брат всегда предлагает мне свою помощь. 4. Анна предложила нам провести выходные за городом. 5. Вчера соседка предложила забрать моего маленького брата из детского сада. 6. Джефф пред-

ложил новый план, но мы не приняли его. 7. Позвольте предложить вам чашечку кофе. 8. Кто предложил эту идею?

4. to name – to call

to name – давать имя, называть: e.g. She was named after her grandmother.

to call – звать, называться: e.g. His name is Richard, but everybody calls him Dick.

Expressions:

to call people names – обзывать, обзывать людей бранными словами

to call a spade a spade – называть вещи своими именами

Let's call it a day – На сегодня все. Хватит.

- A. 1. Anna, a student of biology, was asked ... a few kinds of Polar birds. 2. Liz got a puppy on her birthday. She ... it Matilda, but everybody ... it Tilly. 3. What do you ... the dish you are eating? 4. We have discussed practically everything. Let's ... it a day. 5. Nick's behaviour is awful – he has no manners at all and often ... people names.
- B. 1. Назовите самую длинную реку нашей страны. 2. Не называйте его Петей. Он просит называть его Петром. 3. Как называется эта машина? 4. Назовите несколько сортов мяса. 5. Эта улица была названа в честь королевы Виктории.

5. salary – wage(s)

salary – зарплата служащих (врачей, учителей, преподавателей, менеджеров и т. п.) [Фиксированная сумма денег, выплачиваемая за квалифицированный труд. Чаще всего деньги переводятся непосредственно на банковский счет сотрудника.]

wage / wages – зарплата (рабочих производственной сферы) [Сумма денег, выплачиваемая (неквалифицированным) рабочим за час, день, неделю работы или за одновременно выполненный объем работы. Обычно выплачиваются наличные деньги: e.g. When he gets his wages he usually goes straight to the pub for a drink.]

Обратите внимание, на то, что *wage(s)* часто употребляется для обозначения заработной платы вообще, в государственном масштабе, без уточнения социальной принадлежности получателя денег: e.g. The government would like to slow down the rate of wage increases.

- A. 1. They earn the basic ... of \$11.50 per hour. 2. She earns a good ... as an investment banker. 3. This sounds like a good job – company car, generous ..., opportunity to

travel — why don't you apply? 4. The workers demanded a ... rise of 10 per cent. 5. He gives most of his _____ packet (envelope containing the money) to his wife. 6. In our family both my husband and I are _____ earners. 7. I joined the company in 1985, with a _____ of \$15,000 a year.

- B.** 1. Правительство хочет замедлить рост заработной платы. 2. Джек потратил целую месячную зарплату на отпуск во Франции. 3. Университет предоставил новому преподавателю зарплату \$2,000 в месяц. 4. Как президент компании он получает очень высокую зарплату. 5. Бастующие потребовали повышения зарплаты и улучшения условий труда. 6. Майк получил свою первую зарплату за доставку газет, когда ему было 12 лет. 7. Начальная (starting) зарплата — \$25,000, но через 2 года вы получите прибавку.

6. to know — to learn — to find out — to recognize

to know — знать

Expression:

to come to know sb/sth — узнать кого-либо/что-либо (лучше разобраться)

to learn — узнавать (получать информацию)

to find out — разузнать, выяснить

to recognize — узнать (кого-либо)

- A.** 1. When I met my former classmate I couldn't ... him at one — he had changed so much. 2. Who can ... where she lives? 3. I am sure that when you ... the man, you will enjoy his company. 4. Where did you ... this thing? 5. We don't ... yet when the conference will be held. 6. Sometimes it is difficult ... a person's voice on the telephone. 7. We have missed the bus! Go and ... when the next bus will come.
- B.** 1. Прежде чем звонить Николаю, надо выяснить номер его телефона. 2. Когда ты узнаешь эту семью лучше, они станут твоими друзьями. 3. От кого ты узнал эти новости? 4. Хотя мы не виделись много лет, я сразу узнал своего однокурсника. 5. Чем больше мы учимся, тем больше мы узнаем. 6. Узнай, есть ли изменения в расписании.



KEYS

1. **A.** 1 — to keep; 2 — keeps; 3 — hold; 4 — to keep; 5 — was holding; 6 — keep; 7 — hold; 8 — keep; 9 — hold; 10 — keep; 11 — keep; 12 — hold; 13 — hold; 14 — held; 15 — hold.
- B.** 1. Keep your feet dry or you will catch (a) cold. 2. Tell the child to hold on to the chair. 3. Why did you keep them standing behind the door? 4. Bad weather kept us from joining them. 5. What can / shall I hold on to? 6. It's impossible to keep him away from smoking. 7. The mother kept singing though the baby had fallen asleep. 8. It's slippery here, hold on to the wall. 9. I would like to keep him from going there. 10.

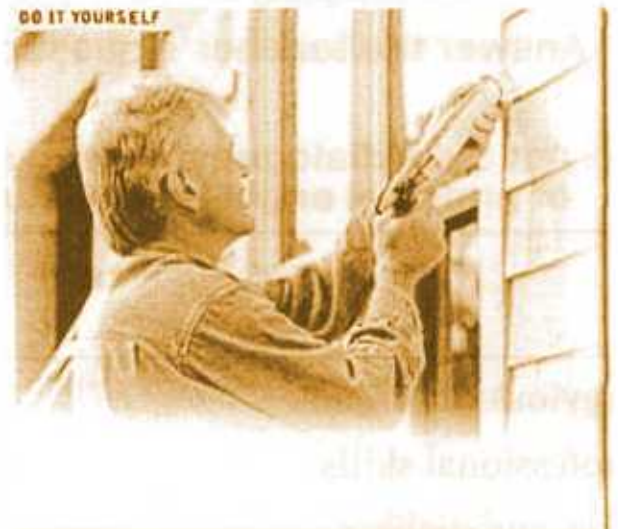
The meeting was held in the residence of the head of the government. 11. Don't worry and hold your head high. 12. Could you keep an eye on my things while I look up the time-table?

2. A. 1 – not quite; 2 – not quite; 3 – not at all; 4 – not quite; 5 – at all; 6 – not quite; 7 – quite; 8 – at all; 9 – quite; don't quite; 10 – at all.
 B. 1. I don't quite agree with the speaker. 2. You are quite right: such things cannot be discussed in a hurry. 3. I didn't like the way she sang at all. 4. I don't want to hurt her at all, but she doesn't quite cope with her work as a secretary. 5. It was quite a harmless joke. 6. They didn't at all feel tired after the trip to the country. 7. The student didn't quite correctly answer the examiner's question. 8. It was quite a reasonable explanation of what had happened.
3. A. 1 – offer; 2 – suggests/suggested that Margaret should; 3 – suggested; 4 – offered; 5 – offered; 6 – suggested that we should; 7 – suggests/suggested that his friend should; 8 – suggested.
 B. 1. Who suggested inviting this man? 2. I suggest that we should first have lunch and then continue the discussion. 3. My brother always offers me his help. 4. Anna suggested spending the weekend in the country (... that we should spend the weekend...). 5. Yesterday the neighbour offered to take my little brother from the kindergarten. 6. Jeff offered a new plan but we did not accept it. 7. Let me offer you a cup of coffee. 8. Who suggested this idea?
4. A. 1 – to name; 2 – named; calls/called; 3 – call; 4 – call; 5 – calls.
 B. 1. Name the longest river in our country. 2. Don't call him Pete. He asks to call him Peter. 3. What do you call this machine/car? 4. Name several sorts of meat. 5. This street was named after Queen Victoria.
5. A. 1 – wage; 2 – salary; 3 – salary; 4 – wages; 6 – wages; 7 – salary.
 B. 1. The government want to slow down the wage increase (the rise in wages). 2. Jack spent a whole month's salary on his vacation / holiday in France. 3. The university provided the new lecturer with a salary of \$2,000 a month. 4. He receives a very high salary as the president of the company. 5. The strikers demanded higher wages and better working conditions. 6. Mike got his first wage(s) for delivering newspapers, when he was 12 years old. 7. The starting salary is \$25,000, but in two years you will get a rise.
6. A. 1 – recognize; 2 – find out; 3 – come to know; 4 – learn; 5 – know; 6 – to recognize; 7 – find out.
 B. 1. Before phoning Nick we must find out his telephone number. 2. When you come to know this family better, they will become your friends. 3. Who did you learn this news from? 4. Though we had not met each other for many years, I recognized my fellow-student at once. 5. The more we study, the more we learn. 6. Find out if there are changes in the time-table.

UNIT 4

TOPIC: Work and Leisure

GRAMMAR: 1. The Perfect Tense-forms.
2. Reported speech.





Step I

CLASSROOM ACTIVITIES (1)

GRAMMAR EXERCISES

The Present Perfect Tense

1. a) Read out the dialogue. Underline the Perfect tense-forms. Explain their use. 

Fiona Bates is being interviewed by David Grey, the managing director of a travel agency. Miss Bates has applied for the post of Tour Operator.

D.G. – Who do you work for, Miss Bates?

F.B. – The Old World Tours.

D.G. – How long have you worked for them?

F.B. – I've worked for them for two and a half years.

D.G. – How long have you been an area sales manager?

F.B. – Eighteen months.

D.G. – And what did you do before joining the Old World Tours?

F.B. – I worked for a chain of supermarkets as junior manager.

D.G. – The post you've applied for involves a lot of traveling. Have you been abroad much?

F.B. – I've been to four countries of Western Europe and I've been to China once.

D.G. – Why did you go there?

F.B. – The company sent me there to attend a seminar.

b) Answer the teacher's questions.

2. Act out a dialogue between a factory manager and an applicant for the post of principal engineer (the manager is interviewing the applicant).

<i>The manager is interested in the applicant's</i>	<i>The information the applicant is eager to produce</i>
previous experience	Izhevsk automobile plant
professional skills	MBA degree
likes and dislikes	traveling, music

3. Answer as in the models:

Model 1: T – Have you got a pay-rise yet?

↗ Yes, I have. I got it a week ago.

St –

↘ No, I haven't. I'm going to get it next month.

Model 2: T – Are the Roddens going to eat in a restaurant tonight?

St – No, they aren't. They have already eaten in a restaurant this week.

T – Really? When?

St – They ate in a restaurant on Tuesday.

4. Make sentences as in the model:

Model: – to get acquainted / lots of new people / this year.

– Jim has got acquainted with lots of new people this year.

Dennis	to travel a lot	this year
Brian	to learn 70 English words	this week
Charles	to feel lonely	this month
Wendy	not to see her boyfriend	today
Ruth	to speak to the manager	this morning

5. Ask and answer:

Model: St-1 – How long have you and your friend known each other?

↗ We've known each other for five years.

St-2 –

↘ We've known each other since 1998.

The Joneses	to be married	20 years
Lucy	to study at college	1999
John	to be interested in hi-tech	his childhood
Mrs. Brown	to be a manager	12 years
Diana	to run her own business	graduation
Tommy	to be interested in arts	many years
The Peterson family	to own an oil-field	1935

6. Answer the teacher's questions.

7. Ask and answer.

Model: St-1 – Is your friend married?

St-2 – Yes, he is.

St-1 – How long has he been married?

St-2 – He has been married since he finished high school.

Your friend	to be engaged	to get out of the army
Linda and Peter	to know Dr. Wilde	to be a teenager
You	to play in a jazz band	to be a student
Kate	to be interested in politics	to get up yesterday
Jeffrey	to have a cold	to graduate from college
Victor	to be an economist	to be a child

8. Act out the role play.**Getting a bank loan.****Student A:**

You want to borrow \$25,000 to start a small business. Decide what the business is:

- a hotel
- a factory
- a shop
- import / export

Prepare to explain to the bank manager:

- your business experience (*I've worked as a ... for ...*)
- your experience in the business you want to start
- the preparation you've already done (*I've found .../ asked .../ started ...*)
- what the competition is
- how much capital you already have
- what exactly you want to do with the loan
- how soon you intend to pay it back

Student B:

You are a bank manager. Student A is going to ask you for a loan of \$25,000 to start a small business. Prepare the questions you want to ask her / him about:

- business experience (*Where have you worked...? What experience have you got...?*)
- what preparation has been done (*Have you found an office? Have you done any market research?*)
- the competitors
- the capital that she / he already has

- why he / she wants the loan
- the problems involved (*Have you thought of ...?*)
- how soon the loan is going to be repaid

Can you decide whether to give the loan at the end of the interview or do you need more time?

HOME ACTIVITIES (1)

9. Complete the situations as in the model:

Model: – I drove a Rolls-Royce last week. It's a good car. ...
 – I drove a Rolls-Royce last week. It's a good car. It's the best car I've ever driven.

1. Frank saw "Frankenstein Alive!" It's a bad film. ... 2. We heard "The Rats". They are a good group. ... 3. He read "The Godfather". It's an interesting book. ... 4. Last week I went to Petersburg. I took some very good photos. ... 5. I saw "Matrix". It's a good film. ...

10. Your friend is living abroad now. Write a short letter telling him /her the news from home, the news about your friends, etc.

Model: Dear Joe,
 A lot of things have happened since you left. Our former classmate Anna has got married. ...

11. a) Open the brackets and insert the verbs in the proper forms.

Grace Diekhaus in 60 Minutes

You _____ (1 – just / to finish) high school, you _____ (2 – to want) more than anything else to be an actress, and your parents want you to learn to type instead. What do you do?

Grace Diekhaus _____ (3 – to decide) to please her parents, but the job she _____ (4 – to find) was as near to films and acting as she could _____ (5 – to get). She _____ (6 – to become) a secretary at CBS (Columbia Broadcasting Service), one of America's most important TV companies.

"I _____ (7 – to want) to work in the drama department, but they _____ (8 – to send) me to the newsroom," says Grace. "Five minutes later I _____ (9 – to know) I _____ (10 – to become) a journalist. The atmosphere, the excitement – I loved it. I _____ (11 – never / to feel) sorry ever since."

Now Grace _____ (12 – to work) for “60 minutes,” the news program that _____ (13 – to be) in the top ten American shows for the last ten years. She is a producer. That _____ (14 – to mean) she has to put together and film the kind of fifteen-minute news stories that _____ (15 – to make up) the program.

Grace _____ (16 – just / to finish) a piece on why Asian children _____ (17 – to do) so well in American schools. She _____ (18 – to work) with a Vietnamese assistant, who _____ (19 – to contact) the parents and children. Then she _____ (20 – to go) to California, and _____ (21 – to film) children at school and at home.

b) Write 5 questions to the text.

c) Get ready to discuss Grace Diekhaus' career.

12. Translate into English.

Шестнадцатилетний Джеймс МакКенни занимается собственным бизнесом уже год. По вечерам в пятницу он разносит (to deliver) жителям своей деревни свой товар – хлеб, булочки (buns) и пирожные, которые он покупает оптом в городской пекарне (to buy wholesale from a bakery). Впервые эта идея появилась у него перед Рождеством, и его первая попытка заработать деньги, торгуя свежими булочками и хлебом, была успешной. С тех пор у него много заказов. Он думал, что будет трудно открыть свое дело, но все оказалось довольно просто. “В нашей деревне нет булочной с тех пор, как десять лет назад открылся большой супермаркет. Людям нравится хлеб, испеченный по старинным рецептам (old-fashioned bread). Мое дело уже начало приносить хороший доход. Я даже нанял своего друга, чтобы он разносил булочки”. Джеймс недавно купил компьютер, которым он пользуется, чтобы хранить информацию о заказах, торговых партнерах, ценах и доходах.

13. a) Listen to the text *Leisure*. Read it after the speaker.

b) Get ready to read the text aloud in class.

c) Give the English for the following words and word combinations. Write out the sentences illustrating them. 

Популярное развлечение; в среднем 25 часов в неделю; составить компанию; садоводство; арендовать участки; в течение всего года; снизить интерес к чтению; это сводится к...; взглянуть на что-либо; естествознание; развитие музыкального вкуса; работа на добровольных началах; широко распространенный; дроттики; инвалидное кресло-коляска; клавишные инструменты.

CLASSROOM ACTIVITIES (2)

GRAMMAR EXERCISES

The Present Perfect Tense

14. Discuss Grace Diekhaus' career.

15. Answer as in the model using

a) *just, recently, already, not yet:*

Model 1: T – Would you like something to eat?

St – No, thanks. I've *just* had lunch.

b) *never, for ages, for a long time:*

Model 2: T – What is David's girlfriend like?

St – I have no idea. (I don't know.) I have *never* met her.

16. Ask and answer as in the model:

Model: St-1 – Fred is having a swimming lesson. He is very nervous and unsure.

St-2 – Has he swum before?

St-1 – No, *this is the first time he has swum in his life.*

1. Olga is playing volleyball. She's not very good and doesn't know the rules. 2. Nina is riding a horse. She doesn't look very confident and comfortable. 3. Robert is in Warsaw. He has just arrived and it's very new for him. 4. George is having a driving lesson. He is at a loss and not sure what to do. 5. Tom is a young doctor. He is performing an operation, but he is very nervous. 6. Alex is taking his first exam in French. He is shaking with fear. 7. Jim is a car sales manager. He is selling a car and is trying to look confident. 8. Andrew is translating a contract. He is looking up words in a dictionary all the time.

17. Listen to the teacher and ask questions to get additional information.

Model: T – I know Brenda.

St-1 – How long have you known her?

St-2 – When did you first meet her? (When did you get acquainted with her?)

18. Translate into English.

The Future Perfect Tense**19. Draw conclusions.**

Model: T – Fred started working at the office fifteen years ago. He will retire next year.
 St – By the time he retires he will have worked at the office for 16 years.

20. Translate into English.**Text 1. Leisure.****Phonetic Notes:**

sociologist [ˌsɒsɪˈɒlədʒɪst]
 ballet [ˈbæleɪ]
 enthusiasm [ɪnˈθjuːzɪæz(ə)m]
 lawn [lɔːn]
 ambitious [əmˈbɪʃəs]
 knitting [ˈnɪtɪŋ]
 comedy [ˈkɒmɪdi]
 cultivate [ˈkʌltɪveɪt]
 disabled [dɪsˈeɪblɪd]
 rehearsal [rɪˈhæːsəl]

affect [əˈfekt]
 leisure [ˈleɪzə]
 passion [ˈpæʃn]
 throughout [θruːˈaʊt]
 plumbing [ˈplʌmɪŋ]
 confine [kənˈfaɪn]
 serial [ˈsɪəriəl]
 voluntary [ˈvɒləntəri]
 folk [fəʊk]
 volunteer [ˌvɒlənˈtɪə]

* * *



How do people spend their free time when they are not actually working? This is a question sociologists love to answer.

In both Britain and Russia, television is the most popular entertainment. Almost everyone has a television and in Britain they spend on average 25 hours a week watching it – although the researchers are careful to point out that ‘watching’ is not always accurate: many people leave the television switched on to keep them company, even if they are not following the programme.

Leisure activities in Britain are affected by class, because some activities are simply not practiced by some groups. Theatre, opera and ballet, for example, are almost exclusively the pleasures of the educated middle class.

If we consider private leisure in Britain, the national enthusiasm is for gardening. A very high proportion of homes have small gardens, and those people without much space but much enthusiasm can rent allotments quite cheaply. Britons say that home-made fruit

and vegetables taste much better than those in shops. They also grow flowers, and, as everyone knows, have a passion for lawns of grass which stay green throughout the year.

The other popular home-based activity is 'D-I-Y' or 'Do-It-Yourself', that is, improvement in one's home by decorating, making furniture, fitting in shelves, cupboards, or turning roof space into a room – and other less ambitious but useful tasks like small-scale plumbing and electricity work. There are excellent shops which supply the materials and tools, as well as books with detailed advice. Many women join in D-I-Y but more concentrate on needlework or knitting.

'Reading' means such different things to different people that it is extremely difficult to decide how important books are in the life of British citizens. There are well-stocked libraries and a good public library service. Books are available – and expensive. If, however, you go into people's homes, you will see far fewer books than in a Russian home, in general. In Britain, the attractions of television and videos have reduced the enthusiasm for reading, which, for many people, is confined to glancing at a newspaper with a very limited vocabulary and range of expressions. On the other hand, children educated by watching television know far more about, for instance, geography, natural history, and world politics than their parents.

And of course there are lighter entertainments – games, family comedies, celebrity shows, soap operas (drama serials, which go on and on and on...).

Another kind of entertainment which is more controlled than you might expect is rock music. All teenagers in Britain hear pop music around them – on the radio, on tapes and discs, in shops, in public places. Gradually they discover that certain music is 'right' for their age group. How do they discover? Because their friends are listening to this or that disc, and because they are told they must buy it. Once teenagers have bought a disc, the companies tell them to buy a *new* one, because companies want to make money. Cultivating serious musical taste becomes extremely difficult.

Traditionally, there has always been an enormous amount of amateur and voluntary work in Britain. It covers all social groups and all ages. The chief characteristic of such group activity is that it is widespread, locally organized, it depends on personal enthusiasm, and involves only those who are keen on a particular activity. Half the pubs in the country run regular evenings for pub sporting events like darts, or quiz competitions, or money-raising evenings for some local charity (such as helping to buy a special wheel-chair for a local disabled boy). And at various pubs which have chosen to hold musical events you will find tonight, maybe, a folk club, and tomorrow, a blues band. Different ethnic groups have found their own place – a hall, a room, a pub – and are putting on concerts of their national music for each other and for the general public. Up and down the town, young people with guitars, drums, keyboards and anything else they can get hold of will be turning themselves into the next 'greatest popular group of all time'. All of this is music-making which is or will be for public performance. The money comes from the members themselves: choirs, bands and orchestral societies are supported by what can be earned through giving concerts and other fund-raising. Organizing rehearsals, publicity, concerts and membership is the work of devoted volunteers.

Organizing anything at student level in Britain is like playing in a student rock band. You do it because you want to do it, and it's fun. If, suddenly, you don't want to do it – well, that's the end of the affair, unless some new person volunteers to take over.

ACTIVE VOCABULARY 1

1. **to entertain** [ˌentə'teɪn] – развлекать: e.g. They entertained us with songs and dances. / **entertainment** – 1. Television is the most popular entertainment.
2. **average** ['ævərɪdʒ] – 1. средний: e.g. What is the average temperature in July? 2. обычный, нормальный, средний: e.g. The average family spends 70 pounds a week on food. / **on average** – в среднем: e.g. Max is a workaholic, he works on average 12 hours a day.
3. **to follow (sb/sth)** – 1. следовать, идти (за кем-либо/чем-либо): e.g. Follow me. – Идите за мной. 2. преследовать, следить за кем-либо: e.g. He felt somebody was following him. / **to follow sb's example (advice)** – следовать чьему-либо примеру (совету) / **following** ['fɒləʊɪŋ] – следующий: e.g. on the following day.
4. **to act** – 1. действовать, поступать: e.g. The time for talking is past, we must act at once. / **to act strangely (stupidly, etc.)** – поступать, вести себя странно (глупо и т. п.): e.g. Tina has been acting very oddly lately. 2. исполнять, играть роль: e.g. to act the part of Hamlet / **action** – действие: e.g. He is a man of action. – он энергичный (деятельный) человек. / **active** – деятельный, энергичный, активный, живой: e.g. an active child – живой (активный) ребенок / **activity** [æk'tɪvɪti] – 1. деятельность: e.g. These environmental changes are the result of human activity. / 2. активность: e.g. Economic activity was greater during the first part of the year. / 3. **activities** (literary activities, business activities, classroom activities, etc.) [*Note the plural form!*] – деятельность, действия (в определенной области): e.g. Employees should not take part in political activities without a manager's permission.
5. **practice** ['præktɪs] – 1. практика, применение, осуществление на практике: e.g. Theory without practice is useless. – Теория без практики бессмысленна. / **to put in(to) practice** – применить на практике / **to know sth from practice** – знать что-либо из практики; 2. обычай, обыкновение, практика: e.g. international practice – международная практика; 3. тренировка, упражнение: e.g. She is doing her practice at the piano. – Она упражняется в игре на рояле. / **to be out of practice** – разучиться, давно не заниматься чем-либо; 4. практика, деятельность (врача, адвоката): e.g. He has retired from practice. – Он бросил практику. / **to practise** ['præktɪs] (sth/doing sth) – тренироваться, практиковаться, упражняться: e.g. to practise tennis – заниматься теннисом / **to practise medicine/law** – заниматься профессиональной

- деятельностью (медицинской/адвокатской практикой) / **practical** — практический, практичный: e.g. practical advice — практический совет; practical clothes — практичная (удобная) одежда.
6. **to please sb/sth** — 1. угождать, доставлять удовольствие: e.g. It is difficult to please everybody. — На всех не угодишь. 2. (passive) получать удовольствие: e.g. I'm pleased to see you. — Я рад(а) вас видеть. / **pleasure** ['pleɪzə] — удовольствие: **with pleasure** — с удовольствием; **to do sth for pleasure** — сделать что-то ради удовольствия
7. **space** — 1. место, занимаемое каким-то предметом: e.g. The piano takes up too much space; 2. пространство: e.g. space and time — пространство и время; 3. космос, космическое пространство / **space** — космический: e.g. space flight — полет в космос / **spacious** ['speɪʃəs] — обширный, просторный, поместительный: e.g. a spacious room — просторная комната
8. **passion** ['pæʃ(ə)n] (for)— 1. страсть (к), страстное увлечение: e.g. passion for collecting; 2. приступ гнева, гнев: e.g. a fit of passion — приступ гнева / **passionate** ['pæʃənɪt] — 1. страстный, пылкий; влюбленный; неистовый, необузданный: e.g. passionate nature
9. **to improve** [ɪm'pru:v] — 1. улучшать, совершенствовать: e.g. to improve one's handwriting — улучшить свой почерк; 2. улучшаться, совершенствоваться: e.g. his spelling has improved — он стал делать меньше орфографических ошибок / **improvement** — улучшение, совершенствование: e.g. improvement of international relations — улучшение международных отношений
10. **detail** ['di:teɪl] — деталь, подробность: e.g. The police asked him to give the details of the accident. / **in detail** (*Note the singular form!*): e.g. I haven't had time to look at the plans in detail yet. / **to go into detail** [*Note the singular form!*]*—* вдаваться в подробности / **detailed** — детальный, подробный: e.g. Do you have a more detailed map of the area?
11. **available** [ə'veɪləbl] — наличный, имеющийся в распоряжении, доступный: e.g. What shall I do with all these books? We've used up all the available space.
12. **volunteer** [ˌvɒləntɪə] — доброволец, волонтер / **to volunteer to do sth**— предлагать свою помощь, услуги: e.g. Jill volunteered to go with me to the hospital. / **voluntary** [ˌvɒləntəri] — добровольный, добровольческий, имеющий свободу воли: e.g. voluntary work.
13. **to cover** — 1. покрывать, закрывать, накрывать: e.g. Cover the table with a cloth. 2. охватывать, покрывать: e.g. to cover a range of problems — охватывать ряд проблем; 3. пройти, проехать (о расстоянии): e.g. He covered the distance in an hour.
14. **particular** [pə'tɪkjələ] — 1. особый, особенный: e.g. Why did you choose this particular subject? — Почему вы выбрали именно этот предмет? 2. тщательный, аккуратный, разборчивый: e.g. He is particular in his speech. — Он следит

за своей речью. She is particular about food. Она разборчива в еде. / **in particular** — в особенности, в частности / **particularly** — особенно: e.g. India produces good quality carpets, particularly in Kashmir. It was a good film, not particularly exciting, but enjoyable.

15. **to rehearse** [ri'hæ:s] — репетировать: e.g. You must rehearse this scene again. / **rehearsal** — репетиция; a **dress rehearsal** — генеральная репетиция: e.g. The dress rehearsal is to be held on Thursday.

16. **range** [reɪndʒ] — ряд, серия: e.g. a range of events; a mountain range — горная цепь

17. **charity** ['tʃærɪti] — 1. милосердие, отзывчивость, сострадание; доброжелательность: e.g. Judge other people with charity. 2. благотворительная деятельность: **to do sth for charity** — сделать что-либо с благотворительной целью; 3. благотворительная организация: e.g. Elton John has campaigned for a number of AIDS charities.

Expressions

to take over — принимать на себя руководство, принимать должность

to keep (sb) company — составить компанию

up and down the town — по всему городу

to turn into — превратить(ся) в

to be confined to — быть прикованным к; быть ограниченным чем-то

to put on a performance (play) — (по)ставить спектакль (пьесу)

to be keen on sth / doing sth — сильно желать/стремиться сделать что-то

Special Difficulties

to stay — to remain — to leave

how — what

so — such

to say — to tell — to speak — to talk

to dress — to put on — to wear

still — yet — more — else

COMPREHENSION EXERCISES

 **Paraphrase, explain or translate:**

1. translate: ... in Britain they spend *on average 25 hours a week watching it...*
2. translate: ... 'watching' is not always *accurate*.
3. explain: Leisure activities in Britain *are affected by class...*

4. paraphrase: ... some activities *are ... not practiced by some groups.*
5. paraphrase: ... *the national enthusiasm is for gardening.*
6. translate: The other popular *home-based activity is 'D-I-Y' or 'Do-It-Yourself'.*
7. translate: ... *improvement* in one's home by *decorating*, ... fitting in shelves... and *other less ambitious but useful staff like small-scale plumbing and electricity work.*
8. paraphrase: There are *well-stocked libraries...*
9. paraphrase: *Books are available...*
10. translate: *Once teenagers have bought a disc*, the companies tell them to buy a new one.
11. paraphrase: *Cultivating serious musical taste* becomes extremely difficult.
12. explain: The chief characteristic of such group activity is that *it is ... locally organized...*
13. paraphrase: Half the pubs in the country *run regular evenings* for pub sporting events...
14. translate: *quiz competition*
15. translate: *a blues band*
16. paraphrase: *up and down the town*
17. paraphrase: ... unless some new person *volunteers to take over.*

22 Answer the teacher's questions.

HOME ACTIVITIES (2)

23 Get ready to retell Text 1.

24 Translate into English. 

1. Сколько лет вы живете в Брайтоне (Brighton)? — Пятнадцать. Я переехал сюда по окончании университета и занялся *юридической практикой*. 2. Мойры (Moira) нет дома. Она ушла на *репетицию*. Она *очень увлекается* драмой и три года назад присоединилась к труппе местного любительского театра. 3. Когда ты в последний раз видел Виктора? — Год назад мы вместе ездили на конференцию в Берлин. Ты ведь знаешь, что он стал известным ученым. Он *подробно* рассказывал мне о своей научной *деятельности* и открытиях. 4. В июне доктору Сэндхиллу исполнится 70 лет, и он оставит свою *медицинскую практику*. К этому времени он проработает врачом 40 лет. 5. В молодости г-жа Фентон работала школьной учительницей. Когда она овдовела, она *последовала совету* своей младшей сестры и начала писать детективные рассказы. *В среднем* она пишет 5–6 рассказов в год. Её книги стали очень популярны среди читателей, *особенно* среди людей её возраста. 6. Вчера я никуда не выходил. Погода была ужасная, шел сильный дождь. Мне

пришлось *развлекать* своих родственников, которые приехали из Казани. 7. Хотя он только что получил большую сумму денег, он все их истратит к концу недели. Он собирается купить новый компьютер. У него *страсть* к компьютерным играм, он *особенно увлекается* стратегическими играми (strategy games). 8. Есть какие-нибудь новости из дома? — Да, потрясающие новости о Саймоне. Он *добровольно вызвался* ехать в Анголу работать врачом. — Я знаю, что он в последнее время работал в нескольких *благотворительных* организациях. Но я отказываюсь верить, что он оставит свою *частную практику* в Лондоне и переедет в страну с такими ужасными условиями жизни и труда. — Надо позвонить ему и попросить *рассказать все подробности*.



Step II

CLASSROOM ACTIVITIES (3)

GRAMMAR EXERCISES

The Past Perfect Tense

25. *A group of English students who are taking a course in Russian at your university have just returned from a four-day trip to Suzdal. There they stayed with a Russian family and even went to a village in the suburbs of Suzdal. You accompanied them.*

a) Answer the questions as in the models:

Model 1: T – How did you find a host family outside Moscow?

St – Well, after we'd made enquiries, it wasn't difficult.

to turn for help to a tourist agency

to learn Russian for 5 years

passer-by/to show the way

to mix with Russian people

to study a guidebook

to ask friends for advice

Model 2: T – What family did you stay with?

St – The family they'd recommended in the tourist agency.

to stay with

never/to hear

to bring from Britain

to plan to see

home-made jam/prepare

to ask to show

b) Let two of the students act as Jane and David and the rest ask them questions as in the model. Let the students acting as Jane and David answer the questions.

Model 3: J – We went to Suzdal last weekend. It was great!

St – Had you been to Suzdal before?

J – ...

D – We visited a Russian family in a village in the suburbs of Suzdal.

St – Had you been to a Russian village before?

D – ...

Jane: 1. We had lunch in a village home. 2. I learned some Russian folk songs from them. 3. We visited the local museum of Russian art in Suzdal. 4. We saw a real Russian stove (печка) in the village. (Add statements of your own.)

David: 1. We went to a village disco on Saturday. 2. I tried to play the accordion. 3. I got acquainted with some local girls. 4. Our new friends invited me to a village bath-house. (Add statements of your own.)

26. Listen to the teacher and explain why the person you are talking about had done something.

Model: T – Why didn't you give the magazine to George when you saw him?
St – He said he had read it.

27. Answer the teacher's questions giving reasons for people's actions:

Model: T – Why didn't Vivie go to the theatre yesterday?
↗ She didn't go to the theatre because she was busy.
St –
↘ She didn't go to the theatre because she had lost her ticket.

to be in a hurry	to be tired	to forget sth	to miss the train
to be hungry	to be sleepy	to miss the bus	to fall ill
to be upset	to be busy	to quarrel with sb	to fall asleep
to be ill	to be careless	not to work hard	not to have lunch

28. Paraphrase as in the models:

Model 1: T – The train left. A bit later I got to the station. (by the time)
St – *By the time* I got to the station the train **had left**. (Note the sequence of actions!)

1. when	3. before	5. by the time	7. when
2. before	4. when	6. by the time	8. when

Model 2: T – She wrote the letter and then (she) went to the post-office. (after)
St – *After* she **had written** the letter she went to the postoffice.
(Note the sequence of actions!) OR:
She went to the post-office *after* she **had written** the letter.

1. after	3. when	5. until	7. before
2. after	4. as soon as	6. after	8. when

29. Complete the sentences.

1. When Kate went to bed she remembered... 2. He understood the book only after...
 3. He didn't start eating until... 4. She went for a holiday after... 5. She felt tired because...
 6. When I met Helen I understood why Bill... 7. I didn't look at the birthday present until...
 8. I was very sorry to hear that... 9. ... after he had dictated the telegrams to the secretary.
 10. ... before we had studied all the instructions.

30. Translate into English.**VOCABULARY EXERCISES****31. Answer the teacher's questions. (to entertain, entertainment, activity, action, practice, pleasure)****32. Paraphrase as in the model using *passion (for), passionate, passionately*:**

Model: T – George is madly in love with Lucy.

St – George is *passionately* in love with Lucy.

33. Answer the teacher's questions. (average, on average, to improve, improvement, space, spacious, available)**HOME ACTIVITIES (3)****34. Open the brackets and insert the verbs in the proper forms.** 

In the following dialogue David tells one of his fellow-students about his weekend visit to Suzdal.

S – How did you recognize your host and hostess when they _____ (1 – to meet) you at the station? You _____ (2 – not/to see) them before, _____ (3) you?

D – No, we _____ (4). But before we _____ (5 – to start) on the trip we _____ (6 – to discuss) everything with Mr. and Mrs. Kovalev over the telephone. They _____ (7 – to tell) us what they _____ (8 – to look) like, and _____ (9 – to ask) what we _____ (10 – to look) like. So we _____ (11 – to recognize) them at once.

S – And how _____ (12 – you / to get) the idea of going there at all?

D – When I _____ (13 – to write) to my Russian friend Olga in Moscow I often _____ (14 – to mention) that I would like to visit a real Russian home outside Moscow. When I _____ (15 – to arrive) here she _____ (16 – to make) inquiries at the travel agency and a month later they _____ (17 – to send) us a notice saying that they _____ (18 – to find) a family willing to host foreigners.

- S – And what about your Russian? _____ (19 – you / to have) any problems?
 D – No, none at all. Our host and hostess _____ (20 – to say) they _____
 (21 – not/to expect) it to be so easy to communicate with foreign students. Mrs.
 Kovaleva _____ (22 – to be) a teacher of English and...
 S – That _____ (23 – to explain) it!
 D – That _____ (24 – to explain) why she _____ (25 – to be) eager to
 meet English students. But we _____ (26 – to speak) Russian all the time. By
 the way, Mr. and Mrs. Kovalev _____ (27 – to tell) us they _____
 (28 – to travel) a lot and _____ (29 – to make) friends in many countries.
 They _____ (30 – to show) us greeting cards they _____ (31 – to get)
 from many places. I think it _____ (32 – to be) nice to have so many friends.

35. Translate into English.

1. Генеральная репетиция уже началась к тому времени, когда члены благотворительного комитета приехали в театр. Они оставались в зале до конца представления.
2. Несмотря на то что спортсмен был прикован к постели, врачи говорили, что его здоровье несколько улучшилось.
3. Когда я включил телевизор, Светлана Савицкая уже подробно рассказала о своем первом полете в космос.
4. Хотя в Лондоне у Алексея было много языковой практики, преподаватели считают, что его грамматика не улучшилась.
5. Муж Карины был музыкантом. Карина говорила, что всегда разделяла страсть мужа к классической музыке. Она особенно любила, когда муж играл на скрипке дома для своего удовольствия.
6. К сорока годам Чарльз оставил свою медицинскую практику и занялся (to take up) литературной деятельностью.
7. К концу месяца студент Чернов уже закончит писать свой подробный доклад, который освещает ряд проблем в российской экономике. Он использует не только материалы, имеющиеся в университетской библиотеке, но и ресурсы сети Интернет.
8. Хотя Денис только что получил большую сумму денег, он все их истратит к концу недели. Денис хочет сделать приятное своей жене и подарить ей новую стиральную машину.

CLASSROOM ACTIVITIES (4)

GRAMMAR EXERCISES

The Perfect Tense-forms

36. Paraphrase as in the model:

Model: T – I had a holiday two years ago.

St-1 – *It's five years since I had a holiday*

St-2 – *I haven't had a holiday for two years.*

St-3 – *I haven't had a holiday since 2002. (give real dates)*

37. Complete the sentences as in the models:

Model 1: – (hardly / to go out) when it started raining.

– *Hardly had we gone out when* it started raining.

Model 2: – (no sooner / to go out) than it started raining.

– *No sooner had we gone out than* it started raining.

1. (hardly / to reach one's office) *when* the telephone rang.
2. (no sooner / to start playing tennis) *than* a thunderstorm broke out.
3. (no sooner / to have lunch) *than* his boss called him.
4. (hardly / to take over the company) *when* the economic crisis broke out.
5. (no sooner / to give the details of the incident) *than* everything became clear.
6. (hardly / to volunteer to do the work) *when* two of his colleagues said they were ready to join in.
7. (no sooner / to cover 30 miles) *than* they saw a town.
8. (hardly / to start medical practice) *when* an epidemic broke out.

The Sequence of Tenses

38. Listen and express surprise at what you hear because the person you are talking about said something different an hour ago.

Model 1: T – Jane says she has got a cold.

St – Really? An hour ago she said she *had* flu.

Model 2: T – Pete says he met this man last year.

St – Really? An hour ago he said he *had never met* the man before.

39. Translate into English.

VOCABULARY EXERCISES

40. Answer the teacher's questions. (detail, to go into detail, in detail, detailed, following, to be keen on)**41. a) Answer as in the model:**


Model: T – What do you usually take when you go to the university?

St – I usually take the *following* things: books, notebooks, exercise-books and pens.

b) Translate into English. (to follow)

42 Paraphrase as in the model:

Model: T — It is a special case.

St — It is a *particular* case.**HOME ACTIVITIES (4)****43** Listen to Text 2. Read it after the speaker and get ready to answer the questions (exercise 48).**44** a) A British reporter writes about leisure. Complete the sentences with the words and expressions from the box. Learn the words and expressions from the box. 

main	make money	leisure	pleasures	finish up
bingo	to make the best	commercial	enjoyable	entertainments
joy	earn his living	entertainment	scientists	leisure

What do some of us manage to do with our _____ (1)? We spend four-fifths of our _____ (2) time at home, watching the telly or just wasting our time doing nothing. Most people prefer _____ (3) of the spectacular kind. This must bring _____ (4) to those who _____ (5) at it. But we must not let the _____ (6) interests, the telly and all the other sit-back and watch _____ (7), kill our leisure, for they don't care for the real _____ (8) of life.

_____ (9) say that people will undoubtedly have more leisure in the future. And the fight _____ (10) of it should begin now, in the classroom. We must teach the best and most _____ (11) uses of leisure the same as we teach the new mathematics and the _____ (12) rivers of South America.

Scientists are worried about what will happen if this isn't done. A British professor believes that one Briton in twenty may _____ (13) as a criminal by the end of the century, for the want of something better to do. And I believe that if a lot of people continue to spend leisure time at _____ (14) and watching the things they show on TV we may _____ (15) as a nation of half-wits.

b) Get ready to discuss the text.**45** Translate into English. 

1. Расскажи мне только самую суть (gist) проблемы, не вдавайся в подробности.
2. Докладчик осветил широкий круг проблем, которыми руководство компании собирается заниматься (to deal with) в следующем году.
3. Наш сосед — практикующий адвокат. В среднем к нему приходит 3–4 клиента в день. Он может дать тебе практический совет, как улучшить твои жилищные условия.
4. Линда учится иг-

рать на фортепьяно и *занимается* в среднем 4 часа в день. — Она действительно делает это *ради собственного удовольствия*? — *Да, она увлекается музыкой.* В следующем месяце она будет выступать в концерте, поэтому сейчас у нее *репетиции* два раза в неделю. 5. Роберт Бернс (Robert Burns) начал свою литературную (*literary*) *деятельность*, когда ему было 15 или 16 лет. Но он стал знаменитым только десять лет спустя, после того, как опубликовал (*to publish*) свою первую книгу стихов. Едва его книга вышла в свет (*to appear*), как Бернс стал популярным по этому. Он *страстно* любил Шотландию, особенно горы (*the Highlands*). Миллионы людей *увлекаются* стихами Бернса. Его книги *доступны практически* в любой стране мира. 6. Когда мы пришли на конференцию, участники уже обсудили *широкий круг проблем*. 7. Миссис Уиллис сказала, что ее муж бросил *адвокатскую практику* и что они собираются переехать в пригород Манчестера. 8. Газеты сообщили, что к концу недели известный российский путешественник Ф. Конюхов *преодолеет расстояние* в 1,5 тысячи километров в рекордное время. 9. К тридцати годам этот ученый сделал два важных открытия в области *космических исследований*. 10. Госпожа Андреева объяснила, что *возьмет на себя руководство* отделом, если администрация *последует* ее совету и примет на работу *еще двух инженеров*.

CLASSROOM ACTIVITIES (5)

46. Write a translation dictation.

47. Discuss the problems raised in exercise 44.

TEXT 2. Party Time.**Cross-cultural Notes:**

1. **Independence Day** – День независимости, главный национальный праздник США. Отмечается ежегодно 4 июля, в день принятия Декларации независимости (Declaration of Independence). Обычно отмечается народными шествиями, пикниками, концертами оркестров, фейерверками. На домах вывешиваются государственные флаги.
2. **Thanksgiving Day** – День благодарения, официальный праздник в память первых колонистов Массачусетса. Отмечается в четвертый четверг ноября.
3. **the Pilgrim Fathers** – отцы-пилигримы, группа английских пуритан, подвергавшихся гонениям в собственной стране.
4. **Burns Night** ['bɜːnznaɪt] – “вечер Бернса”, вечер 25 января, день рождения шотландского поэта Роберта Бернса (1759–1796); устраивается торжественный ужин, подают шотландские блюда и виски; во время ужина звучит волынка (bagpipes), на которой играет волынщик, одетый в костюм шотландского горца (Highlander).
5. **Passover** – еврейская пасха, праздник в честь исхода сынов Израилевых из египетского рабства; торжества продолжаются 7 дней.
6. **Mardi Gras** ['mɑːrdi'grɑː] – Марди Гра, вторник на масленицу, народный праздник в Новом Орлеане и других городах Луизианы. Сопровождается красочным шествием-карнавалом.
7. **Saint Patrick's Day** – День Святого Патрика (17 марта), покровителя Ирландии, отмечается в Ирландии и США. В этот день принято надевать что-нибудь зеленое в честь Св. Патрика. (Св. Патрик, 383? – 461)

8. **Halloween** — Хэллоуин, канун дня всех святых (31 октября). По народным поверьям в это время особенно бесчинствует нечистая сила, причиняя людям разного рода пакости и неприятности. В этот день дети в маскарадных костюмах ходят по домам, поют песни, просят сладости и подарки.
9. **Presidents' Day** — День президентов, дни рождения президентов Джорджа Вашингтона и Авраама Линкольна, праздник, отмечаемый в третий понедельник февраля.

Phonetic Notes:

New Orleans ['nju:'ɔ:lɪnz]

Miami [maɪ'æmi]

Florida ['flɔrɪdə]

Chicago [ʃɪ'kɑ:gou]

* * *



You will not be surprised to hear that every true American waves a flag on July 4. This is the day when Americans remember the beginnings of their nation. And every true American sits at the family table and eats turkey and pumpkin pie on Thanksgiving Day in November. They thank God for the good things in their lives, and remember the courage of the first Europeans who landed in America. Usually, Americans have a big family party at the Thanksgiving dinner, with grandparents, aunts and uncles. Schools and offices are closed, and the airports are busy with millions of people going to see their families.

The first Thanksgiving was celebrated in 1621 by the "Pilgrim Fathers," some of the first Europeans who came to live in North America. At the end of their first year in their new land, they made a feast. They cooked the turkeys, pumpkins, and corn which the Indians had taught them to eat, and invited the Indians to share the meal. They said prayers, and thanked God that they were still alive.

You might, on the other hand, be surprised to hear how many Americans go out to follow the dancing lion on the Chinese New Year. Or how many meet with their families at Passover, the Jewish festival. Or how many listen to bagpipe music and drink whisky on Burns Night, a traditional Scottish festival.

There are special festivals in different parts of the country. They show how many different nations came together to make the American nation. In New Orleans, for example, there's the old French festival of Mardi Gras. March in Miami, Florida, is carnival time when thousands of Spanish speakers take to the streets in wonderful costumes. In Chicago, on St. Patrick's Day (the national holiday of the Irish) Irish green is everywhere. People wear green clothes and drink green beer. In New York there will be special food and special parties for Irish, Italian, Jewish and Chinese days. In the Midwest, people remember the European festivals.

The truth is that Americans love parties. But perhaps the best parties of all are private, family ones. Some, like Halloween, are especially for the children. At the end of October they dress up as ghosts or witches and go from house to house saying "Trick or

treat", that is asking for candy or cookies. Another very American kind of party is "a shower." A group of friends get together to give presents to someone who is getting married or having a baby.

Whatever the reason, Americans love to invite people to their homes. Is it little Susan's birthday? Her friends come in for a party and have cake and ice cream. The Fourth of July? A group of friends go out for a picnic. And what about Presidents' Day in February? There will be cherry pie at home for everyone, of course.

ACTIVE VOCABULARY 2

1. **courage** ['kʌrɪdʒ] — мужество: e.g. He hadn't the courage to refuse. / **courageous** [kə'reɪdʒəs] — мужественный: e.g. It was courageous of him to oppose his chief. / **brave** — храбрый: e.g. It was brave of him to enter the burning building. / **a coward** ['kaʊəd] — трус
2. **land** — земля, суша: e.g. The land came in sight. / **to land** — 1. высаживать, выгружать на берег: e.g. He was landed on a lonely island. 2. приземляться: e.g. The plane landed at Heathrow airport.
3. **to celebrate** ['selɪbreɪt] — (от)праздновать, отмечать: e.g. Everybody celebrated the victory of the national team in the Olympic Games. / **celebration** — празднование; торжества: e.g. New Year celebration lasted till morning. / **a celebrity** [sɪ'lebrɪtɪ] — знаменитость, известность (о человеке, в том числе иронически): e.g. Although Robert was a TV celebrity he showed no sign of political genius.
4. **at the end** — в конце (чего-либо): e.g. At the end of the term the students took exams. / **in the end** — в конце концов, в конечном счете (*syn. finally*): e.g. I am sure that Harry will agree with us in the end. / **after all** — в общем-то, в конце концов: e.g. Let's stop quarrelling, we are friends after all.
5. **holiday** — 1. праздник, день отдыха: e.g. New Year is a public holiday in Russia. 2. отпуск, каникулы: e.g. Fred spent his holiday in the Alps. / **to go on holiday** — отправиться, уехать в отпуск; **to be on holiday** — быть в отпуске: e.g. Can I see Mr. Jones? — I'm sorry, he is on holiday. / **festival** ['festɪvəl] — 1. празднество, праздник: e.g. harvest festival — праздник урожая; 2. фестиваль: e.g. World Youth Festival — Всемирный фестиваль молодежи / **festive** ['festɪv] — праздничный, веселый: e.g. They gathered round the festive table. / **festive occasion** — праздничное мероприятие / **feast** [fi:st] — пир, празднество, банкет: e.g. a marriage feast — свадебный пир
6. **to pray** — 1. молиться; 2. молить, умолять; 3. просить: e.g. I pray! — Очень прошу вас! Pray take a seat. — Садитесь, пожалуйста. / **prayer** — молитва; **to say (one's) prayers** — молиться, читать молитвы

7. **to wear** [wɛə] (**wore** [wɔ:], **worn** [wɔ:n]) **sth** — 1. быть одетым во что-либо; носить (одежду и т. п.): e.g. I have nothing to wear! — Мне нечего надеть! / **to wear one's hair long** — носить длинные волосы; **to wear lipstick (make-up)** — пользоваться губной помадой (косметикой); **to wear scent** [sent] — пользоваться духами; 2. **to wear (out)** — изнашивать(ся), снашивать(ся): e.g. These shoes will soon wear out.
8. **truth** — 1. правда: e.g. He had no courage to tell her the truth. [NOTE that the English for "Это правда." is "It is true."] / **to tell/to speak the truth** — говорить правду (*ant.* **to tell a lie / to tell lies**); 2. истина: e.g. general truth — общеизвестная истина
9. **main** — основной, главный: e.g. the main reason — главная причина / **mainly** — главным образом, в основном: e.g. The people who came were mainly women.
10. **to ask** — 1. спрашивать: e.g. "What's the matter?" he asked. / **to ask about sth / sb** — спрашивать о чем-то / о ком-то: e.g. Jeremy asked me about my plans for the summer. / **to ask a question** — задавать вопрос / **to ask the way** — спрашивать о том, как пройти куда-либо: e.g. He asked me the way to the station. 2. **to ask for sth / sb** — (по)просить что-либо / спрашивать кого-то, интересоваться кем-то: e.g. Can I ask you for advice? / Mom, there's a man at the door, he is asking for you.

COMPREHENSION EXERCISES

48. Answer the questions.

1. What does the Fourth of July mean for every American? When was the Declaration of Independence adopted? How is Independence Day celebrated? 2. In whose honour is Presidents' Day marked? When is it marked? 3. What is the origin of Thanksgiving Day? Who were the Pilgrim Fathers? How was the first Thanksgiving celebrated? 4. Why do Americans celebrate Irish, Jewish, Chinese, French and other ethnic holidays and festivals? What are these holidays and festivals? 5. When and how is Halloween celebrated? What are the typical features of Halloween? 6. What popular holidays do Americans celebrate? 7. Americans are rather sociable people, aren't they? How is it reflected in the way they spend their leisure time?

49. Give the Russian for:

to wave a flag; every true American; the beginnings of their nation; they made a feast; to make the American nation; Spanish speakers take to the streets; Irish green; cherry pie.

50. Give the English for: 

большое семейное торжество; тыква; индейка; кукуруза; молиться; на Среднем Западе; наряжаться ведьмой или привидением; тыквенный пирог.

VOCABULARY EXERCISES

51. Answer the teacher's questions. (*holiday, festival, to celebrate, brave, courage, coward*)

52. a) Answer the teacher's questions. (*to land*)

b) Translate into English.

53. a) React as in the model and add a sentence logically connected.

Model: T – Nick refuses to tell us the truth.

St – I'm sure he will tell you the truth *in the end*. *After all*, he is an honest person.

b) Translate into English.

54. Complete the sentences. (*to wear*)

1. Magda does not wear lipstick because... 2. I will wear this jumper until... 3. June does not wear scent because... 4. If you wear your hair short... 5. Frank is wearing a dark suit today because... 6. Lily never wears a hat because... 7. If you have nothing to wear... 8. Rosa always wears blue because...

55. Translate into English. (*main, mainly*)

56. a) Answer the teacher's questions. (*to ask, to ask for*)

b) Translate into English.

HOME ACTIVITIES (5)

57. a) Complete the sentences with the words and expressions from the box.
Learn the words and expressions from the box. 

worry	stamped	details	increasing	an average
raise	churches	sermon	experience	took over

own	follows	cameras	meetings	to cope with
run	another	pastor	performing	ministers
main	employs	to keep		

Religion is a very important part of life in the United States. Over 90 percent of Americans say they believe in God. The words "In God We Trust" are _____ (1) on the coins. Christianity, of course, is not the only religion in the U.S.A. There are _____ (2) numbers of Muslims and Buddhists. There are also about six million Jews.

America also has many unusual _____ (3). Religious leaders of a new kind _____ (4) Christian TV shows, which are watched by millions of viewers. They _____ (5) many TV and radio stations, known as the "electronic church". Some of them _____ (6) at least \$50 million a year.

These changes _____ (7) the older churches, who don't like the mixture of money, politics, religion, and emotion. Dr. Joel Gregory _____ (8) his first church when he was still a student. The young pastor had _____ (9) everything – _____ (10) weddings and funerals, preaching, and advising all who came to him. He has had plenty of _____ (11) since then. Travis Road Baptist Church, where Dr. Gregory is the _____ (12), has 7,000 members and _____ (13) ten full-time _____ (14). The job is big enough _____ (15) the pastor busy. Take _____ (16) Sunday, for example. It starts at 6:30 a.m. when Dr. Gregory works out the final _____ (17) of his sermon on his computer. Then he goes to his church, where Sunday school starts at 9:30. Before the _____ (18) service begins at 11:00, a makeup artist prepares his face for the TV _____ (19). Up to 50,000 people will watch the service and listen to the thirty-minute _____ (20), in their own homes.

Lunch with family and guests at a dinner club _____ (21). Then after a short rest, there will be one meeting after _____ (22) until the evening service starts at 7:00 p.m. And even after that, there will be _____ (23) for the young people.

b) Write 5 questions to the text.

c) Get ready to discuss the problems raised in the text.

58 Get ready to retell Text 2.

59 Translate into English. 

1. Вы узнали *подробности* этого неприятного случая (incident)? – Да. Мы несколько раз *просили* Стивена (Stephen) рассказать нам все *детали*, прежде чем он набрался *мужества* сказать *правду*. В *конце концов* оказалось, что он не *трус*, как думали некоторые. 2. Молли боялась, что к тому времени, как она попадет на вече-

ринку, все знаменитости уже разойдутся. 3. На работе мисс Лемон никогда не пользовалась косметикой и духами. Но по праздничным случаям она немного подкрашивала губы. 4. "Дорогая, умоляю тебя, не трать столько денег во время отпуска! В конце концов, ты нас разоришь (to ruin)!" — воскликнул господин Грин. 5. К концу обсуждения осталось только два основных кандидата на пост президента компании.

CLASSROOM ACTIVITIES (6)

60. Discuss the problems raised in exercise 57.

61. Translate into Russian.

1. He fell into the water, much to the *entertainment* of the onlookers. 2. The *average* of 4, 5 and 9 is 6. 3. During our motor trip round England we *averaged* 200 miles a day. 4. His arguments were *as follows*. 5. He spoke so fast that I couldn't *follow* him. 6. Because he is good, it does not *follow* that he is wise. 7. The book describes the adventures of Robin Hood and his *followers*. 8. Susan has an *active* imagination. 9. Please don't ask me to play the piano for you. I'm *out of practice*. 10. Mr. Dawson is a lawyer, but he is no longer *in practice*. 11. Do you *practise* what you preach? 12. This mountain pass is *practicable* only in summer. 13. I shall *do as I please*. 14. May we have *the pleasure of your company* for lunch? 15. The first *spaceships* were launched in the 1960s. 16. Put as much *space* as possible between the lines. 17. I have noticed a number of *improvements* in the town since I was here six years ago. 18. Three soldiers *were detailed* to guard the bridge. 19. The boys listened breathlessly as the sailor *detailed* to them the story of the shipwreck (кораблекрушение). 20. None of the servants *were available* when I wanted to send a message. 21. The man *volunteered* some information. 22. The factory offers cotton fabric in a wide *range of colours*. 23. Physics is a subject that is *outside my range*. 24. The travelers stood and looked in amazement at the magnificent *range of mountains* stretching in front of them. 25. Television *coverage* of the summit talks was detailed and unusually objective. 26. None of us would like *to live on charity*. 27. Judge people with *charity*. 28. In the evening we *rehearsed* the events of the day. 29. During the last years of her life Mrs. Clayton *was confined to a wheelchair*. 30. In court the witness (свидетель) must tell *the truth, the whole truth and nothing but the truth*.

62. a) Skim through the text and say in one sentence what the message of the text is. Answer the questions which follow.

quality ['kwɒlɪti] — качество


violence ['vaɪələns] — насилие

disaster [dɪ'zɑːstə] — бедствие, несчастье

pregnancy ['pregnənsɪ] — беременность

to feature — показывать на экране, выводить в главной роли
 drug abuse ['drʌgə'bjʊ:z] — злоупотребление наркотиками
 romance [rou'mæns / rə'mæns] — роман (любовный)
 violent ['vaɪələnt] — насильственный, связанный с насилием

* * *

 (1.5 min.)



Soap Operas and News Shows

Television has an enormous effect on Americans. After all, an average American watches TV for thirty hours a week. Politicians and advertisers understand the power of television. Politicians try to make their big public speeches at times when they can get the largest audiences on the evening news programs. Advertisers pay more money for time during popular shows, especially in the evenings when the audiences are biggest.

Many people admit that the quality of television could be better. They would prefer to see more history, drama and science. One reason for the poor quality is that TV companies make most of their money by selling advertising. "If we show serious programs," say the TV companies, "the advertisements will look meaningless, and that won't please the advertisers."

The news may be full of man-made wars and natural disasters, but many Americans are more interested in other matters. Over the past few years, the weekly TV serial shows (known as soap operas) have attracted a larger audience including a new group of younger viewers. Millions of American teenagers are "hooked" on soap operas. Many serials now feature teenagers in important roles. They are involved with some very adult problems, among them pregnancy, drugs, and almost every possible aspect of sex and romance. Psychologists believe that teenagers identify themselves with the soap characters. The soaps allow them to test their own feelings and future roles. Soap characters cope with illness, death, drug abuse, alcoholism in ways that are informative and positive, most sociologists admit.

The news about American television is not all bad. For one thing, Americans themselves are turning off the more violent shows, and watching more comedy and news programs. For another, the news programs themselves are becoming more interesting. The last word, of course is with the audience. If they don't like what they see, they can turn off the TV.

* * *

1. How do politicians take advantage of the popularity of television?
2. Why don't TV companies show more high quality programs in the evening?
3. What kind of TV shows are most Americans interested in?
4. What is the present-day tendency in American television?

- b) Scan the text for details.
c) Answer the teacher's questions.



63. Discuss:

- what you feel about TV advertisements.
- how you see the pros and cons of watching soap operas.
- how television affects our life.

64. Suppose you have an opportunity to speak in a parliamentary committee discussing the future of TV advertising. Discuss whether advertising should remain as it is or whether it should be limited or banned. Let one half of the students argue for advertising and the other half – against it.

DO YOU KNOW THAT

- By the age of eighteen, an American child will have spent between 15,000 and 18,000 hours in front of the television, and only 11,000 hours in school.
- TV serials are called “soaps” because originally they were sponsored by soap advertisers.
- Soaps are called “operas” because they present highly emotional situations like European operas.
- Teenagers who watch soap operas tend to take fewer drugs than those who don't.

HOME ACTIVITIES (6)

65. Translate into English. 

1. В прошлом году Феликс Сноу принял участие в телевизионном шоу “Робинзон 200X” и выиграл первый приз.

1. Last year Felix Snow took part in the TV show “Robinson 200X” and won first prize.

2. Хотя он всегда занимался различными видами спорта, после этого шоу он превратился в страстного путешественника.

3. Он последовал советам своих друзей и купил туристическое снаряжение.

4. Но когда Феликс решил пройти пешком от Нью-Йорка до Нового Орлеана, его жена отказалась составить ему компанию.

5. Она объяснила мужу, что никогда не разделяла его страсти к активным видам спорта.

6. Миссис Сноу добавила, что у нее не хватит мужества пройти такое огромное расстояние, даже чтобы сделать приятное мужу.

7. Она сказала, что предпочтет запереть себя дома, заниматься садом и бесконечно смотреть мыльные оперы по телевизору.

8. Марина была очень довольна, когда ей удалось поработать в качестве переводчика на кинофестивале в Сочи.

9. Она всегда мечтала познакомиться с кинозвездами и телевизионными знаменитостями.

10. Марина надеялась, что не будет работать 24 часа в сутки, но что у нее останется достаточно времени на развлечения.

11. В среднем она работала 8–10 часов в день.

12. Марина получала удовольствие от работы на фестивале, потому что там у нее была богатая языковая практика.

12. Она была уверена, что к концу фестиваля она улучшит свои знания английского и французского языков.

2. Though he had always practiced different sports, after the (that) show he turned into a passionate traveller.

3. He followed his friends' advice and bought traveling / tourist equipment.

4. But when Felix decided to walk from New York to New Orleans, his wife refused to keep him company.

5. She explained to the /her husband that she had never shared his passion for active sports.

6. Mrs. Snow added that she would not have the courage to cover such a great distance even to please her husband.

7. She said that she would prefer to confine herself to her home, do the gardening and watch soap operas on TV for hours on end.

8. Marina was very pleased when she managed to work as an interpreter at the film festival in Sochi.

9. She had always dreamed of getting acquainted with film stars and TV celebrities.

10. Marina had hoped that she would not work 24 hours a day and that she would have enough time left for entertainment.

11. She worked on average 8–10 hours a day.

12. Marina enjoyed her work at the festival as she was having a lot of language practice there.

12. She was sure that by the end of the festival she would have improved her knowledge of English and French.

**KEYS****Key – 44:**

1 – leisure; 2 – leisure; 3 – entertainment; 4 – joy; 5 – make money; 6 – commercial; 7 – entertainments; 8 – pleasures; 9 – scientists; 10 – to make the best; 11 – enjoyable; 12 – main; 13 – earn his living; 14 – bingo; 15 – finish up

Key – 57:

1 – stamped; 2 – increasing; 3 – churches; 4 – run; 5 – own; 6 – raise; 7 – worry; 8 – took over; 9 – to cope with; 10 – performing; 11 – experience; 12 – pastor; 13 – employs; 14 – ministers; 15 – to keep; 16 – an average; 17 – details; 18 – main; 19 – cameras; 20 – sermon; 21 – follows; 22 – another; 23 – meetings.

UNSUPERVISED EXERCISES WITH KEYS

1. to stay — to remain — to leave — to keep

to stay — оставаться, задерживаться; оставаться на месте, неподвижным;
оставаться неизменным; останавливаться, жить, гостить

Expression: *to stay away (from)* — держаться подальше (от).

to remain — оставаться (об остатке от чего-либо); оставаться, продолжать
находиться в том же состоянии/положении

to leave (sth) — оставлять (что-либо), забывать

to keep (sth) — оставлять (что-либо) при себе, хранить

A. 1. The years fly by, but you ... as young as ever. 2. Last summer my nephew ... with us for three weeks. 3. The fact that you are not running a temperature today does not mean that you can go out. You must ... in for at least three days. 4. Everybody stood up, only Bertha ... sitting. 5. Oh, it has started raining and I've got no umbrella! I ... it at home in the morning. 6. As he had nothing to say he ... silent. 7. I ... to see what would happen. 8. Tell the children they mustn't ... out after dark. 9. After the fire very little ... of the house. 10. Let things ... as they are. 11. The teacher made the boy ... after classes. 12. When getting off the bus don't ... your things behind. 13. As the child did not feel well the mother ... her in bed. 14. If you know a secret, don't let it out, ... it to yourself. 15. It ... to be seen what to do in this situation.

B. 1. Где вы остановитесь в Минске? — У друзей. 2. Советую вам остаться в этом городке на несколько дней: там много достопримечательностей. 3. Если ты оставишь все как есть, она тебе никогда этого не простит. 4. Мне кажется, я где-то забыл ручку. 5. Когда я приехал в свой родной город, я не увидел там никаких изменений. Все осталось по-прежнему. 6. Когда в класс вошел учитель, все встали, только Алик продолжал сидеть. 7. Давай останемся после работы, и я объясню тебе, как действует этот прибор. 8. Не советую вам оставлять себе эту книгу: она слишком трудна для вас. 9. Хотя все смеялись, Джон оставался серьезным: он не мог понять шутку. 10. Оставь свои шутки при себе.

2. to say — to tell — to speak — to talk

to say (sth to sb) — сказать (что-то кому-то)

Expressions:

I say, ... — Послушай/те, ...

they say... — говорят, что...

it goes without saying — ясно без слов, очевидно

to say nothing of... — не говоря уж о...

to tell sb/sth — сказать что-либо-кому либо (дополнение обязательно; глагол не употребляется с прямой речью!)

Expressions:

to tell the truth — говорить правду

to tell a lie/to tell lies — лгать

to tell a story — рассказать историю, рассказ; *to tell stories* — врать, придумывать

to speak (to sb about sth) — говорить, разговаривать (с кем-либо о чем-либо); выступать (на собрании и т. п.)

Expressions:

frankly speaking — по правде говоря, честно говоря

to speak up — говорить громко, отчетливо

to talk (to sb about sth) — говорить, разговаривать, болтать (с кем-либо о чем-либо)

Expressions:

to talk shop — говорить на профессиональные темы, о работе

to talk sense — говорить дельно, разумно (He is talking sense. — Он дело говорит.)

to talk nonsense — говорить чепуху, ерунду

to talk politics/business — говорить о политике/бизнесе.

- A. 1. I don't understand you. Please ... slower. 2. ... us about your plans for the summer. 3. Don't ... to him, he is busy. 4. Did he ... you the truth? 5. What did he ... about the new film? 6. She always ... in a low voice. 7. Who else ... at the meeting two days ago? 8. Yesterday my friends and I ... about the coming examinations. 9. My favourite book is "Three Men In a Boat, ... Nothing of the Dog". 10. I ..., why not go to the hills for the weekend? 11. In your place I wouldn't believe him — he often ... lies. 12. They ... this man has travelled in Africa and can ... a lot of interesting things. 13. Frankly ... I wouldn't advise you to go there in summer — the climate is bad for your health. 14. Listen to him, he ... sense. 15. Sitting in the back row we could not hear the speaker, so we asked him 16. (Wife to husband) Harry, I know that you love your work, but, please, don't ... shop at the party and never ... politics with my mother!
- B. Кто из студентов вашей группы выступит на завтрашней конференции? 2. Прекрати говорить ерунду! 3. Говорят, что лекции этого профессора очень интересны. 4. Если ты однажды солжешь, никто не поверит тебе, когда ты скажешь правду. 5. Говори громче, я не слышу, о чем ты говоришь. 6. Послушай, почему ты не хочешь пригласить Стива на день рождения? — Понимаешь, обычно на вечеринках он всегда говорит о работе. 7. Если ты хочешь узнать подробности, поговори с Анной, она тебе все расскажет. 8. Ясно без слов, что все помогут Павлу, если ему потребуется помощь. 9. Все говорят, что этот фильм стоит посмотреть. 10. Позвольте мне сказать несколько слов о нашем товарище. 11. Расскажи мне о своей поездке в Суздаль.

3. still — yet — more — else**still** — все еще**yet** — уже (в вопросительных предложениях): e.g. Are you ready yet?**not yet** — еще не: e.g. He hasn't come yet.**more** — еще; более, плюс к (с числительными, местоименными прилагательными, неопределенными и отрицательными местоимениями):

one	↘	much	↘	some	↘
two	→ more	many	→ more	any	→ more
three	↗	little	↗	no	↗

else — еще (с вопросительными словами и производными от some, any, no, where):

Who	↘	something	↘
What	→ else	anything	→ else
Where	↗	nowhere	↗

A. 1. Show us two ... books. 2. Who ... wanted to join the club? 3. He isn't married ... but is going to next month. 4. Though Mrs. Roberts is over forty she ... looks young. 5. We have nothing ... to do, let's go home. 6. The Greens haven't arrived ..., wait a little 7. Somebody ... will have to finish the work as John has fallen ill. 8. It is ... early, let's go out for a walk. 9. Will you have some ... coffee? 10. Are you ready ...? — Not ..., I need five minutes

B. 1. Оставь этот перевод, кто-нибудь другой закончит его. — Здесь немного осталось. Мне нужен еще час, чтобы закончить его. 2. Вы уже пообедали? — Нет еще, моя жена все еще готовит обед. 3. Где еще можно купить такой холодильник? 4. Я все еще очень занят, позвони мне через полчаса. 5. Борис еще не пришел с работы, я думаю, он все еще в лаборатории. 6. Кто еще приезжает завтра? 7. После конференции они встречались еще много раз. 8. Пингвины не живут нигде, кроме Антарктики. 9. Не хотите еще немного мяса? — С удовольствием. 10. Вы уже готовы начать работать? — Да.

4. to dress — to put on — to wear**to dress sb** — одевать кого-либо; одеваться: e.g. He has to dress well in his position.)**to put on sth** — надевать что-либо**to wear sth** — носить что-либо: e.g. What was she wearing at the party? — Что на ней было надето на вечере? Во что она была одета на вечере? (Дословно: Что она носила на вечере?)

A. 1. The boy isn't old enough ... himself. 2. You always ... dark colours. Why don't you ... something bright for a change today? 3. How much does it cost him ... his wife and daughters? 4. Did the bride ... a white dress at the wedding? 5. The stranger was ... a dark suit and a hat. 6. The children ... themselves up as pirates. 7. Jane ... blue gloves to match her coat and looked in the mirror. "I'm properly ...," she said to herself and started for the door. 8. She used ... her hair long when she was young.

B. 1. Дебора никогда не носит платья ярких цветов. 2. Надень теплые ботинки, идет снег. 3. Бабушка одела Роберта в зеленый костюм, который она сшила из своей старой юбки. 4. Почему она всегда одета в черное? 5. Не забудь надеть шляпку. 6. Если ты хочешь работать в этом учреждении, тебе надо одеваться соответствующим образом.

5. so — such

so — такой, так (с прилагательными и наречиями)

such — такой (с существительными)

A. 1. The day was ... windy that we did not want to go out. 2. She packed her things ... hurriedly that we could only wonder what had happened to her. 3. It was ... helpful advice that we thanked Alice heartily. 4. I can't afford ... an expensive car. 5. The performance was ... exciting! 6. The boy is little but ... clever! 7. You have ... a good sense of humour! 8. The day was ... tiring!

B. 1. Так приятно искупаться в жаркий летний день! 2. Была такая чудесная погода, что все решили отправиться на прогулку. 3. У Марка такой красивый голос! 4. Его песни так интересны! 5. Это такие важные новости! 6. Это такие дорогие книги, что я не могу позволить себе купить их. 7. Он такой рассеянный (absent-minded), что часто забывает свои вещи в разных местах. 8. У Бекки такие длинные и красивые волосы, что она привлекает всеобщее внимание.

6. how — what

how — какой, как (с прилагательными и наречиями)

what — какой (с существительными)

A. 1. ... wonderful weather we are having today! 2. ... a cosy corner! 3. ... beautifully she sings! 4. ... useful information! 5. ... kind of you to help me. 6. ... a clever child! 7. ... very interesting! 8. ... an awful idea!

B. 1. Как ужасно он танцует! 2. Какое чудесное утро! 3. Как холодно! 4. Какой дождливый день! 5. Какая важная новость! 6. Какой ты рассеянный! 7. Какой он хороший друг! 8. Как приятно услышать такие слова!



KEYS

1. **A.** 1 – remain; 2 – stayed; 3 – stay; 4 – remained; 5 – left; 6 – remained; 7 – stayed; 8 – stay; 9 – remained; 10 – remain; 11 – stay; 12 – leave; 13 – kept; 14 – keep; 15 – remains.
- B.** 1. Where are you going to stay in Minsk? – At my friends'. (With my friends.) 2. I advise you to stay in this town for two more days: there are many places of interest (many sights) there. 3. If you leave everything as it is, she will never forgive you. 4. I think I have left my pen somewhere. 5. When I arrived in my home town, I did not see any changes there. Everything remained as before (as it had been). 6. When the teacher entered the classroom, everybody stood up, only Alec remained sitting. 7. Let's stay after work and I'll tell you how this machine works. 8. I don't advise you to keep this book: it's too difficult for you. 9. Although everybody was laughing, John remained serious: he could not understand the joke. 10. Keep your jokes to yourself.
2. **A.** 1 – speak; 2 – tell; 3 – talk; 4 – tell; 5 – say; 6 – speaks/spoke; 7 – spoke; 8 – spoke/talked; 9 – to say; 10 – say; 11 – tells; 12 – say; tell; 13 – speaking; 14 – is talking; 15 – to speak up; 16 – talk, talk.
- B.** 1. Which of the students of your group is going to speak at tomorrow's conference? 2. Stop talking nonsense! 3. They say the lectures of this professor are very interesting. 4. If you tell a lie once, nobody will believe you when you tell the truth. 5. Speak up, I don't hear what you are speaking/talking about. 6. I say, why not invite Steve to the birthday party? – You know, he always talks shop at parties. 7. If you want to learn the details, speak/talk to Ann, she will tell you everything. 8. It goes without saying that everybody will help Paul if he needs help. 9. Everybody says that this film is worth seeing. 10. Let me say a few words about our friend. 11. Tell me about your trip to Suzdal.
3. **A.** 1 – more; 2 – else; 3 – yet; 4 – still; 5 – else; 6 – yet; more; 7 – else; 8 – still; 9 – more; 10 – yet; yet; more.
- B.** 1. Leave this translation, somebody else will finish it. – There is little left here. It will take me an hour more (one more hour) to finish it. 2. Have you had lunch yet? – Not yet, my wife is still making lunch. 3. Where else can I buy a fridge like this? 4. I'm still very busy, phone me in half an hour. 5. Boris hasn't come from work yet, I think he is still in the lab. 6. Who else is coming tomorrow? 7. After the conference, they met (have met) many more times. 8. Penguins don't live anywhere else except the Antarctic. 9. Would you like some more meat? – With pleasure. 10. Are you ready to start work yet? – Yes, I am (we are).
4. **A.** 1 – to dress; 2 – wear; put on; 3 – to dress; 4 – wear; 5 – wearing; 6 – dressed; 7 – put on; dressed; 8 – to wear.
- B.** 1. Deborah never wears dresses in bright colours. 2. Put on warm boots, it is snowing. 3. The Grandmother dressed Robert in a green suit which she had made from her old

skirt. 4. Why is she always dressed in black? (Why does she always wear black?) 5. Don't forget to put on a hat. 6. If you want to work at this office, you must be properly dressed.

5. A. 1 — so; 2 — so; 3 — such; 4 — such; 5 — so; 6 — so; 7 — such; 8 — so.

B. 1. It is so pleasant to have a swim on a hot summer day! 2. The weather was so beautiful that everybody decided to go for a walk. 3. Mark has got such a beautiful voice! 4. His songs are so interesting! 5. It is such important news! 6. These are such expensive books that I cannot afford to buy them. 7. He is so absent-minded that he often leaves his things in different places. 8. Becky has got such long and beautiful hair that she attracts everybody's attention. (Becky's hair is so long and beautiful that she attracts everybody's attention.)

6. A. 1 — what; 2 — what; 3 — how; 4 — what; 5 — how; 6 — what; 7 — how; 8 — what.

B. 1. How awfully he dances! (How awfully he is dancing now!) 2. What a wonderful morning! 3. How cold! 4. What a rainy day! 5. What important news! 6. How absent-minded you are! 7. What a good friend he is! 8. How pleasant it is to hear such words!

UNIT 5

TOPIC: Holiday-making

GRAMMAR: 1. The Perfect Continuous Tense-forms.
2. Reported Questions.
3. Revision.





Step I

CLASSROOM ACTIVITIES (1)

GRAMMAR EXERCISES

TENSE-FORMS IN THE ACTIVE VOICE

Вид Время	<i>Indefinite</i>	<i>Continuous</i>	<i>Perfect</i>	<i>Perfect Continuous</i>
Present	go/goes	am/is/are going	have/has gone	have/has been going
Past	went	was/were going	had gone	had been going
Future	shall will go	shall/will be going	shall/will have gone	shall/will have been going
Future-in-the-Past	would go	would be going	would have gone	would have been going

The Present Perfect Continuous Tense

EXERCISE a) Read out the dialogue. Underline the Perfect and Perfect Continuous tense-forms. Explain why their use.

Brenda Tebbott's life-long passion is driving, but there is a problem, as the interviewer found out.

I. – How long have you been trying to pass your driving test, Brenda?

B.T. – Ten years.

I. – And how many times have you taken it?

B.T. – Thirty-three, and I'm afraid I've failed it every time. I've always wanted to be able to drive, and I'm determined to pass.

I. – I suppose you've been having lessons all this time.

B.T. – That's right.

I. – How many have you had?

B.T. – Over two hundred and seventy. It's cost me about fifteen hundred pounds already. I'm taking the test again next week.

I. – I hear you are saving up to buy your own car. How long have you been saving?

B.T. – Three years.

I. – And how much have you saved?

B.T. – Over £ 4,000, and that's enough to buy a nice little secondhand car.

I. – Well, all the very best with your next test.

B.T. – Thank you.

b) Answer the teacher's questions.

2. Interview Tina Meadows and Mark Bloomfield. (Let your fellow-students act as Tina and Mark.)

Tina Meadows	Mark Bloomfield
Opera singer Married four times Works with London Opera Company Gives singing lessons	Stamp collector Collected over 25,000 stamps Works for philatelist journal Has the world famous Penny Black

3. Answer as in the model:

Model: T – How long have you been working at the post-office?

↗ I've been working at the post office for 14 years.

St –

↘ I've been working at the post office since 1996.

1. two hours; 2. the party began; 3. several hours; 4. she got married; 5. since her graduation; 6. three years; 7. nine in the morning; 8. three and a half hours.

4. Ask and answer:

Model: St-1 – You look tired. What have you been doing?

St-2 – *I've been writing exercises since ten o'clock in the morning.*

St-1 – Really? How many exercises *have you written*?

St-2 – Believe it or not, *I've already written nine exercises.*

St-1 – Nine exercises?! No wonder you are tired!

Victor	to review grammar rules
Dr Anderson	to see patients
Miss Shultz	to give piano lessons
Jennifer	to write Christmas cards
John	to wash windows
Your grandmother	to plant flowers
Mr. Williams	to fill in income tax forms
Mr. and Mrs. Johnson	to pick apples
You	...

5. Draw conclusions as in the model:

Model: T – I have a sore throat.

St – No wonder you have a sore throat! You’ve been singing all day.

6. Make sentences as in the model:

Model: – Jim / to read / noon.

– Jim is reading. He has been reading since noon.

Fred	to fight	<i>since</i>	early morning
My sister and I	to write a composition		noon
Steve	to take care of ...		three o'clock
Tom	to work in the garden	<i>for</i>	last year
My parents	to ride a bicycle		the whole day
Sheila	to bake		an hour
Mrs. Thompson	to skate		several hours
You and your brother	to boat		some time

7. Ask and answer:

Model: St-1 – I’m nervous.

St-2 – Why?

St-1 – I’m going to travel by air tomorrow, and I’ve never travelled by air airplane before.

St-2 – Don’t worry! I’ve been travelling by air for years.

And believe me, there’s nothing to be nervous about!

to buy a used car	to give blood
to take a karate lesson	to ask for a pay-rise
to go to a job interview	to run in a marathon
to have a party	to speak at a meeting

8. Ask questions to get more information.

Model: T – Molly's eyes are red.
St – Has she been crying?

to mend a shelf
to cook
to service the car
to paint the walls

to quarrel
to lie in the sun
to stay indoors
to read up for the exam

9. a) *Sun Mei has been living in a small town in China all her life. Her father has just got a job in the United States, and Sun Mei is going to live there. Her life is going to be very different from what it is now. Complete the situations (adding sentences of your own).*

1. She is going to live in a big city.
2. She is going to take English lessons.
3. She is going to shop in American supermarkets.
4. She is going to eat American food.
5. ...

Sun Mei is a little nervous because

1. She has never lived in a big city before.
2. ...

Her cousins have been living in the United States for many years and they'll be able to help her because

1. They've been living in a big city for years.
2. ...

b) *A friend of yours has been living ... all his/her life. Now he/she is going to move to ... and his/her life is going to be very different. Describe the situation using a) as a model.*

c) *Now imagine that you are going to live somewhere else. Let your fellow-students ask you questions about the problems you may come across in the new place.*

HOME ACTIVITIES (1)

10. Draw conclusions as in the model. 

Model: – Jill started German classes in September. She is still learning German now.
– Jill has been learning German since September.

1. I started waiting for Alice twenty minutes ago. I am still waiting for her.
2. When I was fifteen, I started writing letters to a girl from Australia. We still write letters to each

other quite regularly. 3. Margaret started working at the factory eleven years ago. She is still working there now. 4. It started snowing in the morning. It is still snowing. 5. Paul began looking for a job two months ago. He hasn't found a job yet.

11. a) Open the brackets and insert the verbs in the proper forms. 

Elle Archibald of TWA

Only fifty years ago, it was to the great seaports of northeastern America that the millions of new immigrants _____ (1 – to come). An endless stream of businesspersons, tourists, and other visitors, as well as even more hopeful new Americans still _____ (2 – to arrive) every day. But now they _____ (3 – to come) in huge silver airplanes, and airports like Logan in Boston are the new gateways to the USA.

Elle Archibald _____ (4 – to work) at Logan Airport for Trans World Airlines (TWA), one of America's biggest and best-known airlines. Elle _____ (5 – always / to love) flying. "I _____ (6 – never / to be) on an airplane until I _____ (7 – to start) working for an airline," she says. "Then they _____ (8 – to send) me on a training flight. And I _____ (9 – to love) every minute of it."

Working for TWA _____ (10 – to give) Elle the chance to travel wherever TWA _____ (11 – to fly), and that's just about everywhere in the world. She _____ (12 – to travel) for seven years now and _____ (13 – to visit) almost every country in Europe, she _____ (14 – to be) as far west as Bangkok, and as far east as Cairo.

Elle _____ (15 – to speak) English and Spanish. Since last year she _____ (16 – to take) French classes to help her with her job. "In the United States most of us _____ (17 – to speak) only one language. I _____ (18 – to like) meeting foreigners. They _____ (19 – to hear) so much about Americans. I _____ (20 – to feel) I _____ (21 – to represent) America for them."

b) Write 5 questions to the text.

c) Get ready to speak about Elle Archibald and her job.

 **Translate into English.** 

1. Марк не курит. Он не курит уже целый год. 2. Как давно вы изучаете английский язык? — Я учу его уже два года, но еще не могу бегло (fluently) говорить по-английски. 3. Я пытаюсь объяснить тебе свой план уже целый час, но ты меня не слушаешь. 4. Сколько времени она играет на гитаре каждый день? 5. Вы давно его ждете? — Около двадцати минут. Надеюсь, с ним ничего не случилось. 6. Вчера я прождал его два часа. 7. Он готовится к экзамену с понедельни-

ка, он устал. 8. Снег идет уже в течение двух недель. 9. Прошлой зимой он жил здесь в течение двух недель. 10. Она говорит, что много путешествовала в последнее время. 11. Она сегодня очень медленно работает. С утра она написала только две страницы.

13 a) Listen to the text *Holiday-making*. Read it after the speaker. 

b) Get ready to read the text aloud in class.

c) Give the English for the following words and word combinations. Write out the sentences illustrating them.

До недавнего времени; тратить свои сбережения на что-либо; быть в плохом настроении; снять (арендовать) домик; плата за авиабилеты; бронирование номера в гостинице; иметь одинаковые вкусы; местные жители; постоянные посетители паба; медовый месяц; пансион.

CLASSROOM ACTIVITIES (2)

GRAMMAR EXERCISES

14 Discuss the problems raised in exercise 11.

The Past Perfect Continuous Tense

15 a) Read the following passage and underline the Past Perfect Continuous tense-form:

When Sally Compton got a promotion last week nobody was surprised. She had been working overtime every day for several months. She had been studying computer programming in the evening. And she had been taking extra work home at the weekends. Sally Compton really deserved to get a promotion. After all, she had been working hard to earn it for a long time.

b) Answer the teacher's questions.

c) Develop the situations about Charlie Richards, Becky Land and Stuart Sharp using a) as a model.

- When Charlie Richards got the sack last week nobody was surprised ...

come to work late
to go home early
to deserve sth

to insult [ɪn'sʌlt] customers
to argue with the boss
for a long time

to ask for sth
for a while
frequently

- When Becky's parents sent her to the seaside after the exams nobody was surprised ...

to slave at her textbooks
to speak at seminars
to attend lectures

to study like mad
to deserve sth

for months on end
for a long time

- When Stuart Sharp finally passed his driver's test nobody was surprised ...

16. Answer as in the model:

Model: T — They say Lucy lost her job at the bank last week. Is it true?

St — Yes, it is... and it's really a shame. She had been working there for a long time.

1. practice; 2. to go out together; 3. to revise for it; 4. to plan; 5. to plan to get married; 6. to play; 7. to look forward to it; 8. to save up.

17. Read the situations and complete the sentences.

Model: We played tennis yesterday. Half an hour after we began playing it started raining. We *had been playing* for half an hour when *it started raining*.

1. I had arranged to meet Tom in a restaurant. I arrived and waited for him. After 10 minutes I suddenly realized that I was in the wrong restaurant. I ... for 20 minutes when I
2. Sarah got a job in a factory. Five years later the factory closed down. At the time the factory ..., Sarah ... there for five years.
3. I went to a concert last week. The orchestra began playing. After about ten minutes a man in the audience suddenly began shouting. The orchestra ... when
4. I arrived half an hour late but Kate was still waiting for me. She was rather annoyed with me because when ... she ... for half an hour.
5. John began writing poetry ten years ago. He read one of his poems to his best friend only last Sunday. John ... for ten years before
6. Sally started working at the bank twelve years ago. Only yesterday she asked for a pay rise. Sally ... for twelve years before
7. The tourists travelled for more than eight hours and were extremely tired when they arrived at the hotel. When the tourists ... they ... for more than eight hours.
8. Julia began watching soap operas at 3 o'clock. Her husband came home at 6:30 and found Julia glued to the TV screen. When he ... she ... for

Reported Questions

18. Give negative answers using *I don't know, I have no idea, I don't remember, I cannot tell you.* (Pay particular attention to the word order!)

Model: T — Where has Hilda gone?

St — I'm sorry, but I have no idea where Hilda has gone.

19. You have been away for a while and have just come back to your home town. You meet Alexander, a friend of yours. He asks you a lot of questions.

Where have you been?

Are you glad to be back?

When did you arrive?

Do you have any plans to go away again?

What are you doing here now?

When can you visit me?

Why did you come back?

Tell another friend what Alexander asked you. (Use reported speech.)

Model: Alexander — How are you?

You — He asked me how I was.

20. Translate into English.

TEXT 1. Holiday-making.

Cross-cultural Notes:

1. **Christmas (Xmas)** — Рождество (25 декабря), главный церковный и светский праздник года в Великобритании и США. Рождественские святки отмечаются с середины декабря до 6 января (Twelfth Night); 25 и 26 декабря — официальные выходные дни.
2. **package tour / holiday** — комплексная туристическая поездка или экскурсия (с одновременной оплатой полного обслуживания, включая проезд, гостиницу, питание, посещение зрелищных мероприятий и т. п.)

Phonetic Notes:

managerial [ˌmænə'dʒɪəriəl]

castle [kɑːsl]

glamorous ['glæməərəs]

extravagant [ɪks'trævəgənt]

honeymoon ['hʌnɪmuːn]

* * *



Until recently, the British enjoyed less holiday time than most European nations. Nowadays, almost every full-time employee is entitled to four weeks or more of paid holiday. Much of this free time will be spent at home or visiting relatives, especially at Christmas. "Taking a holiday" means going away from home for at least a few days. About 80 per cent of British managerial and professional classes have at least one holiday of five days or more a year, but less than half the manual working class will spend their savings on this pleasure. (Older pensioners and families with young children find "going away" particularly difficult.)

How do the British spend their holidays? Let's return to the Taylor family. Carol and Bill assume that they will spend their main holiday together. While the children were growing up, they used to spend two weeks each summer, usually in Wales. Once they hired a caravan on the seashore when the children were very young. It was cheap and convenient, but neither Bill nor Carol enjoyed being so close to all their neighbours. The children, however, loved playing on the beach. Then they bought a tent, and used to spend one week with Carol's parents, with the children camping in the garden, and one week in various campsites around Wales. Many of these are in very beautiful places, and they allow more privacy than caravan sites. Showers, toilets and a shop are normally available. The family walked, explored mountains and streams, took picnics on boating expeditions on lakes, and visited castles, caves and historic sites.

One year it poured with rain, it was impossible even to read in the tent, and everyone was very bad-tempered; so the following year Bill and Carol rented a cottage — in Scotland. Sarah and Kate began to dream of something more glamorous; Carol was tired of doing the housework on holiday too. Eventually they decided they could afford to go to France, for a camping holiday. The family drove to the warm south, explored France and occasionally ate in cheap French restaurants.

Sarah and Martin, when they were married with one baby, wanted sun above all. So they bought a "package holiday" in Spain. By paying a single payment to the travel agent they received a "package" of an airfare, hotel reservations, and (sometimes) excursions and a group guide. They knew before they started exactly how much their holiday would cost. Spain is popular because it offers a wonderful climate. Package holidays are cheap and very convenient, but since they are organized for groups, you have to have similar tastes to those of all the people on holiday with you.

As a student, Peter bought a European "Railcard" for a month, and travelled wherever he wished on the European railways. He met hundreds of other young people, wandered round half a dozen famous European cities and lived on buns and pies bought on station platforms. He slept on Greek beaches, and spent a weekend with a drunken Dutchman mending bicycles in a small Dutch town. He was proud of the distance he had covered.

Kate, when she was 21, together with a friend spent a holiday working in a home for mentally-handicapped children. A group of volunteers took the children on excursions to

the seaside, to the country, and to a special performance of a children's play. Kate and her friends relaxed each evening in the village pub where they became very friendly with some of the "locals" (regular customers of the pub).

Free of their children, Bill and Carol decided to be extravagant and fly to Italy. They booked a hotel in Florence, spent a week in the art galleries and churches there, and then spent another week visiting nearby smaller but beautiful Italian towns. Since they had to spend money on airfares, hotels, meals out and travel, the holiday was very expensive. But it was wonderful — "like a second honeymoon", said Carol.

These are typical "middle-class" holidays. Holidays at the seaside, in boarding houses (much cheaper than hotels), caravans, and holiday camps were the traditional holidays of working class people. Now many of them fly on package holidays to Spain. Group holidays, whether in holiday camps in Britain or in hotels in Spain, are much cheaper, and therefore offer the possibility of a proper holiday to people with less money. But even with packages, it is the individual who chooses whether to go and makes the arrangements.

ACTIVE VOCABULARY 1

1. **to assume** [ə'sju:m]— 1. принимать, брать на себя: to assume responsibility
2. предполагать, считать: e.g. Let's assume that it is true.
2. **to hire** ['haɪə]— 1. нанимать: to hire a servant; 2. брать напрокат: e.g. to hire a car.
3. **a shore** — берег моря, озера: e.g. They had a house on the shore of Lake Geneva. / **to go on shore (to go ashore)** — сойти на берег (*ant.* **to go on board / to go aboard** — взойти, подняться на борт) / **a bank** — берег реки, канала: e.g. London stands on the banks of the Thames. / **a coast** — побережье: e.g. The village is on the south coast of England. / **a beach** — отлогий морской берег, взморье, пляж (обычно песчаный или покрытый галькой): e.g. It was on the beaches of Dunkirk that the British army was almost destroyed. / **seaside** — 1. приморский курорт; **to go to the seaside** — поехать на морской курорт, поехать к морю; 2. (*редк.*) морской берег, побережье; **to live at the seaside** — жить у моря; **a seaside town** — 1. морской курорт; 2. приморский городок.
4. **to rain** — идти (о дожде): e.g. It has been raining since morning. / **to pour** [pɔ:] (with rain) — лить как из ведра: e.g. What a day! It's pouring! / **a shower** [ʃaʊə] — 1. душ: e.g. to take a shower; 2. ливень: e.g. The travellers were caught in a shower.
5. **a caravan** ['kærəvæn] — 1. караван; череда, вереница: e.g. It was getting dark when the caravan of pilgrims reached Canterbury; 2. жилой автоприцеп, дом-фургон: e.g. In summer we hired a caravan and spent a month at the seaside.

6. **a camp** — лагерь, стоянка, место привала; **a summer camp** — летний лагерь для детей и молодежи; **to camp** — разбивать лагерь; **to camp out** — ночевать на открытом воздухе; **to go camping** — жить в палатках (в туристическом, молодежном лагере): e.g. Camping has long become a popular way of holiday-making for thousands of people all over Europe.
7. **hike** — поход (пеший); **to go on a hike** — пойти в поход; **to go hiking** — ходить в походы: e.g. In Austria, we went on lots of great hikes. / **to hitch-hike** — путешествовать автостопом.
8. **site** — место для чего-либо: e.g. A home for the elderly will be built on the site of the old hospital. / **a building site** (*Amer.* **a construction site**) — строительная площадка; **a campsite** — палаточный городок, кемпинг; **a caravan site** — место стоянки домов-фургонов, городок из домов-фургонов.
9. **to explore** [iks'plɔ:] — исследовать, изучать: e.g. to explore outer space / **an explorer** [iks'plɔ:rə] — исследователь, путешественник / **exploration** [,eksplə'reɪʃn] — исследование (географическое и т. п.).
10. **to afford** [ə'fɔ:d] **sth** / **to afford to do sth** — иметь возможность, быть в состоянии сделать что-либо; позволить себе (сделать) что-либо: e.g. I cannot afford the journey. He cannot afford to speak freely.
11. **climate** ['klaɪmɪt] — климат: **mild, healthy, dry, wet/damp, temperate** (**tropical, subtropical, Arctic**) **climate** — мягкий, здоровый, сухой, влажный, умеренный (тропический, субтропический, полярный) климат: e.g. Queensland has a warm tropical climate. These flowers will not grow in a cold climate. / **international climate** — международная обстановка / **climatic** [klaɪ'mætɪk] — климатический: e.g. climatic conditions, climatic zones.
12. (**health/holiday**) **resort** [rɪ'zɔ:t] — курорт; **seaside resort** — морской курорт; **summer resort** — летний курорт: e.g. I want to go to a lively resort where the nightlife is exciting.
13. **excursion** [ɪks'kɜ:ʃn] — экскурсия; **to go on an excursion** — пойти/поехать на экскурсию: e.g. We went on *an* excursion to Stonehenge.
14. **boat** — корабль, лодка: e.g. Some of the beaches can only be reached by boat. / **to go by boat** (**by ship**) — путешествовать пароходом; **to go boating** — кататься на лодке / **sail** — парус; **to sail** — 1. плавать, совершать плавание: e.g. We sailed from Southampton on May 6th. 2. идти под парусом; **to go sailing** — кататься на яхте; **a sailor** — моряк, матрос (*syn.* **a seaman**).
15. **to book** (**a ticket**) — заказать (билет): e.g. We booked our tickets months in advance. / **a booking-office** — билетная касса.

16. **famous** — известный, знаменитый: e.g. Charles Dickens became famous after the publication of "The Pickwick Papers". / **to be famous (for)** — быть известным, славиться чем-либо: e.g. Saint Petersburg is famous for its monuments and palaces.
17. **proud** — гордый: e.g. Henry is a very proud man. **to be proud of sb/sth** — гордиться кем-либо/чем-либо: e.g. Margaret is proud of her daughter — she is a talented pianist. / **pride** — гордость: e.g. His pride did not allow him to take money for the work.
18. **sight** — красивый вид, зрелище / **sights** — достопримечательности; **to see / to do the sights** — осматривать достопримечательности: e.g. We spent the afternoon walking around Rome, seeing all the sights. / **sightseeing** — осмотр достопримечательностей: e.g. By this time, I was sick of sightseeing; **to go sightseeing** — осматривать достопримечательности / **a sightseer** — тот, кто осматривает достопримечательности, любитель достопримечательностей
19. **to be good-tempered** — иметь хороший характер; **to be bad-/ill-tempered** — иметь плохой характер; быть раздражительным: e.g. Pressure at work was making her more and more bad-tempered.
20. **a boarding-house** ['bɔ:diŋ~] — пансион, меблированные комнаты с питанием: e.g. Mrs. Allistone has been staying at this boarding house for over a year.
21. **eventually** — в конечном счете, в итоге, в конце концов: e.g. Eventually he will gain by the reform.
22. **to wander** ['wɒndə] — бродить, странствовать: e.g. Look at this little boy wandering about the campsite — perhaps he has got lost.
23. **to arrange** — 1. организовывать: e.g. Ann is arranging a surprise party for Russell's birthday. 2. приводить в порядок: e.g. The girl arranged her hair and went out. Before going away Ted arranged his business affairs. 3. располагать в определенном порядке, классифицировать: e.g. The books were arranged in the alphabetic order. 4. улаживаться, договариваться, приходить к соглашению: e.g. A marriage has been arranged between Mr. Brown and Miss White. I have arranged to meet her at ten o'clock. I have arranged for a car to meet you at the airport. / **arrangement** — 1. организация, подготовка чего-либо: e.g. Who is responsible for the arrangements for the President's visit? / 2. приведение в порядок: e.g. The arrangement of the furniture in our new house took a long time. 3. договоренность, соглашение; **to come to an arrangement** — прийти к соглашению; **to make an arrangement (for)** — договориться, условиться; организовать что-либо: e.g. Have you made arrangements for your journey to Scotland? 4. аранжировка (муз.): e.g. an arrangement of orchestral music for the piano

Expressions

to be entitled to sth — иметь право на что-либо: e.g. The employees of our company are entitled to a four-week holiday every year.

to put up a tent — поставить палатку: e.g. The tourists put up a tent on the bank of the river.

Prepositions

at Christmas **BUT** on Christmas Day

Special difficulties

historic — historical

journey — voyage — trip — travel(s)

too — either — also

to come — to go — to arrive

COMPREHENSION EXERCISES**21 Paraphrase, explain or translate:**

1. explain: *professional classes*
2. explain: *manual working class*
3. paraphrase: Carol and Bill *assume* that they will spend their main holiday together.
4. translate: ... *with the children camping in the garden...*
5. paraphrase: ... *they allow more privacy* than caravan sites.
6. translate: *took picnics on boating expeditions on lakes*, and visited castles, caves and historic sites.
7. paraphrase: Sarah and Kate began to dream of *something more glamorous*.
8. explain: ... and *occasionally ate in cheap French restaurants*.
9. paraphrase: ... wanted sun *above all*.
10. translate: *By paying a single payment* to the travel agent *they received a "package" of an airfare, hotel reservations, and excursions and a group guide.*
11. paraphrase: ... *and lived on buns and pies...*
12. translate: ...*a small Dutch town...*
13. translate: Kate... spent a holiday working in a home for *mentally-handicapped children*.
14. translate: ... they became friendly with some of "*the locals*" (regular customers of the pub).
15. paraphrase: ... *it is the individual who chooses whether to go ...*

22 Answer the teacher's questions.

HOME ACTIVITIES (2)

23. Open the brackets and insert the verbs in the proper forms. 

1. Mary was sitting on the ground. She _____ (1 – to be) out of breath. She _____ (2 – to run). 2. For years we _____ (3 – to talk) about buying new carpets, and last weekend we finally _____ (4 – to go out) and _____ (5 – to order) some. 3. Tom _____ (6 – to save up) to go to France for months, and yesterday when he _____ (7 – to count) his savings he _____ (8 – to realize) he had enough. Unfortunately as Tom _____ (9 – to drive) to the travel agency he remembered that he _____ (10 – not to pay) his rent for two months so he _____ (11 – to turn) round and _____ (12 – to drive) back home again. 4. Some thieves _____ (13 – to break into) my house yesterday. Apparently, I _____ (14 – to leave) the window open. This is the first time anything like this _____ (15 – to happen) to me. The thieves _____ (16 – to get in) through the window and _____ (17 – to steal) all my jewelry. None of the neighbours _____ (18 – to see) anything happen.

24. Translate into English. 

1. Почему ты в последнее время такой раздражительный? Мы спорим уже полтора часа. 2. Архитекторы уже больше месяца обсуждают, что построить на месте старого рынка. 3. Он обращал слишком мало внимания на философию в течение года, и в итоге он не сдал экзамен. 4. Мы предлагаем ей помощь уже целую неделю, но она слишком горда, чтобы принять ее. 5. Почему ты прервал Максима, когда пришел? Мы слушали его рассказ об исследованиях Арктики с большим интересом. 6. Извините, но я предполагал, что все присутствовали на лекции профессора Родхауза. 7. Хотя она работает в нашей компании уже 4 года, она все еще не может позволить себе купить новый дом. 8. Я пытаюсь организовать встречу с ней с прошлого месяца, но она все время занята. 9. Роберт провел весь отпуск на морском курорте. 10. Мы бродили по лесу уже целый час, когда вдруг пошел дождь. 11. Когда мы приехали в Томск, там был дождь. 12. Из письма мы узнали, что наш друг уже два года живет в маленьком городке на побережье Балтийского моря. 13. На протяжении многих лет ученые всего мира исследуют космическое пространство. 14. Я была уверена, что, как только вы приедете в Эдинбург, вы сразу же отправитесь осматривать достопримечательности. 15. Управляющий объяснил, что раз в год сотрудники компании имеют право на трехнедельный оплачиваемый отпуск. 16. Линда и Стив поинтересовались, где они могут взять напрокат машину, так как они давно хотели осмотреть достопримечательности на севере Англии. 17. Джек спросил нас, когда мы планируем отправиться в поход в горы. 18. Мы поинтересовались, знает ли кто-нибудь, как ставить палатку.

25. Get ready to retell Text 1.

CLASSROOM ACTIVITIES (3)

GRAMMAR EXERCISES

The Future Perfect Continuous Tense

26. Make sentences as in the model:

Model: – they / by Christmas / to work together / five years

– By Christmas they will have been working together for five years.

1. Sue / by February / to take driving lessons / a month; 2. Paul / by the end of next month / to stay at the seaside / a fortnight; 3. William / by September / to live in Leeds / seven years; 4. Diana / by the summer / to work in Africa / two years; 5. Miss White / by September / to teach English / 30 years; 6. they / by the end of June / to reconstruct this church / six years; 7. she / by this time next year / to learn French / a year; 8. Greg / by the end of the month / to look for a job / 5 months.

27. Translate into English.

Revision

28. Read the following passage opening the brackets and inserting the verbs in the proper forms:

This time last year I *was cycling* (1 – to cycle) in the rain along a country road in France with a friend of mine. We _____ (2 – to decide) to go on a cycling holiday in Normandy. Neither of us _____ (3 – to go) to France before, but we _____ (4 – to know) some French from our time at school and we _____ (5 – to manage) to brush up on the basics. Now we _____ (6 – to wonder) if we _____ (7 – to make) the right decision. We _____ (8 – to plan) our route carefully in advance, but we _____ (9 – to forget) one important thing, the weather. It _____ (10 – to rain) heavily since our arrival and that night we _____ (11 – to end up) sleeping in the waiting room at a railway station. Then the next morning as we _____ (12 – to ride) down a steep hill my bike _____ (13 – to skid) on the wet road and I _____ (14 – to fall off). I _____ (15 – to realize) immediately that I _____ (16 – to break) my

arm, and after a visit to the local hospital I _____ (17 – to catch) the next train to Calais [kə'leɪ] for the ferry home. Unfortunately my parents _____ (18 – not to expect) me home for a fortnight, and _____ (19 – to go) away on holiday. So I _____ (20 – to spend) a miserable couple of weeks alone, reading *Teach Yourself French*.

VOCABULARY EXERCISES

29. Answer the teacher's questions. (*hiking, camping, seaside resort, beach*)

30. Match the parts of the sentences given below:

Roald Amundsen David Livingstone Yermak Przevalski Bering Peary	<i>explored</i>	Central Africa the coast of North-East Asia Central Asia Antarctica Siberia The North Pole
--	-----------------	---

31. Answer as in the model:

Model: T – Why don't you buy a new car?
 St – I can't *afford* to spend so much money.

32. Answer the teacher's questions. (*climate, climatic, to snow, to rain, to go on an excursion, to go sightseeing*)

33. Translate into English.

34. Answer the teacher's questions. (*famous, proud, pride*)

35. Translate into English.

HOME ACTIVITIES (3)

36. a) Complete the sentences with the words and expressions from the box in the proper forms. Learn the words and expressions from the box.

to pretend	sightseer	fellow-travellers	excursion
sightseeing	except	pleasure	disappointment

sights	stay	motor boat	booked
mainly	assume	keep	art
art	to remain	in company	boat
true	travel	empty	

All of us are more or less interested in life. But not everybody is interested in _____ (1), especially the sort of _____ (2) that is found in galleries and churches. Often enough, tourists "doing" a church _____ (3) an expression of dutiful interest – they have _____ (4) an interest they don't feel. I remember such a thing happened in Venice. A _____ (5) company advertised an afternoon _____ (6) to the island of Torcello. We _____ (7) our seats, and the next afternoon started _____ (8) with seven or eight other tourists. Soon we came to the island. We climbed on _____ (9) – all of us _____ (10) one strong-minded American couple who, when they learned that all they were supposed to see on the island was another church, decided _____ (11) comfortably seated in the _____ (12) till the rest of the company returned.

We call such people travellers because they do not _____ (13) at home. But they are not _____ (14) travellers. For they travel not because they are interested in _____ (15) but because everybody does it. They are not curious about things, everything is a _____ (16) to them. It is only the society of their _____ (17) and the sense of a social duty that _____ (18) them more or less happy in the face of the disappointing facts of _____ (19). Of course it is incorrect to say that even a _____ (20) traveller is never bored. For the tourist, a large part of almost every day is necessarily _____ (21). When the _____ (22) have been seen, the _____ (23) finds himself physically tired and with nothing special to do. Thus boredom is _____ (24) a holiday feeling. For the traveller, it is the symbol of his freedom. He takes his boredom, when it comes, not just philosophically, but almost with _____ (25).

b) Write 5 questions to the text.

c) Get ready to discuss the problems raised in the text.

Translate into English. 

1. Если Джейн не появится здесь через пять минут, мы будем считать, что она уже не придет. 2. Кто примет на себя ответственность за организацию поездки в Лондон? 3. Журнал сообщал (to report), что правительство уже несколько лет продает большие участки (pieces) земли на западном побережье. Большинство этих участков уже превратилось в огромные строительные площадки. 4. Врачи посоветовали госпоже Бакстер провести отпуск на морском курорте с мягким

умеренным климатом. 5. Я больше недели просила Джима заказать билеты на новый балет. Когда он в итоге решил приобрести их, билетов в кассах уже не было. 6. Наша компания организовала двухнедельную поездку в Харрогит (Harrogate ['hægə(u)gɪt]). Все сотрудники, проработавшие (которые проработали) в компании больше десяти лет, имели право поехать туда бесплатно. Нам очень понравился этот маленький курортный город. Мы бродили по его улицам, осматривали достопримечательности. Хозяйка (landlady) пансиона, в котором мы жили, рассказала, что все в городе очень гордятся гостиницей Старый Лебедь (The Old Swan Hotel). Она объяснила нам, что в 1926 году известная писательница Агата Кристи жила там две недели под вымышленным именем (under an assumed name). В конце концов журналисты и полиция нашли ее там, и город стал известен во всем мире.

38. Open the brackets and insert the verbs in the proper forms.

1. When Mother _____ (1 – to arrive) tomorrow, most of my friends _____ (2 – to leave) town and we _____ (3 – to get ready) to leave.
2. When the bell _____ (4 – to go) in five minutes, some of the students _____ (5 – already/to hand in) their papers, some _____ (6 – to look through) the completed work, and only one or two _____ (7 – still/to write).
3. By the time you _____ (8 – to be through) with your work in an hour, I _____ (9 – to book) the tickets and _____ (10 – to wait) for you at the office.
4. The conference _____ (11 – to be over) next Monday and the last delegates _____ (12 – to leave) the place.
5. If we get there at 6:30 they _____ (13 – to play) golf for three hours at least; and if we come at 8, they _____ (14 – probably/to finish) the game.

CLASSROOM ACTIVITIES (4)

39. Write a translation dictation.


40. Discuss the problems raised in exercise 36.

41. Translate into Russian:

1. Their *assumption* that the war would end quickly proved to be wrong.
2. You and I belong to different political *camps*.
3. If you want to pass that examination you cannot *afford time* for the cinema.
4. It *will afford me great pleasure* to have dinner with you.
5. *Boats for hire*; one pound an hour.
6. When the ship was sinking the crew and passengers *took to the boats*.
7. Where have they decided *to site* the new factory?
8. In a university town, many people make a living by *boarding students*.
9. Mrs. White often has *to arrange differences* between her two sons.
10. The price of the house is *a matter of arrangement*.
11. This piece of music cannot be *arranged for the violin*.
12. In 1961

G. Greene published the novel *entitled* "Travels With My Aunt". 13. His thoughts *wandered back* to college days. 14. *Don't wander from* the subject.

42. a) Skim through the advertisement of a tour company and choose the tour you like best. Answer the questions which follow.

 (2.5 min.)



London's West End. Half Day Tour No. 1

Royal Albert Hall. The tour begins with a visit inside the Royal Albert Hall, famous for its concerts and shows. We then drive on to Westminster to see the Houses of Parliament, Westminster Abbey, Whitehall and the entrance to Downing Street. We next go to Buckingham Palace for the Changing of the Guard.

Lively Shopping streets, peaceful parks. We drive through lively shopping streets, peaceful parks, through Piccadilly, Trafalgar Square, past the National Gallery and see many of London's theatres. This tour is a must for those who want to understand more about London and its people.

Prices: £19.50 Adults; £ 17.00 Children (3–16yrs)

Discovering London. Full Day Tour No. 4 – Lunch Included

Royal Albert Hall. The tour begins with a visit inside the Royal Albert Hall, famous for its concerts and shows. We then drive on into town to see Trafalgar Square and the impressive Nelson's Column, drive past Horse Guards Barracks and Downing Street, Parliament Square and Westminster Abbey. Here we see the 19th century Gothic building housing Big Ben and the Houses of Parliament.

Buckingham Palace, famous shops and theatres. From Westminster, we drive to Buckingham Palace where we will watch the colourful Changing of the Guard ceremony. This part of the tour will also show you some of London's best and brightest spots for shopping and entertainments.

Prices: £48.50 Adults; £43.50 Children (3–16yrs)

London Highlights and Thames Cruise. Half Day Tour No. 29

London Highlights. Our tour takes us to the City of London – "The Square Mile of money". Here we see the Stock Exchange, the Bank of England and the Mansion House, official residence of London's Lord Mayor. Then onto the Royal Albert Hall, famous for its concerts and shows and the impressive Natural History and Victoria & Albert Museums in South Kensington, St. Paul's Cathedral, Fleet Street and finally Trafalgar Square with its impressive statue of Admiral Nelson.

Thames Cruise. Aboard our chartered vessel, a Thames waterman will tell you fascinating stories about the famous river, pointing out historical landmarks along the way including St. Paul's Cathedral, The Tower of London and of course, Tower Bridge. This tour ends at Savoy Pier after Thames Cruise.

Prices: £ 17.00 Adults; £14.50 Children (3–16yrs)

* * *

1. What places of interest do the four tours offer?
2. The riverboat tour lasts a whole day, doesn't it?
3. Which tour does not include Buckingham Palace?
4. All four tours take the visitors to the Royal Albert Hall, don't they?

b) Scan the text for details. Choose the tour you like best. Explain your choice. Discuss the advantages and disadvantages of the three tours.

c) Answer the teacher's questions.



43 Explain:

- what places of interest you would like to see in Great Britain and the USA;
- what places of interest you would advise to show to a foreign visitor to Russia (to the country you come from) and to Moscow (your hometown);
- what place(s) in the world attract your attention and why;
- what sights could be called the wonders of the world.

DO YOU KNOW THAT

- **The Tower of London** has been used as a fortress, a prison, a mint (монетный двор), a zoo, a museum and a royal residence. It is still one of the royal residences of the British monarchs.
- **Big Ben** is the name of the biggest bell on the clock tower of the Palace of Westminster. It was called after Benjamin Hall who supervised the building of the palace.
- **The Statue of Liberty**, one of the major sights of the USA, was given to the American people by France in 1886 to commemorate the anniversary of American independence.

HOME ACTIVITIES (4)

45. Translate into English. Check yourself by the key. 

1. В последние десятилетия (decade) одним из самым популярных видов отдыха у молодежи стало проведение каникул в палаточных городках.

2. Молодые семьи часто покупают или берут напрокат жилой автоприцеп и путешествуют по всей стране и даже за границей.

3. Всегда можно расположиться на берегу реки или моря и наслаждаться природой, не платя денег за гостиницу.

4. К тому же вы можете выбрать то место и тот климат, которые вам больше нравятся.

5. Те студенты, которые не могут позволить себе купить билет на самолет, могут путешествовать по Европе автобусом или автостопом.

6. Сотни людей каждое лето отправляются в походы.

7. Конечно, никто не любит ходить в походы в дождливую погоду, но даже это не может остановить настоящего туриста.

8. Если предположить, что вы путешествуете, чтобы получить удовольствие и исследовать новые места, даже проливной дождь не сможет испортить ваш отпуск.

9. Путешествовать по воде довольно дорого. Но всегда можно заказать билет на один из проходящих пароходов и проплыть, например, от Самары до Москвы.

1. In recent decades camping (out) has become one of the most popular ways of holiday-making with the young people.

2. Young families often buy or hire a caravan and travel all over the country and even abroad.

3. You can always camp on the bank of a river or at the seaside (on the seashore) and enjoy the nature without paying any money for the hotel.

4. Besides, you can choose the place and the climate that you like best.

5. The students who cannot afford to buy a plane ticket can travel in Europe by coach or hitch-hike.

6. Every summer hundreds of people go hiking (go on hikes).

7. Of course, nobody likes hiking in rainy weather, but even this cannot stop a real (a true) tourist.

8. If you assume that you travel to enjoy yourself and explore new places, even a pouring rain will not be able to spoil your holiday.

9. Travelling by boat is rather expensive. But you can always book a ticket for one of the passing boats and sail, for example, from Samara to Moscow.

10. В конечном счете такое путешествие будет не очень дорогим.
11. Во время путешествия вы сможете любоваться прекрасными видами.
12. Когда пароход причаливает к берегу, пассажиры могут отправиться на экскурсию или просто побродить по улицам незнакомого города.
13. Многие города на берегах Волги известны своими историческими достопримечательностями.
14. Казанский Кремль, первый русский драматический театр в Ярославле, кремль в Угличе — все они являются национальной гордостью России.
15. Николсоны не могут позволить себе провести отпуск на дорогом европейском курорте.
16. Но каждое лето они берут напрокат дом-фургон и исследуют новые места в своей собственной стране.
17. Они уже жили в палаточном лагере в Уэльсе и провели месяц на побережье на юге Англии.
18. Последнее время они открывают для себя красоты Шотландии.
19. Хотя климат Британских островов очень изменчив, Николсоны считают, что он полезен для здоровья.

10. Eventually, such kind of a voyage will not be very expensive.
11. During the journey you will be able to enjoy the beautiful sights.
12. When the boat lands, passengers can go on an excursion or just wander along the streets of a strange town.
13. Many towns on the banks of the Volga are famous for their historical sights.
14. The kremlin of Kazan, the first Russian drama theatre in Yaroslavl, the kremlin in Uglitch — they all make the national pride of Russia.
15. The Nicholsons cannot afford to spend a holiday at an expensive European resort.
16. But every summer they hire a caravan and explore new places in their own country.
17. They have already camped out in Wales and spent a month on the coast in the south of England.
18. Lately they have been exploring the beauties of Scotland.
19. Though the climate of the British Isles is very changeable the Nicholsons think that it is good for health.



KEYS

Key — 36:

1 — art; 2 — art; 3 — assume; 4 — to pretend; 5 — motor-boat; 6 — excursion; 7 — booked; 8 — in company; 9 — shore; 10 — except; 11 — to remain; 12 — boat; 13 — stay; 14 — true; 15 — sightseeing; 16 — disappointment; 17 — fellow-travellers; 18 — keep; 19 — travel; 20 — true; 21 — empty; 22 — sights; 23 — sightseer; 24 — mainly; 25 — pleasure.

UNSUPERVISED EXERCISES WITH KEYS

1. journey — trip — voyage — travel(s)

journey — путешествие, поездка

Expressions:

to go on a journey — отправиться в путешествие

to make a journey — совершить путешествие

voyage — длительное путешествие (главным образом — по воде)

Expressions:

to make a voyage — совершить путешествие (по реке, морю)

to go on a voyage — отправиться в путешествие, в плавание

travel — как существительное употребляется обычно во множественном числе — **travels**: e.g. a book of travels.

В единственном числе иногда употребляется в *выражении*:

to go on a travel — отправиться в путешествие

trip — увеселительная прогулка, поездка, экскурсия

Expressions:

to take a trip (to) — совершить поездку, прогулку (в)

a business trip — деловая поездка

a boat trip — прогулка на катере, пароходе, лодке

- A.** 1. During his five-year ... in the South Seas Charles Darwin made many important discoveries. 2. You have spent three days on the train. Are you tired after your ...? 3. They are planning a ... to Africa. 4. The Browns have just returned from their honeymoon ... to Paris. 5. Jonathan Swift is famous for his book "Gulliver's ...". 6. In summer we are going to take a ... to Siberia. 7. I will always remember that ... to the seaside. 8. Marco Polo's ... were described in his "Book of Marco Polo". 9. If you decide to go on ..., visit the Swiss Alps — you will have unforgettable impressions.
- B.** 1. После поездки в Англию Анна рассказала нам о достопримечательностях Лондона. 2. Это было очень утомительное путешествие. 3. Вы читали о путешествиях русского купца Никитина? — Да, я знаю, что он совершил путешествие в Индию и написал книгу о своих путешествиях. 4. В прошлые выходные мы съездили в Абрамцево. Это была чудесная поездка. 5. Им очень понравилось путешествие морем из Одессы в Сочи. 6. Поездка поездом из Москвы во Владивосток длилась целую неделю. 7. Когда Роберт был маленьким, он любил читать книги о путешествиях. 8. Мы чудесно провели выходные. Больше всего мне понравилась прогулка на катере.

2. too — either — also**too** — тоже, также (в конце предложения)**also** — тоже, также (в середине предложения)**either** — тоже не

- A.** 1. If you don't go to the party, I won't go 2. Jane would ... like to join the discussion.
3. My brother wants to go to the seaside 4. They were ... impressed by his speech.
5. I have never been there 6. Have you heard the news ...? 7. I don't like noisy parties. My brother John doesn't enjoy them
- B.** 1. Алиса тоже хочет принять участие в концерте. 2. В прошлом году Петр тоже решил стать врачом, как его отец и старший брат. Он тоже не хотел нарушать семейную традицию. 3. Ты тоже присоединишься к нам? 4. Я тоже не хочу есть. 5. В рождественскую ночь дети тоже не хотели ложиться спать. 6. Они тоже не хотят принимать участие в обсуждении?

3. to come — to go — to arrive**to come (to)** — приходить, приезжать (движение по направлению к говорящему)**to go (to)** — уходить, уезжать (движение по направлению от говорящего)**Expressions:****to come / go ___ home** — приходить домой / идти домой**to go to bed** — ложиться спать**to go out** — выходить из дома**to go for a walk / a swim** — пойти погулять / искупаться**to go on** — продолжать**to go away** — уйти, уехать**to go by** — проходить**to go mad** — сойти с ума**to go/get down to work** — засесть за работу, заняться работой**to come/go up to** — подойти к...**to come across sth** — столкнуться, встретиться с чем-либо**Come on!** — Ну, давай! Идем!**to come to one's mind** — прийти в голову**to come back** — вернуться**to arrive** — прибывать**Note:** to arrive **in** (a big place)to arrive **at** (a small place, an airport, a hotel)**Expression:** to arrive ___ home

(In present-day English the verb "to arrive" is more preferable than "to come" in the meaning of "приходить, приезжать".)

- A.** 1. The delegation ... Australia in January which happened to be a very hot month. 2. The train ... the station on time. 3. As soon as we ... home I'll take a bath. 4. When did the plane arrive ... Heathrow airport? 5. The French scientists ... Dubna in the afternoon and ... there at 6 in the evening. 6. How did you ... that conclusion? 7. When I last ... my native town I could hardly recognize the streets where I had walked as a boy. 8. When did you finish work and ... home yesterday? 9. ... to my table, I'll show you the result of the test. 10. Don't ... into that classroom: the students are writing a final test there. 11. ... into the room, don't stand in the hall. 12. We ... on an excursion. ... you with us? 13. When are you going ... back? — In a day or two. 14. If you don't stop shouting all at the same time, I ... mad. 15. It ... to my mind that they could not have ... too far away. 16. As time ... by, the real meaning of his words became more and more clear. 17. ... on! If we don't start now, we are going to be late. 18. ... on translating the article, you still have a page left. 19. Why not ... for a swim? The water is warm enough. 20. Anna had so much work to do that she ... to bed at 2 o'clock in the morning.
- B.** 1. Приходи, когда захочешь. Мы всегда рады тебя видеть. 2. Не выходи пока на улицу, ты еще недостаточно здоров. 3. Пароход прибыл в порт в 8 часов вечера. 4. Когда делегация прибыла в столицу, её встречали представители Министерства торговли. 5. Ну, давай же, рассказывай, что произошло. 6. Павел был озадачен (puzzled): ему никогда прежде не встречалось такое странное выражение. 7. Мне и в голову не могло прийти, что вы обидитесь на мои слова. 8. Продолжайте читать, не останавливайтесь. 9. Ну и когда же они явились домой? 10. Время идет, и я все реже вижу со своими школьными друзьями. 11. Почему бы не пойти погулять? Стоит такая чудесная погода! 12. Дети должны ложиться спать не позже 9 часов вечера.

4. historic — historical

- historic** — 1. исторический (имеющий историческое значение, исторически важный): e.g. He made a historic speech. The historic moment when Nelson Mandela was released from prison was broadcast on TV.
- historical** — исторический (исторически установленный, не вымышленный; связанный с историей): e.g. a historical event; a historical novel; historical studies

- A.** 1. Hastings is a ... site in the South of England. 2. In his novels, Charles Dickens described the ... conditions of Victorian Britain. 3. To complete my report I need some ... data. 4. Every American student knows the ... speech of Martin Luther King. It makes part of ... studies in all American schools. 5. In his book, Churchill described that ... first meeting with Roosevelt.
- B.** 1. Бородино — историческое место в 100 километрах от Москвы. 2. Вальтер Скотт (Walter Scott) — мастер исторического романа. 3. Некоторые из героев Шекспира

являются историческими личностями (figures). 4. Битва при Гастингсе (The Battle of Hastings) — важнейшее историческое событие в истории Англии. 5. Во время пожара в центре Эдинбурга сгорели многие исторические здания.



KEYS

1. A. 1- voyage; 2 — journey; 3 — journey; 4 — trip; 5 — Travels; 6 — journey; 7 — trip; 8 — travels; 9 — a travel.
 B. 1. After her trip to England, Anna told us about the places of interest in London. 2. It was a very tiring journey. 3. Have you read about the travels of the Russian merchant Nikitin? — Yes, I know that he made a journey to India and wrote a book about his travels. 4. Last weekend we went to Abramtsevo. It was a wonderful trip. 5. They enjoyed the voyage from Odessa to Sochi. 6. A train journey from Moscow to Vladivostok lasted a whole week. 7. When Robert was little, he liked to read books of travels. 8. We had a wonderful weekend. Best of all I liked the boat trip.
2. A. 1 — either; 2 — also; 3 — too; 4 — also; 5 — either; 6 — too; 7 — either.
 B. 1. Alice also wants to take part in the concert. (Alice wants to take part in the concert, too.) 2. Last year Peter decided to become a doctor, too, like his father and elder brother. (Peter also decided...) He did not want to break the family tradition either. 3. Will you join us, too? (Will you also join us?) 4. I am not hungry either. 5. On Christmas night, the children did not want to go to bed either. 6. Don't they want to take part in the discussion either?
3. A. 1 — arrived in; 2 — arrived at; 3 — come; 4 — arrive at; 5 — went to; arrived/came; 6 — come to/arrive at; 7 — arrived at/came to; 8 — go; 9 — come up; 10 — go; 11 — come; 12 — are going; are you coming; 13 — to come; 14 — will go; 15 — came; gone; 16 — went; 17 — Come; 18 — Go; 19 — go; 20 — went.
 B. 1. Come any time you like. We are always glad to see you. 2. Don't go out yet, you are not well enough. 3. The ship arrived at the port at 8 p.m. 4. When the delegation arrived in the capital, it was met by representatives of the Ministry of Trade. 5. Come on, tell us (me) what has happened. 6. Paul was puzzled: he had never come across such a strange expression. 7. It could never come to my mind that my words would hurt you. 8. Go on reading, don't stop. 9. Well, and when did they arrive home? 10. Time goes by, and see my schoolmates less and less often. 11. Why not go for a walk? The weather is so beautiful! 12. Children must go to bed no later than 9 p.m.
4. A. 1 — historic; 2 — historical; 3 — historical; 4 — historic, historical; 5 — historic.
 B. 1. Borodino is a historic site 100 kilometres away from Moscow. 2. Walter Scott is a master of the historical novel. 3. Some of Shakespeare's characters are historical figures. 4. The Battle of Hastings is a most important historic event in English history. 5. During the fire in the centre of Edinburgh many historical buildings burnt down.

UNIT 6

TOPIC: Food and drink

GRAMMAR: Passive Voice





Step I

CLASSROOM ACTIVITIES (1)

GRAMMAR EXERCISES

TENSE-FORMS IN THE PASSIVE VOICE

Время \ Вид	<i>Indefinite</i>	<i>Continuous</i>	<i>Perfect</i>	<i>Perfect Continuous</i>
Present	am/is/are built	am/is/are being built	have/has been built	—
Past	was/were built	was/were being built	had been built	—
Future	shall/will be built	—	shall/will have been built	—
Future-in-the-Past	would be built	—	would have been built	—

Passive Voice

1. a) Read and underline the verbs in the Passive Voice.

Britain is an island between the North Sea and the Atlantic Ocean, and for those who live near the sea, fish and shellfish have always been seen as the most important food. Away from the sea, sheep, cows and chickens have been kept on farms for centuries. Before people had fridges to keep food cold and fresh, fish and meat had been kept from going bad by salting, drying or smoking. During the Middle Ages, spices were often used to hide the taste of food which was going bad.

One thing which has changed is the way some foods are seen as ordinary and cheap, and others are considered to be special and valuable. Shellfish, like oysters, used to be popular with poor people because they could be picked up easily by anyone. Today, they are harder to find and are usually served in expensive restaurants.

b) Discuss the text. (Ask disjunctive and special questions, let your fellow students answer them.)

Indefinite Tense forms

2. Paraphrase using the Passive Voice.

Model: T – They build a lot of houses in this district every year.

St – A lot of houses are built in this district every year.

3. Ask and answer as in the model:

Model: St-1 – What is your bag made of?

St-2 – It is made of leather (plastic).

shoes	jeans	leather ['leðə],	cotton
jacket	sweater ['swetə]	viscose ['vɪskəʊs]	metal
blouse	glasses	polyester [ˌpɒli'estə]	wood
trousers	earrings	man-made material(s)	wool
		linen ['lɪnɪn]	glass
		plastic	silk

4. Answer the questions as in the model. Choose the right hints from the box below.

Model: T – What do we call the longest river in the world?

St – The longest river in the world is called the Nile.

the Amazon	the Pacific Ocean	Mont Blanc	Lake Victoria
the Volga	the Indian Ocean	Everest	Lake Baikal
the Nile	the Atlantic Ocean	the Caucasus	the Caspian Sea
the Rhine	the Arctic Ocean	the Urals	the English Channel

5. Complete the sentences using the dates given in the box.

1. The Declaration of Independence (to adopt) in... 2. The North Pole first (to reach) in...
 3. The first A-bomb (to use) in... 3. The steam engine (to invent) in... 4. The telephone (to invent) in...
 6. America (to discover) by Columbus in... 7. Napoleon (to defeat) in Russia in... 8. The first English Parliament (to call) in...

1776	1812	1909	1492	1265	1945	1705	1877
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Continuous Tense forms

6. Answer the teacher's questions.

7. Repeat and add a sentence logically connected. Use the prompts given below.

Model: T – Magda cannot drive you to the station in her car. (to repair)

St – Magda cannot drive you to the station in her car. It is being repaired.

1. to follow; 2. to redecorate; 3. to build; 4. to clean; 5. to interview; 6. to repair; 7. to record; 8. piano/to tune.

Perfect Tense forms

8. Paraphrase using the Passive Voice.

9. Ask and answer as in the model:

Model: St-1 – Why don't you lay the table for lunch?

St-2 – But it has already been laid!

1. to invite one's friends to a birthday party; 2. to wash the dishes; 3. to air the room; 4. to cut sandwiches for a picnic; 5. to fry eggs for breakfast; 6. to offer coffee to the guests; 7. to buy fruit for the party; 8. to take out plates for lunch.

10. Ask questions to get additional information. Use the Passive Voice.

Model: T – A bank was robbed last week.

St-1 – Which bank was robbed?

St-2 – Who was it robbed by?

St-3 – Were the police sent for?

St-4 – Have the robbers been arrested?

11. a) Open the brackets and use the verbs in the appropriate forms.

Chocolate is the most popular sweet snack, and the British ... (1 – to eat) more than eight kilograms per person a year of it. Christopher Columbus, the Italian traveler, ... (2 – to bring) chocolate from Central America to Europe at the end of the fifteenth century but it ... (3 – not/to eat) in Britain until the mid-nineteenth century. The Cadbury family ... (4 – to begin) to make drinking chocolate in Birmingham in 1831 and by 1878 the factory ... (5 – to extend) and 200 workers ... (6 – to employ). They needed a bigger factory, so some land ... (7 – to buy) and a new factory ... (8 – to build). They also ... (9 – to build) a village for

the workers, which ... (10 – to call) Bournville. By 1881 they ... (11 – to sell) chocolate as far away as Australia, and by 1899 they ... (12 – to have) more than 2,600 workers.

Chocolate ... (13 – to eat) almost anywhere, any time, but is very popular at Christmas and Easter. Dark chocolate, milk chocolate, white chocolate – there are many kinds to choose from, and British chocolate products ... (14 – to sell) today all over the world.

b) Answer the teacher's questions.

12. Paraphrase as in the model, pay particular attention to the use of verbs with prepositional objects:

to look at	to laugh at	to pay attention to
to look after	to speak to	to refer to
to listen to	to remind of	to think of
to send for	to take care of	to put an end to
to wait for	to talk about	

Model 1: T – Don't say such things. People will laugh at you if you do it.

St – You *will be laughed at* if you say such things.

Model 2: T – It is necessary to look after little children.

St – Little children *must be looked after*.

13. Translate into English.

HOME ACTIVITIES (1)

14. Open the brackets and insert the verbs in the proper forms. 

1. Christianity _____ (1 – to spread) throughout Britain from two different directions during the sixth and seventh centuries. It _____ (2 – to come) directly from Rome when St Augustine _____ (3 – to arrive) in 579 and established a church at Canterbury in the south-east of England. It already _____ (4 – to introduce) into Scotland and Ireland, which _____ (5 – to become) Christian more than 150 years earlier. Although Roman Christianity took over the whole of the British Isles, the Celtic model _____ (6 – to persist) in Scotland and Ireland for several hundred years. It _____ (7 – less / to organize) centrally, and had less need for a strong monarchy to support it.

2. Potatoes, one of the most important foods in the British diet, first _____ (8 – to bring) from America. They _____ (9 – to grow) by farmers in Peru since the 13th century. The Spanish _____ (10 – to bring) them to Europe in the mid-sixteenth century. In the seventeenth century potatoes _____

(11 – to introduce) to the British Isles from mainland Europe and became a very important crop, especially in Ireland.

3. We cannot talk about potatoes and not talk about one of Britain's favourite snacks: crisps. Over seven million packets of crisps _____ (12 – to eat) in Britain every day. The first potato crisps _____ (13 – to fry) in the USA in 1852 but they _____ (14 – not / to make) in Britain until the early 1900s. Crisps _____ (15 – to become) more popular during the Second World War because although it was difficult to get many kinds of food, potatoes _____ (16 – still/to sell). Most supermarkets today _____ (17 – to sell) many different types, like salted, cheese and onion, beef and chicken.

15. Translate into English.

1. Все надеялись, что будет сделан правильный выбор.

2. Ей не сказали правды, потому что она была больна.

3. Что случилось? – Этого человека укусила собака.

4. Мне сказали, что это путешествие вполне безопасно.

5. Он был серьезно болен. Теперь его будут регулярно осматривать врачи.

6. Этот секрет тщательно хранится ими уже много лет.

7. Декан спросил, избрали ли нового председателя.

8. Его отец был убит на войне.

9. “Я никогда не была так разочарована в своих учениках”, – сказала Барбара.

10. Чарльз считал, что его обманули.

11. Почему выбрана эта статья?

12. Мне кажется, что человека, укравшего на прошлой неделе картину из местного музея, уже поймали.

1. Everybody hoped that the right choice would be made.

2. She wasn't told the truth because she was ill.

3. What has happened? – This man has been bitten by a dog.

4. I was told that the journey was quite safe.

5. He was seriously ill. Now he will be regularly checked /examined by doctors.

6. This secret has been carefully kept by them for many years already.

7. The dean asked if a new chairman had been elected.

8. His father was killed in the war.

9. “I have never been so disappointed in my students,” Barbara said.

10. Charles considered that he had been cheated.

11. Why has this article been chosen?

12. It seems to me that the man who stole a picture from the local museum last week has already been caught.

13. На этой улице строится новая школа.

14. Что обсуждалось, когда вы пришли?

15. Когда мы пришли, они обсуждали новую статью.

16. За адвокатом уже послали.

17. С тех пор о нем ничего не слышали.

18. О вашем совете надо подумать, может быть мы и примем его.

19. О вашем совете надо подумать. Может быть, он будет принят комитетом.

20. Над его шутками всегда смеются.

13. A new school is being built in this street.

14. What was being discussed when you came?

15. When we came they were discussing a new article.

16. The lawyer has already been sent for.

17. She has never been heard of since.

18. Your advice is worth thinking about, we may take it.

19. Your advice is worth thinking about. It may be taken by the committee.

20. His jokes are always laughed at.

16. Translate into English.

1. Мысль построить туннель, который соединит Великобританию и Францию, была впервые предложена французским инженером Матье (Mathieu). Идея была поддержана Наполеоном, который планировал вторжение в (invasion of) в Великобританию. Но тогда эта идея не была реализована. До 1994 года было предпринято две попытки (to make an attempt) построить туннель. Первая попытка была предпринята в 1882 году, но она не удалась, поскольку наука и техника того времени еще не были достаточно развиты, чтобы реализовать эти планы. Вторая попытка была предпринята в 1974 году, но проект был слишком дорогим, поэтому от идеи снова отказались (to give up).

17. a) Listen to the text *Food and drink in Britain*. Read it after the speaker.

b) Get ready to read the text aloud in class.

c) Give the English for the following words and word combinations. Write out the sentences illustrating them.

Широкий выбор еды и напитков; готовая каша-полуфабрикат (хлопья); яйцо всмятку / вкрутую; горячий завтрак; качество; обеденный перерыв; столовая самообслуживания; мясо с двойным гарниром; сладкое блюдо; потребитель сахара; консервированные продукты; мята; есть в кафе / ресторане; рабочая столовая; плотная / основательная еда; еда "на вынос" / "с собой"; вегетарианская еда.

CLASSROOM ACTIVITIES (2)

GRAMMAR EXERCISES

Two Passive Constructions with verbs which take two Direct Objects (to ask, to envy, to teach, to forgive)

18 Ask questions in the Passive Voice about the two objects given in italics.

Model: T — She asked *me* a strange *question*.

St 1 — Who was asked a strange question?

St 2 — What was asked?

1. The lecture was interesting; the students asked *the professor* a lot of *questions*.
 2. They taught *Ann* several *languages* when she was a child. 3. They never forgave *him* his *deception*. 4. Children often ask *their parents* such *questions*. 5. They teach *us* *two foreign languages* at the institute. 6. They will ask *you* *nothing difficult* at the interview. 7. I hope they will forgive *you* *the mistake*. 8. They envied *the young actress* *her success*.

19 Translate into English using Passive Voice.

Two Passive Constructions with verbs which take two Objects: Direct and Indirect

(to give, to send, to tell, to show, to pay, to promise, to offer)

20 Paraphrase the sentences as in the model, using two passive constructions.

Model: T — They gave him an apple.

St 1 — He was given an apple.

St 2 — An apple was given to him.

21 Ask questions in the Passive Voice about the two underlined objects given in italics.

1. We promised *them* a delicious *dinner*. 2. He offered *me* a cup of *coffee*. 3. They gave *us* all the necessary *information*. 4. The company sent *us* a *bill*. 5. She gives *us* a *class* every day. 6. The company offered *him* a *free trip* to Edinburgh. 7. The officer gave *everybody* *the instructions*. 8. The baby-sitter told *the baby* a beautiful *fairy-tale*.

22. Translate into English using the Passive Voice.

23. Paraphrase as in the model.

Model: T – Indian art *interests* me.

St – I'm *interested* in Indian art. Indian art *is interesting*.

Text 1. Food and drink in Britain.

Cross-cultural Notes:

1. **the West Indies** – острова в южной части североамериканского континента (Багамские, Антильские и т. п.)
2. **pudding** ['pu:dɪŋ] – 1) пудинг (печеный или вареный; традиционное английское сладкое мучное блюдо с фруктами и пряностями на лярде, яйцах и молоке); 2) любое сладкое блюдо (например, фруктовый пирог, крем, желе и т. п.); 3) густая каша (например, рисовая молочная каша, которая часто подается с орехами и вареньем)
3. **dessert** [dɪ'zɜ:t] (**pudding, sweet**) – сладкое блюдо, которым завершается обед или ужин; в зависимости от классовой принадлежности англичане называют его “десерт” (аристократия и средний класс), “пудинг” или “сладкое” (рабочий класс)
4. **starter** – первое блюдо во время обеда или ужина (может быть закуска или суп)
5. **marmalade** ['mɑ:mæleɪd] – апельсиновый или лимонный джем, конфитюр (часто с цедрой; подается к утреннему завтраку). [Обратите внимание на то, что слово “jam” переводится на русский язык как “варенье”!]
6. **ploughman** ['plau:mən] – пахарь; **ploughman's lunch** – “завтрак пахаря” (хлеб с сыром; дежурное блюдо в пабе)

Phonetic Notes:

cereal ['siəriəl]

cafeteria [kæfɪ'tiəriə]

item ['aɪtəm]

horseradish ['hɔ:s,rædɪʃ]

lamb [læm]

restaurant ['restərɔ:ŋ / 'restərənt]

medium ['mi:dʒəm]

atmosphere ['ætməsfiə]

diet ['daɪət]

dessert [dɪ'zɜ:t]

oven [ʌvən]

sauce [sɔ:s]

tomato [tə'mɑ:tou]

vegetarian [ˌvedʒɪ'tɛəriən]

biscuit ['bɪskɪt]

café ['kæfeɪ]

* * *



Although Britain is quite a small country, it offers a wide choice of food and drink. You can find traditional food like roast beef or fish and chips as well as Italian, Mexican and West Indian food, and drink beers and wines from many different countries.

Where do people eat their food when they are at home? Breakfast is usually a quick meal, eaten in the kitchen. Lunch is often eaten at school or at work. Dinner may be eaten in the kitchen, the dining-room, or the living-room — often in front of the television.

Breakfast is usually a packeted 'cereal' (e.g. cornflakes) and/or toast with butter and marmalade. Some people like to 'go to work on an egg' — they eat an egg for breakfast before going to work. Eggs are a basic part of most people's diet. They are either fried, soft-boiled and eaten out of an 'egg-cup' or hard-boiled. Whatever they eat, most people drink tea or coffee. At weekends many people have a more traditional, cooked breakfast.

At around eleven o'clock many people have 'elevenses' — a cup of tea or coffee and some biscuits. In fact, people drink tea or coffee whenever they feel like it.

Lunch is usually at one o'clock, but it is often a bit earlier for schoolchildren and those who start work at eight o'clock. In the middle of the day, people just want to eat up quickly and are not interested much in quality (the lunch break is an hour at most). Most people today have a small mid-day meal — usually sandwiches, and perhaps some crisps and some fruit. Sandwiches make a quick lunch, and are easy to take to work or school. Schools, colleges, companies, etc. usually have a self-service restaurant called a cafeteria where you buy your own food and take it back to your table.

At around four o'clock it is usual to have a cup of tea and a snack.

The evening meal is usually called 'tea' or 'dinner'. A traditional British dinner is meat and two vegetables. The most popular meats are chicken, beef, pork and lamb. Vegetables grown in Britain, like potatoes, carrots, peas, cabbage and onions, are very popular, but today you can buy vegetables from many countries all through the year. It is common in most households to finish a meal with a sweet dish (often called 'dessert' or 'sweet') — something like fruit, pudding, chocolate cake, or apple pie. The British are the world's biggest consumers of sugar. It is present in almost every tinned food item and they also love 'sweets' (which means both all kinds of chocolate and also what the Americans call 'candy'.)

'Supper' is the usual word for the evening meal among most people who do not call it 'tea'.

Sunday is a day when many families like to enjoy a big meal together. They usually have a big piece of meat which is roasted (cooked in the oven for about two hours) with potatoes. Beef is eaten with hot white horseradish sauce, pork with sweet apple sauce, and lamb with green mint sauce — perhaps made with mint grown in the garden.

Many people do not have time to cook traditional food, so they can buy food which is ready to eat or quick to make, but visitors to Britain often want to try 'typical' British food. The best place to go is usually a pub and many pubs have a notice outside saying: 'home cooked food'. One of the best-known pub meals is the ploughman's lunch — bread, cheese, tomatoes and some salad.

Going to a restaurant for a meal, instead of eating at home, is called 'eating out'. Apart from pubs, there are two types of eating places which are used for more everyday purposes. One is used during the day, most typically by manual workers, and is therefore sometimes described as a 'workman's café' (pronounced 'caff'). But it is also used by anybody else who wants a filling meal and likes the informal atmosphere. It offers mostly fried food of the 'English breakfast type'. The most common items are eggs, bacon, sausages, tomatoes, mushrooms, and even bread. It is not always accompanied by 'chips' (the normal British word for French fried potatoes). The British eat rather a lot of fried food. A 'fry-up' is a phrase used informally for several items fried together. The other type is the fish-and-chip shop, used in the evening for 'take-away' meals.

An evening meal in a restaurant usually has three courses. The first course is quite a small one called a starter. It may be something like a soup or salad or some sea-food. Next comes the main course, which is the biggest of the three. This is usually meat or fish with vegetables, or vegetarian food. If the main meal comes with potatoes you can choose which kind you would like. With beef, and sometimes fish, you are asked how you would like it cooked: well-done, medium or rare.

The last course is either something sweet — a dessert or a cheese plate, which is pieces of different cheeses with biscuits and grapes. The meal usually finishes with tea or coffee and perhaps a chocolate.

ACTIVE VOCABULARY 1

1. **packet** — пакет, связка: a packet of letters; пачка: e.g. a packet of cigarettes (*syn.* a pack of cigarettes) / **package** — тук, большой сверток, упаковка (как предмет): e.g. She sent him a large package of books. / **package tour** — турпакет с включенными услугами ("все включено"): e.g. It is cheaper when travelling abroad to go on a package tour in which your hotel and flight are arranged for you.
2. **either ... or...** — или... или...: e.g. Where are you going for a holiday? — Either to the mountains or to the seaside, I haven't decided yet. / **neither... nor...** — ни... ни...: e.g. Neither Jane nor her sister likes this film. [*Обратите внимание на то, что глагол согласуется с предшествующим существительным!*] / **both ... and...** — и... и...: e.g. Both John and his friend have read this book. [*Обратите внимание на то, что после both... and... глагол употребляется во множественном числе!*]
3. **feel like sth / doing sth** — быть склонным, иметь / испытывать желание сделать что-либо: e.g. It's a sunny day. Do you feel like going for a walk?
4. **item** ['aɪtəm] — 1. пункт, параграф, статья; вопрос (в повестке дня): e.g. The main item on the programme is a visit to the local textile factory. 2. сообщение,

новость; небольшая заметка в газете: a news item: e.g. There are several interesting news items in today's newspaper.

5. **manual** ['mænjuəl] — 1. (*noun*) руководство, инструкция: e.g. Before you try to use the camera, read the manual carefully. 2. (*adjective*) ручной; с ручным управлением, неавтоматический: e.g. The car comes with either an automatic or a manual gearbox ['gɪəbɒks] (коробка передач). / **manual labour** — ручной труд; **manual control** — ручное управление
6. **to accompany** [ə'kʌmpəni] — сопровождать, сопутствовать: e.g. Who will accompany you on the journey? The professor accompanied his explanations with illustrations.
7. **course** — 1. курс, направление: e.g. The ship is on her right course. 2. ход, течение: e.g. It was a speech that changed the course of history. / **in the course of...** — в ходе, в процессе: e.g. In the course of a few years Lambert built up a highly successful export business. 3. курс (лекций, обучения, лечения): e.g. You can do a language course abroad. 4. блюдо: **main course** — основное блюдо обеда/ужина ("второе"): e.g. What's for the main course today? / **a three-course dinner** — ужин из трех блюд: e.g. We had a three-course dinner: chicken soup, roast beef, and ice-cream.
8. **household** — 1. семья, домохозяйство: e.g. The household were up early. 2. домашнее хозяйство (употребляется в качестве определения): e.g. This shop sells household goods.
9. **pint** [paɪnt] — пинта: e.g. (A note to the milkman) Two pints today, please. / **to sell by the pint (by the dozen ['dɒzn])** — продавать(ся) пинтами (дюжинами и т. п.): e.g. Beer is sold by the pint, eggs are sold by the dozen.
10. **first** — 1. (*adj.*) первый, основной: e.g. The first man I saw on arrival was our tour guide. / **the first time** — в первый раз: e.g. The first time I went on a plane I was really nervous. / **the first thing to do** — первое, что надо сделать; **to travel first class** — путешествовать первым классом; 2. (*adv.*) сначала (в первую очередь), впервые: e.g. Shall we go out now, or do you want to eat first? / *перед глаголом*: He first went to Italy when he was a student. / **first of all** — прежде всего: e.g. First of all I'd like to thank you for the lovely presents. / **at first** — сначала, поначалу (первое время): e.g. At first it was difficult for him to understand English speech, but then he got used to it. 3. **firstly... secondly...** — во-первых... во-вторых... (при объяснении причины совершения действия): e.g. I wanted to change schools, firstly because I didn't like the teacher and secondly because it was too far away.

Prepositions

at school / at work — в школе / на работе
 in front of the television — перед телевизором
 at about/around 11 o'clock — примерно в/около 11 часов
 to finish with — закончит(ся) чем-либо

Special difficulties

meal — dish — food — plate
 a piece — a sheet — a slice — a bar — a cake — a lump — a bit

How food is prepared

<p>to boil — кипятить: boiled water; boiled meat — отварное мясо to bake — печь, выпекать (в духовке): a baked pie / apple to fry — жарить в масле: fried fish to grill — жарить на рашпере sweets (Brit.) / candy (Am.) — конфеты horseradish — хрен</p>	<p>to stew — тушить (овощи, мясо); Irish stew — ирландское рагу (из баранины, тушенной с луком и картофелем; за- правляется мукой to barbecue ['bɑ:bkju:] — жарить на вер- теле (целиком или ломтиками)</p>
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Food and drink

<p>beef — говядина beefsteak ['bi:fstek] — бифштекс/ well-done — — хорошо прожаренный -; medium ['mi:dʒəm] — — среднепрожарен- ный -; rare [reə] — — с кровью roast beef ['roustbi:f] — ростбиф veal — телятина pork — свинина lamb [læm] — мясо ягненка mutton — баранина</p>	<p>carrot — морковка; carrots — морковь (мн.) cabbage ['kæbɪdʒ] — кочан капусты; cabbages — капуста (мн.) onion ['ʌnjən] — луковица; onions — лук (мн.) cereal — изделия (в т. ч. полуфабрика- ты) из дробленого зерна cornflakes — кукурузные хлопья pudding ['pu:dɪŋ] — пудинг Yorkshire ['jɔ:kʃɪə] pudding — йорк- ширкский пудинг</p>
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<p>fish and chips — жареная рыба с жареной картошкой</p> <p>cod — треска</p> <p>crisps (Brit.) / chips (Am.) — хрустящий картофель, чипсы / chips (Brit.) — жареный картофель</p> <p>french fries — картофель-фри</p> <p>pea — горошина; peas — горошек</p> <p>beverage ['bevɪdʒ] — питье, напиток</p> <p>beer [biə] — пиво</p> <p>lager ['lɑ:gə] — лагер (вид светлого пива с газом)</p> <p>ale — светлое пиво (без газа)</p> <p>porter — крепкое темное пиво</p> <p>bitter — биттер, горькое пиво (из бочки)</p>	<p>sweets (Brit.) / candy (Am.) — конфеты</p> <p>horseradish — хрен</p> <p>sauce [sɔ:s] — соус</p> <p>grapes — виноград</p> <p>biscuit ['bɪskɪt] — сухое печенье, галета</p> <p>spirits — крепкие алкогольные напитки</p> <p>whisky ['wɪskɪ] — виски</p> <p>soft drinks — безалкогольные напитки</p> <p>cider ['saɪdə] — сидр, яблочное вино</p> <p>juice [dʒu:s] — сок</p>
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Kitchen utensils [ju:'tens(ɪ)lz]

<p>cooker (electric, gas) — плита (электрическая, газовая)</p> <p>oven ['ʌvən] — духовка</p> <p>microwave ['maɪkrəweɪv] — микроволновая печь</p> <p>refrigerator [rɪ'frɪdʒɪrətə], fridge [frɪdʒ] — холодильник</p> <p>freezer — морозильник</p> <p>dishwasher ['dɪʃwɔʃə] — посудомоечная машина</p>	<p>toaster — тостер</p> <p>kettle — чайник (для кипячения воды)</p> <p>whistling ['wɪslɪŋ] kettle — чайник со свистком</p> <p>teapot — заварочный чайник</p> <p>coffeepot — кофейник</p> <p>mixer — миксер</p> <p>pan — кастрюля; pot — большая кастрюля</p> <p>frying pan — сковорода</p>
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COMPREHENSION EXERCISES

24. Paraphrase, explain or translate:

1. paraphrase: *...it offers a wide choice of food and drink.*
2. explain: Breakfast is usually *a packeted 'cereal'...*
3. translate: Some people like to *'go to work on an egg'...*
4. paraphrase: Eggs are *a basic part of most people's diet.*

5. translate: They are either fried, soft-boiled and *eaten out of an 'eggcup' or hard-boiled.*
6. paraphrase: *Whatever they eat*, most people drink tea or coffee.
7. paraphrase: In fact, people drink tea or coffee *whenever they feel like it.*
8. paraphrase: ... the lunch break is an hour *at most...*
9. translate: Sandwiches make a quick lunch, and are easy to take to work or school.
10. translate: Schools, colleges, companies, etc. usually have *a self-service restaurant* called a cafeteria where you buy your own food and take it back to your table.
11. translate: *A traditional British dinner is meat and two vegetables.*
12. paraphrase: It is *common in most households* to finish a meal with *a sweet dish (often called 'dessert' or 'sweet')*...
13. paraphrase: The British are the world's biggest *consumers of sugar.*
14. translate: It is present in almost *every tinned food item* and they also love '*sweets*'...
15. translate: Beef is eaten with *hot white horseradish sauce ...* and lamb with *green mint sauce ...*
16. paraphrase: *The best place to go* is usually a pub ...
17. translate: ... many pubs have *a notice* outside saying: '*home cooked food*'.
17. translate: One of the best-known pub meals is *the ploughman's lunch*...
18. paraphrase: One is used during the day, most typically by *manual workers*...
19. translate: But it is also used by anybody else who wants *a filling meal ...*
20. explain: The other type is *the fish-and-chip shop*, used in the evening for '*take-away meals*'.
21. paraphrase: *An evening meal* in a restaurant usually *has three courses.*
22. translate: The first course is quite a small one called *a starter.*
23. translate: With beef you are asked how you would like it cooked: *well-done, medium* or rare.

 **Answer the teacher's questions.**

HOME ACTIVITIES (2)

 **Paraphrase the sentences using the Passive Voice. Write two passive constructions where possible.** 

1. Someone told us a very funny story yesterday.
2. The people gave him a hearty welcome.
- 3 They have offered my brother a very good job.
4. The house agent showed us a very nice flat.
5. The secretary didn't tell me the exact time of my appointment.
6. They have never taught that rude boy good manners.
7. The teacher hasn't asked Peter any questions at this lesson.
8. They never tell me the family news.
- 9 The examiners didn't

give him enough time to answer all the questions. 10. The guide will show the tourists most of the sights of London.

27. Open the brackets using the correct tense forms of the verbs in the Passive Voice. 

I'll never forget my first day at that office. I _____ (1 – to tell) to arrive at 8.30, but when I got there the whole place seemed to be empty. I didn't know what to do, because I _____ (2 – to give) no information about the building or where I was going to work, so I just waited around until some of the secretaries began to turn up. Finally I _____ (3 – to send) to a dirty little office on the fifth floor, where I _____ (4 – to show) a desk in a corner. Nothing happened for an hour; then I _____ (5 – to give) some letters to type on a computer by one of the senior secretaries. This wasn't very successful, because I _____ (6 – not/to teach) how to use a computer. (My employers _____ (7 – obviously / to forget) about the promised computer training programme.) By lunchtime things hadn't got any better, and I decided that I _____ (7 – not / to pay) enough to put up with the nonsense, so I walked out and didn't go back.

28. a) Complete the sentences with the words and expressions from the box.
Learn the new words from the box. 

cook	imaginable	surprises	night out
snacks	apple pie	cooking	waitress
sour	atmosphere	wherever	to support
truth	restaurants	dinner-table	potatoes
dishes	refrigerator	swimming pool	cooking
turkey	their mind	to recognize	look down
make up	in front of	night out	fruit plate

What is American food? The fact is, that Americans eat every kind of food _____ (1): hamburgers and hot dogs, fried chicken and steaks, spaghetti and pizza, sweet and _____ (2) pork. There are more than 1,000 Chinese _____ (3) in New York alone. At the same time Americans like the idea of the American family sitting around the table eating _____ (4) at Thanksgiving. They like to think of "Mom" as the best _____ (5) in the world, even if their own mother never did much _____ (6). "As American as _____," (7) and "Like Mother makes it" are popular expressions. The _____ (8) is, though, that families in the USA eat together less often than they used to. Instead of meeting at the _____, (9) families often meet in the kitchen, around the _____ (10). There is no time for old-fashioned _____ (11). Quick _____ (12) all

though the day have taken its place. And to save trouble, people eat _____ (13) they like, in the street, _____ (14) the TV, or at their desks.

B. For a small town in the middle of America, Manhattan, Kansas has some big _____ (15). And one of them is the Holiday Inn hotel, with rooms built around a _____ (16) and a friendly family _____ (17). The Holiday Inn hotel is where Manhattan people often go for a special party, or a _____ (18). Many of them will be served by Ellen Logan, who has worked as a _____ (19) here for more than two years. Like most of the waitresses, is also a student. In order _____ (20) herself at college, she works twenty hours a week at the Holiday Inn hotel. Ellen says that you don't have to know much about food to be a good waitress, but you have to know a lot about people.

"A lot of businesspeople always stay here when they come to Manhattan," she explains. They like you _____ (21) them and remember their favourite _____ (22). But some couples come for a _____ (23) together. They just want to be left alone. Then there are people who cannot _____ (24). They _____ (25) the menu and say "what do you suggest?" So I ask them how hungry they are. If they say 'not very' I suggest the salad bar, with soup, salad, bread and _____ (26). But if they say they are very hungry, I suggest a Kansas Strip Steak, with _____ (27) or rice."

b) Write 5 questions to the text.

c) Get ready to speak about American food.

29. Get ready to retell Text 1.



Step II

CLASSROOM ACTIVITIES (3)

30. Discuss the problems raised in exercise 28.

GRAMMAR EXERCISES

31. a) Read the following text and retell it in the Passive Voice.

Last month Samuel Block opened a restaurant in the center of Macclesfield. He had planned it for over five years but he only completed it after local businessmen raised a large sum of money. A top hotelier [hou'teliə] has trained the waiters and they will wear specially designed uniforms to fit in with the restaurant's modern look. They have brought in a famous chef [ʃef] from France and they are going to give him complete control over the daily menu.

b) Say a few sentences about a similar project, which is being (or was) carried out in your city/town.

32. Complete the sentences using the correct form of the words in brackets.

Julie was walking along the edge of the fountain outside her office building. She was with her friend Paul. Suddenly she lost her balance and accidentally fell in.

1. Julie was really _____ (embarrass). 2. Falling into the fountain was really _____ (embarrass). 3. Her friend Paul was _____ (shock). 4. It was a _____ (shock) sight. 5. The people around the office were very much _____ (surprise) when they saw Julie in the fountain. 6. It was a _____ (surprise) sight. 7. The next day Julie was _____ (depress) because she thought she had made a fool of herself. 8. When she fell into the fountain, some people laughed at her. It was a _____ (depress) experience.

The following verbs take two objects in the Active Voice but form only one Passive construction with the Direct Object!

A. to write, to read, to buy, to sell, to sing

33. Paraphrase using the Passive Voice.

Model: T – Sonya bought me an umbrella.
St – An umbrella was bought for me.

B. to explain, to describe, to dictate, to repeat, to prove, to say, to suggest, to introduce, to declare, to deliver, to present, to point out, to recommend, to mention, to announce

34. a) Paraphrase using the Passive Voice.

Model 1: T – The teacher repeated the grammar rule to the students.
St – The new grammar rule was repeated to the students.

Model 2: T – They explained to her how to get there.
St – *It* was explained to her *how to get there*.

35. Translate into English.

VOCABULARY EXERCISES

36. Paraphrase as in the models:

Model 1: T – Frank doesn't like coffee. His wife doesn't like it either.
St – *Neither* Frank *nor* his wife *likes* coffee.

Model 2: T – George doesn't drive a car. His sons don't drive a car either.
St – *Neither* George *nor* his sons *drive* a car.

Model 3: T – Ted is going to the Caucasus in July. His friends are going there as well.
St – *Both* Ted *and* his friends are going to the Caucasus in July.

37. Answer as in the model.

Model: T – Are you doing anything special tonight?
St – No, *nothing special*. I think I will *either* go to a pub *or* stay at home and watch TV.

38. Translate into English. (atmosphere, to accompany, manual)

39. Answer the teacher's questions. (first)

HOME ACTIVITIES (3)

40. a) Complete the sentences with the words and expressions from the box. Learn the words and expressions from the box. 

a sweet tooth — сладкоежка

poured	dessert	the ice-cream van	hot apple pie
trikes	on top	boiled or steamed	a newsagent's shop
baked	ice-cream	a baker's shop	vegetable oils
a snack	vans	the sherry trifle	rice puddings

A Sweet Tooth

Cakes, chocolate, ice-cream... the British love them all. A meal is not a meal without some kind of _____ (1) and sweet things are very popular as _____ (2) too. Every shopping street has _____ (3) selling bread and cakes, and _____ (4) selling chocolate and ice-cream as well as newspapers. _____ (5) is eaten as a snack, a dessert, or with another dessert, like a piece of _____ (6). Traditionally it is made from milk, fat, sugar and things like fruit, nuts or mint, but today _____ (7) are often used instead of milk.

In the 1920s ice-cream was sold from three-wheeled bicycles called _____ (8) trikes, ridden by the ice-cream seller who shouted 'Stop me and buy one!' Then _____ (9) were used — they drove around the streets playing music so people would run out and buy some ice-cream. Children still go running for money when they hear the music played by _____ (10) on a hot summer day.

There are three main kinds of cooked desserts: _____ (11) puddings (cooked in the oven), _____ (12) puddings (cooked over boiling water, for example Christmas pudding), and milk and cream puddings, for example _____ (13).

One of the most famous British desserts is _____ (14), served cold and usually made in a big glass bowl. On the bottom is some fruit, then some cake with sherry _____ over (15). Then there is some red jelly, then cream, and finally nuts _____ (16).

b) Write 5 questions to the text.

c) Get ready to discuss the text in class.

41. Translate into English.

1. На текстильной фабрике в Павловском Посаде (Pavlov Possad) в некоторых цехах (workshops) применяется *ручной труд*. Хотя в последние годы были внедрены новые технологии, знаменитые платки (shawls) расписываются *вручную*. 2. Ни Ольга, ни ее муж не испытывают желания провести отпуск в традиционных местах для отдыха. Две недели назад им предложили приобрести тур "все включено" и отправиться на север Норвегии. В турагентстве Ольге объяснили, что их доставят в город Тромсе (Tromsø) на самолете, а потом они совершат круиз на пароходе за Полярным кругом. В ходе круиза туристов будет сопровождать экскурсовод (tour-guide). Одним из самых интересных пунктов программы будет посещение острова Соммарей (Sommarøy). Этот остров, с населением в 320 человек, является одним из центров рыбоперерабатывающей промышленности (fishing industry) Норвегии. Здесь на одном из трех рыбоперерабатывающих заводов (fish plant) туристам будет предложен обед из четырех блюд, включающий в себя такие экзотические блюда, как яйца чаек (seagull).

42. Listen to the text *Three Lovely Lapiths*. Read it after the speaker and get ready to answer the questions (exercise 49).

CLASSROOM ACTIVITIES (4)

VOCABULARY EXERCISES

43. Write a translation dictation.

44. Discuss the text *Sweet Tooth* (exercise 40).

45. Ask and answer as in the model. Add sentences of your own to develop the situation.

Model: St 1 – Do you *feel like going* for a walk?

↗ Yes, rather. It's a fine day today.

St 2 –

↘ No, not really. I'm too tired to go out.

to have a cup of tea or coffee

to go out for a stroll

to go to the theatre

to go to the country

to watch TV

to eat out

to have a dance

to have a snack

46. Translate into English. (*course, item, household*)

47. Choose the correct preposition (*by / with*) and state the agent (the doer of the action) or the instrument of the action.

by sb/sth — кем-то/чем-то (the agent)

with sth — чем-то (the instrument)

Expressions: *in* pencil / ink — карандашом / ручкой (чернилами)

by hand — вручную, от руки

by (air)mail — (авиа)почтой

1. This suit was designed _____ Armani. 2. This cake is filled _____ fresh cream. 3. Who was Australia discovered _____ ? 4. The baby was covered _____ a blanket. 5. "Carmen" was composed _____ Bizet. 5. The coat was lined _____ fur. 6. The food will be provided _____ caterers. 7. The stew was flavoured _____ garlic. 8. Why were your exercises written _____ pencil? You should always write them _____ ink. 9. The roast was flavoured _____ wine. 10. He was struck on his head _____ a stranger _____ a heavy stick. 11. Who was the radio invented _____ ? 12. Soup is eaten _____ a spoon. 13. Where can I buy some souvenirs made _____ hand? 14. The car was fixed _____ a mechanic. 15. The glass was cut _____ a special tool. 16. If you want them to receive your letter in time, send it _____ airmail.

48. Say how different things (and liquids) are bought and sold in Britain.

Model: Beer is sold *by the pint*.

milk	pine-apples	litre	pound
petrol	oranges	pint	piece
potatoes	bread	gallon	kilo
eggs	beef	dozen	

TEXT 2. Three Lovely Lapiths.

Cross-cultural Notes:

- Harrow** ['hærou] School — Харроу / Хэрроу, одна из девяти самых престижных мужских привилегированных частных школ, основана в 1571 году; учащимися Хэрроу являются в основном, дети аристократов, крупных бизнесменов и высших чиновников.
- Christ** [kraɪst] Church — Крайст-Черч, один из самых крупных аристократических колледжей Оксфордского университета; основан в 1525 году.

3. **classicist** ['klæsɪsɪst] — сторонник классицизма — стиля и направления в литературе и искусстве XVII–XVIII веков; сторонники классицизма рассматривали античное наследие как норму и идеальный образец.
4. **transcendentalist** — [ˌtrænsən'dentəlɪst] — сторонник трансцендентализма — американского философско-литературного движения 1830–60-х годов (Н. Готорн, Г. Торо, Р. У. Эмерсон); основные идеи трансценденталистов — духовное самосовершенствование, близость к природе, очищающая человека от “вульгарно-материальных интересов”.
5. **Paganini** [ˌpæɡə'nɪːniː] — Никколо Паганини (1782–1840), выдающийся итальянский скрипач-виртуоз и композитор.
6. **Lady Lapith** ['læpɪθ] — леди Лапит. Леди — 1. принятая форма титулования маркизы, графини, виконтессы и баронессы: e.g. the Marchioness of Greystone = Lady Greystone; 2. традиционный титул жены баронета или рыцаря, употребляющийся с фамилией мужа: e.g. Lady Anderson; 3. “титул учтивости” дочерей герцогов, маркизов, и графов; употребляется с именем и фамилией своей или мужа или только с именем: e.g. Lady Mary Smith 4. (во мн. числе) форма обращения к женщинам: e.g. Ladies and gentlemen! — Дамы и господа! / (в ед. числе) синоним слова “женщина” (уважит.): e.g. There is a lady to see you, Mr. Smith.
7. **Lord Timpany** ['tɪmpəni] — лорд Тимпани. Лорд — 1. лорд, пэр, член Палаты лордов — титулование пожизненного пэра (life peer), употребляется с наименованием титула, часто совпадающего с фамилией; 2. принятая неофициальная форма титулования маркизов, графов, виконтов и баронов: e.g. Lord Greystone; 3. “титул учтивости” сыновей пэров, употребляется с именем и фамилией или только с именем: e.g. Lord Peter Wimsey, Lord Peter.
8. **Alas!** [ə'læs] — Увы! (восклицание, выражающее сожаление и печаль)
9. **season** — (лондонский) сезон, светский сезон (май — август); включает посещение скачек, проведение балов и т. п.
10. **Crome Yellow** — *Желтый Кром* — название загородного имения, где происходят события одноименного романа О. Хаксли.
11. **Aldous Huxley** ['ɔːldəs'hʌksli] — Олдос Хаксли (1894–1963), английский писатель, автор романов “Прекрасный новый мир” (также известен как “О дивный новый мир” (*Brave New World*), “Контрапункт” (*Point Counter Point*), “Желтый Кром” (*Crome Yellow*) и др. Предлагаемый ниже отрывок взят из романа “Желтый Кром”.

Phonetic Notes:

Wimbush ['wɪmbʊʃ]

Emmeline ['emliːn]

appetite ['æpɪtaɪt]

spiritual ['spɪrɪtʃuəl]

Georgiana [ˌdʒɔːdʒɪ'ɑːnə]

Caroline ['kærələn]

comment ['kɒmənt]

extraordinarily [ɪks'trɔːdn(ə)rɪli]

romantic [rou'mæntɪk]
 surroundings [sə'raʊndɪŋz]
 jealous ['dʒeləs]
 bowl [bəʊl]

poetical [pou'etɪkəl]
 olive ['ɒlɪv]
 climb [klaɪm]
 nervous ['nɜ:vəs]

* * *

Three Lovely Lapiths



(After Aldous Huxley)

It was in spring that George Wimbush first made the acquaintance of the “three lovely Lapiths”, as they were always called. He was then a young man of twenty-two. He had been educated at Harrow and Christ Church, he enjoyed hunting and all other field sports. The lovely Lapiths (Georgiana, the eldest, and the twins, Emmeline and Caroline) did not fail to impress him.

At this first meeting the twins asked him what he thought of the latest French poetry. But what was worse was the question with which Georgiana opened her conversation with him. “In music,” she asked, “are you a classicist or a transcendentalist?” George did not lose his presence of mind. He knew that he hated anything classical, and he replied, “I am a transcendentalist.” Georgiana smiled. “I am glad,” she said; “so am I. You went to hear Paganini last week, of course.” She closed her eyes. “Do you know anything more transcendental than that?” “No,” said George, “I don't.” He decided that after all it would be wiser not to say anything else.

George followed up this first introduction by paying a call on the young ladies and their mother. After asking him several questions about his financial position, character, and family, Lady Lapith asked him to dine. At this first dinner, George's partner was Emmeline. They talked of Nature. He noticed with surprise that Miss Emmeline's appetite was poor, that it didn't, in fact, exist. Two spoonfuls of soup, no bird, no meat, and three grapes—that was her whole dinner. He looked from time to time at her two sisters; Georgiana and Caroline waved away whatever was offered them, shutting their eyes and turning their faces away from the offered dish, as though the veal and the trifle, were revolting to the sight and smell. George commented on the sisters' lack of appetite.

“Please, don't talk to me of eating,” said Emmeline. “We find it so unspiritual, my sisters and I. One can't think of one's soul while one is eating.”

“But one must live,” George argued. “Alas!” Emmeline said. “One must. Death is very beautiful, don't you think?” George looked at her with some surprise. She was pale, but she looked extraordinarily healthy, and so did her sisters. Perhaps if you were really spiritual you needed less food. He, clearly, was not spiritual.

After this he saw them quite often. They all liked him. True, he was not very romantic or poetical; but he was such a pleasant, kind-hearted young man, that one couldn't help

liking him. For his part, he thought them wonderful, especially Georgiana. For they needed protection; they were too spiritual for this world. They never ate, they were always pale, they talked much and lovingly of death. Of the three Georgiana ate least, talked most of death, and was the palest.

She managed, however, to live through the season, and that in spite of the numerous balls and other parties of pleasure which she never failed to attend. In the middle of July the whole household moved down to the country. George was invited to spend the month of August at Crome.

On the list of visitors there were the names of two young men of title. George had hoped that country air and natural surroundings would restore to the three sisters their appetites. He was mistaken. For dinner, the first evening, Georgiana ate only an olive and half a peach. She was as pale as ever.

The days passed in a round of pleasures. George alone was unhappy. Lord Timpany was courting Georgiana. George looked on and felt jealous.

One morning he returned to the house alone. The young men were outside; their cries and laughter were making the quiet house seem lonelier and more silent. The lovely sisters and their mamma were still in their rooms; usually they did not make their appearance till luncheon. Sitting in the hall George was lost in thought. At any moment she might die; at any moment she might become Lady Timpany. It was terrible, terrible.

The clock struck twelve. On the last stroke a little maid, holding a large covered tray, went out of the door that led from the kitchen regions into the hall. From his deep arm-chair George watched her walk across the room and stop in front of what seemed a panel. To George's astonishment, a little door opened, showing the foot of a staircase. Turning sideways in order to get her tray through the narrow opening, the little maid went in closing the door behind her. A minute later the door opened again and the maid, without her tray, hurried back across the hall and disappeared in the direction of the kitchen. Five minutes later George found himself standing in front of the secret door. He looked inside. Where did the staircase lead? He began to climb the stairs. What he was doing, he told himself, was extremely ungentlemanly. One turn more and he stopped at a door. He turned the handle and stepped into the room. There he stopped, shocked by what he saw.

In the middle of a sunny little room stood a small table. Cold chicken, a bowl of fruit, a great ham, plum-pudding, and a bottle of wine were on the table. And round the table sat the three sisters, the three lovely Lapiths—eating! Georgiana, who sat facing the door, looked at him with dark, enormous eyes. In her right hand she was holding a drumstick of a chicken. For what seemed a very long time, George and the three sisters looked at one another in silence. Then suddenly Georgiana dropped her chicken bone. George turned and rushed out of the room and down the stairs. He came to a standstill in the hall, and there he began to laugh.

At luncheon it was noticed that the sisters ate a little more than usual. "I feel a little stronger today," Georgiana said to Lord Timpany, when he congratulated her on this in-

crease of appetite; "a little more material," she added, with a nervous laugh. Looking up, she caught George's eye, blushed, and looked away.

In the garden that afternoon they found themselves for a moment alone. "You won't tell anyone, George? Promise you won't tell anyone," she asked. "I will," said George. "I'll tell everyone, unless..." "It's blackmail," protested Georgiana. "I don't care," said George. "I'll give you twenty-four hours to decide."

Lady Lapith was disappointed, of course; she had hoped for a title. But George, after all, wasn't so bad. They were married at the New Year.

ACTIVE VOCABULARY 2

1. **to fail** — 1. потерпеть неудачу; не сбываться, не удаваться: e.g. All our plans failed. 2. подводить, не оправдывать ожиданий: e.g. As usual he failed me at the last minute. / **to fail an exam** — проваливаться на экзамене: e.g. He failed an exam in French. / **to fail to do sth** — не суметь, оказаться неспособным, не быть в состоянии что-либо сделать: e.g. We failed to arrive in time. / **failure** ['feɪljə] — 1. неудача, неуспех, провал: e.g. His plans ended in failure. 2. неудачник: e.g. As a writer, he was a complete failure.
2. **poor** [puə] — 1. бедный, нищий: e.g. He was too poor to buy a bicycle for his children. 2. недостаточный, скудный, плохой: e.g. The farmers had a poor crop of beans last year. 3. плохой, слабый, низкого качества: e.g. He is still in poor health after his illness.
3. **lack (of sth)** — недостаток, нехватка; отсутствие; нужда: e.g. She showed a complete lack of interest in her studies. / **for lack of sth** — из-за недостатка чего-то: e.g. He felt tired for lack of sleep. / **to lack sth** — испытывать недостаток, нуждаться, не иметь чего-то: e.g. Tom lacked the courage ['kʌrɪdʒ] to tell the truth.
4. **restore** [rɪ'stɔ:] — 1. возвращать (на прежнее место): e.g. The statue was restored to its old place. 2. реставрировать, восстанавливать: e.g. He has a job restoring paintings for a museum. 3. возрождать: e.g. Old customs and traditions are being carefully restored in Wales. / **restoration** — реставрация, восстановление: e.g. She specializes in the cleaning and restoration of old paintings. Activists are demanding the restoration of democracy.
5. **round (noun)** — 1. ряд, цикл, серия: e.g. His stay in London was one continual round of parties. / 2. очередная порция спиртного: e.g. They bought another round of drinks.
6. **to appear** [ə'pɪə] — 1. появляться, показываться: e.g. A car appeared over the hill. (*ant. to disappear* — исчезать) 2. выступать (об актере, лекторе, музыканте); исполнять роль: e.g. He is currently appearing in *Hamlet* at the National Theatre.

3. появляться в печати, издаваться: e.g. The young writer's new book appeared last month. / **appearance** [ə'piərəns]— 1. внешний вид, внешность, наружность: e.g. She has a charming appearance. 2. появление (в поле зрения): e.g. Julie's sudden appearance in the doorway startled me. (*ant.* **disappearance** — исчезновение).
7. **to direct** [d(a)'rekt] — 1. руководить, управлять: e.g. He directed the building of the new bridge. 2. направлять, показывать дорогу: e.g. Can you direct me to the railway station? 3. режиссировать, ставить спектакль, снимать фильм: e.g. Who directed that new Italian film? / **director** — 1. директор: e.g. She is on the board of directors. [*NOTE* that the English for "директор школы" is **headmaster / headmistress** (in a private school), **head teacher** (in a state school) or **principal** (*Amer.*)] 2. режиссер(-постановщик): e.g. Alfred Hitchcock, the famous film director, made the first British talking picture in 1929. / **direction** — 1. направление: e.g. Are you sure we are going in the right direction? / **in the direction of** — по направлению к: e.g. We drove off in the direction of the mountains. 2. руководство, управление: e.g. Peter was responsible for the general direction of the project.
8. **to lead** (**led, led**) — 1. вести, показывать путь: e.g. She led the blind man down the stairs. 2. вести, приводить: e.g. Where does this road lead? 3. возглавлять, управлять, руководить: e.g. She has been chosen to lead the cricket team. 4. вести (какой-то образ жизни): e.g. It turned out that Mr. Blunt had been leading a double life. / **leader** — 1. руководитель, вождь, глава, командир, лидер, вожатый: e.g. He has always been a born leader. / **leading** — ведущий, выдающийся: e.g. He was one of the leading composers of his time. 2. главный, основной: e.g. She played a leading role in the country's independence movement. / **to play the leading part** — играть, исполнять главную роль: e.g. Who played the leading part in the new stage version of *Mary Stuart*?
9. **to congratulate** [kən'grætʃuleit] **sb on/upon sth** — 1. поздравлять кого-то с чем-то (каким-то событием, успехом, достижением, к которому данное лицо имеет непосредственное отношение): e.g. We congratulated her on the birth of her daughter. *Note* that the English for "Поздравляю с днем рождения" is "Many happy returns of the day!" and "Happy birthday to you"; the English for "Поздравляю с Рождеством и Новым годом!" is "Merry Christmas and a Happy New Year!" / **congratulation(s)** — 1. поздравление (-ия): e.g. Please give her my congratulations when you see her. / **a letter (a message) of congratulation** ___ or **a letter (a message) of greetings** — поздравительное послание: e.g. We had thousands of letters of congratulation. 2. (*иронич.*) "Поздравляю!": e.g. Well, you've failed your exam again. Congratulations! / **to greet sb** — приветствовать кого-то: e.g. The Prime Minister greeted the US President at the airport. / **to wish sb sth** — желать кому-то чего-то: e.g. I wish you luck! I wish you all a very merry Christmas!

Expressions

cannot / could not help doing sth — не может / не мог (удержаться, чтобы) не сделать что-то: e.g. The story was so funny that the children couldn't help laughing.

to find oneself — оказаться: e.g. He found himself in a difficult situation. — Он оказался в трудном положении.

COMPREHENSION EXERCISES

Answer the questions.

1. What kind of man was John Wimbush when he first met the three lovely Lapiths? What was his origin?
2. Why did the questions asked by the Lapith ladies bewilder George? How did he get out of trouble?
3. Why did the young ladies asked such questions at their first meeting?
4. What inquiries did Lady Lapith make before inviting George to dinner? Why did she do it?
5. What strange thing did George notice at the first dinner at Lady Lapith's? How did the young ladies explained their lack of appetite?
6. How was George received in the family? What did everybody think about him?
7. Which of the sisters did George like most of all? What attracted him in Georgiana?
8. How did Georgiana spend the season? Did it affect her health in any way?
9. Where did the family move down in August?
10. Did the country air and the natural surroundings improve the ladies' appetite?
11. What was the usual daily routine at Crome? Why did George start feeling worried and even jealous?
12. What did George notice one day sitting in the hall?
13. Why did he go up the secret staircase? It was most ungentlemanly, wasn't it?
14. What did he see when he entered the secret room? Why did George begin to laugh when he reached the hall?
15. Why did the sisters eat more than usual at dinner? How did Georgiana explain it to Lord Timpany?
16. How did George manage to make Georgiana marry him? Was he ashamed of blackmailing the young lady? Why not?
17. Why did the Lapith sisters pretend to be very delicate and why did they never eat anything in public? What other means do young people resort to in order to attract the attention of the opposite sex?

Find the Russian for:

hunting; field sports; did not fail to impress him; presence of mind; to wave away sth; revolting to the sight and smell; spiritual; extraordinarily healthy; one couldn't help liking him; for his part; two young men of title; natural surroundings; a round of pleasures; to make one's appearance; kitchen regions; a bowl of fruit; to come to a standstill; to catch sb's eye; to look away; I don't care.

51. Give the English for: 

познакомиться; молодой человек двадцати двух лет; нанести визит; пригласить кого-либо на званый обед; плохой аппетит; две ложки супа; отсутствие аппетита; душа; переехать за город; ухаживать за кем-либо (оказывать знаки внимания); ревновать; быть погруженным в мысли; удар (часов); поднос; горничная; подниматься по лестнице; дверная ручка; куриная ножка; выскочить из комнаты; покраснеть; шантаж.

HOME ACTIVITIES (4)**52. Get ready to retell Text 2.****53. Write out the verbs with the post-positives back, out, away, up, down from Text 1 and Text 2. Translate them into Russian.** **54. Translate into English.** 

1. Джон услышал шум и *оглянулся*. *Ни* его младший брат *ни* сестра не могли поймать котенка, который *убегал* от них. 2. Ричард *выглянул из окна* и увидел толпу народа. Все *смотрели наверх*. 3. Не забудь *вернуть инструкцию*, как только ты изучишь ее. 4. Вчера дочь господина Симпсона *вернулась домой в сопровождении* незнакомого мужчины среднего возраста. *Домочадцам* было сказано, что это ее новый приятель, за которого она собирается выйти замуж. *Сначала* родители были в шоке, но потом глава семьи повел гостя в паб выпить *пинту пива* и поговорить. После *нескольких порций спиртного* незнакомец сказал г-ну Симпсону правду: “*Прежде всего не беспокойтесь и выбросьте все это из головы. Ни* ваша дочь, *ни* я не собираемся вступать в брак.” На самом деле девушка попросила его разыграть этот спектакль, чтобы показать родителям, какая она самостоятельная. 5. К сожалению, мы расходимся во мнениях с моим деловым партнером по *нескольким вопросам*. Я считаю, что если у него будут какие-нибудь новые предложения, он их может *записать*, и они будут обсуждены *в ходе нашей* следующей встречи. 6. Виктору много раз объясняли, что его уволят, если он будет опаздывать на работу. Когда вчера он пришел только к середине дня, управляющий *был готов* убить его на месте — клиенты звонили с 9 утра, но на их вопросы мог ответить только Виктор. “*Это ваш последний день в нашей компании! – воскликнул управляющий. – Заберите отсюда свои личные бумаги и вещи и убирайтесь! Только не унесите наши документы*”. Виктор *отвел взгляд, достал из кармана пачку сигарет, повернулся и ушел*.

Step III

CLASSROOM ACTIVITIES (5)

GRAMMAR EXERCISES

55. Open the brackets using the verbs in the correct forms.

1. As our new furniture _____ (1 – to deliver) on Monday morning I'll have to stay at home to check that it _____ (2 – not/to damage) during transit. 2. The new Alhambra hatchback, which in this country _____ (3 – to sell) under the name "Challenger", _____ (4 – to fit) with electric windows as standard. 3. For the past few days I _____ (5 – to work) in Jack's office, as my own office _____ (6 – to redecorate). 4. The last time I went sailing with friends the boat _____ (7 – to sink) in a gale. Luckily I _____ (8 – not/to invite) again since then! 5. It _____ (9 – to announce) that the proposed new office block _____ (10 – now/not/build) because of the current economic situation. 6. A major new deposit of oil _____ (11 – to discover) in the North Sea. It _____ (12 – to think) to be nearly twice the size of the largest existing field. 7. Pictures of the surface of the planet Venus _____ (13 – to receive) yesterday from the space probe "Explorer" which _____ (14 – to launch) last year. 8. A large sum _____ (15 – to raise) for the Fund by last week's charity concert but the target of \$500,000 _____ (16 – still / not/ to reach). 9. No decision _____ (17 – to make) about any future appointment until all suitable candidates _____ (18 – to interview).

VOCABULARY EXERCISES

56. Agree or disagree as in the models:

Model 1: T – Judy likes ice-cream. What about her sister? (What about you?)
St – *So does her sister. (So do I.)*

Model 2: T – Mary hasn't ever eaten Yorkshire pudding. What about Daniel? (What about you?)
↗ Neither has Daniel. (*Neither have I.*)
St –
↘ Nor has Daniel. (*Nor have I.*)

57. Translate into Russian.

1. I've known Jennifer for over ten years and all this time she has been *in poor health*.
 2. As the country is *poor in* minerals it has developed the tourist industry. 3. The student's *answer was so poor* that the examiner advised him to take the exam again in February.
 4. *Poor food* and bad living conditions undermined Molly's health. (to undermine — подрывать)
 5. Take away this *poor butter*, it's good only for baking. 6. I have a *poor opinion* of him as a doctor. 7. Jack is a heavy eater. He has never suffered from *lack of appetite*.
 8. The flowers died *for lack of water*. 9. They are not *lacking in food*. 10. *Money was lacking* for the plan. 11. It is wrong to say that Bertha suffers from *poor appetite*. She *lacks appetite* completely!

58. Answer as in the model, give your own reasons for the answer.

Model: T — Why didn't you have lunch during the break?

St — I *failed to have lunch* during the break because I had arranged to meet a friend.

59. Complete the sentences.**60. Answer the teacher's questions. (to find oneself)****61. Translate into English. (to appear, appearance, to disappear, disappearance)****62. Complete the situations using couldn't help doing something.**

Model: T — Doris looked unhappy.

St — Doris looked unhappy. I *couldn't help feeling sorry* for her.

63. Paraphrase using to restore, restoration.**64. Translate into English. (to lead, direction)****65. Complete the sentences with the phrasal verbs from the box. Some of them may be used more than once. Translate the sentences into Russian.**

to look through	to be through	to put through	to let through
to come through	to go through	to run through	to take through

1. Mr. Jones ... the bills and checked them before he paid them. 2. The teacher advised the students ... the grammar rules before the test. 3. Tell me when you ... with the work. 4. She has ... a serious illness. 5. Why are you standing in the doorway looking at me like that? Will you ... me ...? 6. When he was young he ... many hardships. 7. I'm afraid it will be very

difficult for the teachers ... the boy ... the examinations. 8. Please ... me ... to Scotland Yard. The matter is urgent. 9. He usually ... his mail during breakfast. 10. Let's ... the arguments again.

68 Answer the teacher's questions. (*round, to congratulate, to greet, to wish*)

HOME ACTIVITIES (5)

67 Translate into English.

- A.** 1. Я буду ждать вас, *не подведите меня*. 2. Он пообещал быть дома в четыре часа, но *появился* только в шесть. 3. В прошлом году он *выступал* во всех больших концертных залах Европы. 4. Премьер-министры России и Великобритании обменялись *приветственными посланиями* по случаю Дня Победы. 5. Анна делает успехи в английском языке, у нее почти *исчез* акцент. 6. Девушка была бледной и слабой *из-за недостатка* солнца и фруктов. 7. *Иди в этом направлении*, через пять минут ты *окажешься* перед нашим институтом. 8. Хотя юные леди жаловались на *плохой аппетит* и все время говорил о смерти, они *не забывали* посещать балы и *наносить визиты*. 9. Я, наконец, сдал экзамен по математике! — *Поздравляю!* 10. Закат был таким красивым, что мы *не могли не любоваться* им. 11. Ты не мог бы остаться сегодня после занятий и помочь мне написать доклад? — У меня сегодня день рождения, и меня будут ждать родители. Давай останемся завтра, ладно? — Спасибо большое, конечно. *С днем рождения тебя!*
- B.** История знаменитой австрийской кондитерской фабрики Моцарткюгельн (Mozartkugeln) относится к XIX веку. Она была основана в городе Зальцбурге (Salzburg), где в 1756 году родился Моцарт. В 1890 году Пауль Фюрст (Paul Furst) создал оригинальную композицию из марципана (marzipan) и шоколада. Сначала шоколадные конфеты производились вручную. Позже ручной труд уступил место (to give way to) автоматизированному промышленному производству. Со временем конфеты "Моцарт" стали одним из самых известных австрийских сувениров (souvenir) во всем мире. Они производятся в Зальцбурге на фабрике Моцарткюгельн уже более ста лет и до сих пор пользуются спросом (to be in demand) во всем мире.

68 a) Open the brackets using the verbs in the correct form. 

Coca-Cola

On May 8, 1886, Dr. John Styth Pemberton, a chemist, _____ (1 — to carry) a bottle down the street in Atlanta, Georgia, to Jacob's pharmacy on the corner. There, soda water _____ (2 — to add) to it and the new drink

_____ (3 – to put on sale) for five cents a bottle. The drink _____ (4 – to contain) sugar, water, the leaves of the coca plant, and the juice of the kola nut. Dr. Pemberton's partner, Frank Robinson, _____ (5 – to think) of a name for it. "Coca-Cola," he said. "The two Cs _____ (6 – to look) well in advertising."

For the first year of its life, Coca-Cola _____ (7 – to sell) only thirteen drinks a day. By its hundredth birthday, in 1986, it _____ (8 – to sell) 7.9 billion dollars' worth a year. John Pemberton _____ (9 – to die) two years after he _____ (10 – to invent) Coca-Cola, and the business _____ (11 – to buy) by Asa G. Candler. The words *Coca-Cola, delicious and refreshing*, soon _____ (12 – can / to see) everywhere: on calendars, clocks, trays and walls. By 1895 Coca-Cola _____ (13 – to sell) and _____ (14 – to drink) in every state of the United States.

During World War II, the company _____ (15 – to make) a promise that a bottle of Coke _____ (16 – to sell) for five cents to every American soldier, sailor and airman anywhere in the world. The company knew that although money _____ (17 – to lose), it was worth it. In one smart move they made sure that five billion bottles of Coke _____ (18 – to find) their way around the world, creating new demand in more countries. They also knew that the idea of Coca-Cola as something truly, especially American _____ (19 – to strengthen).

In the years that _____ (20 – to follow) the war, Coca-Cola _____ (21 – to manage) to make itself one of the most powerful symbols of America both inside and outside the country. This magic drink _____ (22 – to become) the most successful product in history. What _____ (23 – it / to make) of? The secret _____ (24 – to lock up) in a bank in Atlanta, and only a few people alive _____ (25 – to know) the exact recipe.

b) Write 5 questions to the text.

c) Get ready to discuss the text in class.

CLASSROOM ACTIVITIES (6)

69. Discuss the text *Coca-Cola* (exercise 68).

70. Translate into Russian


1. He passed the practical exam, but the teachers *failed him* in the written paper. 2. Her friends *failed her* when she most needed them. 3. When I think of all this waste, *words fail me*. 4. I'll bring you this book next time, *without fail*. 5. His *plans ended in failure*. 6. They

blamed the situation on *poor* management. 7. My German was still rather *poor*, and I couldn't make myself understood. 8. He gets angry when he loses a game — *he is a poor loser*. 9. The gap between *the rich and the poor* is growing. 10. If I pretend to be *poorly*, I don't have to go to school. 11. When you are *poorly* you don't feel like going to pubs and parties. 12. He *has lacked* for nothing since his very childhood. 13. When Glover was put in charge of the department everyone knew that he *lacked experience* of management. 14. What will you drink? It's my *round*. 15. Her life was one continual *round* of pleasures. 16. I feel quite *restored to health* after my holiday. 17. These historic buildings have been carefully *restored* after suffering the damage of three wars. 18. The church was closed for *restoration*. 19. I tried to *give the appearance* of being interested in his boring story. 20. *By all appearances* they are still good friends. 21. *To keep up appearances* they go out every weekend and spend the little money they have on delicious food and drinks. 22. Her careless spending *led her into debt*. 23. She *led me to believe* that she had a lot of influence. 24. We *congratulated her on her success* in the exams. 25. She's been appointed managing director. We must write *to congratulate* her. 26. Her life seems *to lack direction*.

71 a) Skim through the text and say in one sentence what the text deals with. Answer the questions which follow.

wrapper ['ræpə] — обертка

* * *

 (1.5 min.)



Fast Food

'Today's newspaper is tomorrow's fish and chip wrapper,' people used to say. Why? Because years ago fish and chips were packed in newspaper to keep them warm until they were eaten. In the 1960s, it was reported that the first British package tourists in Spain not only insisted on eating fish and chips all the time but also on having them, as was traditional, wrapped up in specially imported British newspaper! Newspapers are not used any more (for health reasons), but fish and chips is still Britain's most famous fast food.

Fried fish and cooked potatoes were first sold in the streets of London and other cities in the 1850s, and the first fish and chip shops were opened in the 1860s. The most popular kind of fish used is cod, but other white fish are also used. The fish is cooked in hot fat and is usually eaten with chips on which people put salt and brown vinegar, and/or tomato sauce. Some people eat bread and butter with their fish and chips, or soft peas called mushy peas. Fish and chips is very popular with holiday-makers at the seaside or at the weekend as a change from cooking at home.

A favourite snack in Britain is the baked potato, or 'potato in its jacket,' which is a potato cooked with a skin left on. These are cut open and eaten with something on top like

butter, cheese or beans. Supermarkets sell a lot of quick snacks and meals these days, like cup-a-soups to which you just add boiling water, or meals you can quickly heat up in the microwave oven.

You can buy many other kinds of hot fast food today, for example burgers and fried chicken from the USA, pizza from Italy, and kebabs from the Middle East. You may choose either to 'eat in' or 'take away'.

* * *

1. What is considered to be Britain's most famous fast food?
2. Who is fish and chips popular with today?
3. What is one of the most favourite snacks in Britain?
4. Do the British confine themselves only to national foods?

b) Scan the text for details.

c) Answer the teacher's questions.



72. Discuss the following issues:

- What you know about national stereotypes in eating habits.
- How the climate of a country influences the eating habits of the population.
- What typical national dishes you would recommend to a foreign visitor to Russia.

DO YOU KNOW THAT

- The word '**sandwich**' comes from a man called John Mantagu, the Fourth Earl of Sandwich who lived in the eighteenth century in the English town of Sandwich. He liked to play games at the table without stopping for a meal, so his cook put some beef between two pieces of bread — and made the first sandwich.
- In the West of England, **cider**, made from apples is very popular. Like wine, it is described as sweet or dry, but it is drunk in beer glasses and can be stronger than beer.
- Spirits are usually drunk either '**on the rocks**' (with ice) or '**straight**'. They can also be drunk with juice or a soft drink (for example whisky and soda, or gin and tonic).

HOME ACTIVITIES (5)

73 Translate into English.

1. Когда Джим попросил у бармена пачку сигарет и пинту светлого пива, тот ответил, что молодых людей, не достигших 21 года, они не обслуживают.

2. Следующая передача представляет особый интерес для зрителей, увлекающихся кулинарией.

3. В инструкции было подробно описано, как пользоваться духовкой. Более того, описание сопровождалось несколькими рецептами некоторых блюд традиционной английской кухни.

4. Ни Джейн, ни Майк никогда раньше не пробовали омара. Сначала они себя чувствовали очень неловко, так как не знали, какую вилку выбрать, но блюдо им очень понравилось.

5. Нам подали ужин, состоящий из трех блюд: куриного супа, ростбифа и мороженого.

6. В одном из сообщений говорилось, что отец и сын бесследно исчезли во время пешей прогулки в горах.

7. Он совершенно не состоялся как писатель.

8. После болезни у него все еще слабое здоровье.

9. Они были так бедны, что не могли позволить себе питаться чаще, чем один раз в день.

10. Украденная картина была возвращена в музей.

11. В этом году она несколько раз выступала по телевидению.

12. Передай ей мои поздравления и скажи, что я скоро с ней свяжусь.

1. When Jim asked the barman for a packet of cigarettes and a pint of lager, the man answered that young people under 21 were not served there.

2. The next item will be of special interest to viewers who are keen on cooking.

3. It was described in the manual in detail how to use the oven. Moreover, the manual was accompanied with a number of recipes for some dishes of traditional English cuisine.

4. Neither Jane nor Mike had ever tried lobster before. At first they felt ill at ease as they didn't know, which fork to choose, but they enjoyed the dish a lot.

5. We were served a three-course dinner: chicken soup, roast beef and ice-cream.

6. One of the news items said that a father and son had disappeared without trace while on a walking expedition in the mountains.

7. He was a complete failure as a writer.

8. He is still in poor health after his illness.

9. They were so poor (that) they couldn't afford to have more than one meal a day.

10. The stolen picture was restored to the museum.

11. She has made a number of appearances on television this year.

12. Give her my congratulations and say I'll be in touch very soon.



KEYS

Key — 11:

1 — eat; 2 — brought; 3 — was not eaten; 4 — began; 5 — had been extended; 6 — were being employed; 7 — was bought; 8 — was built; 9 — built; 10 — was called; 11 — were selling; 12 — had; 13 — is eaten; 14 — are sold.

Key — 14:

1 — spread; 2 — came; 3 — arrived; 4 — had already been introduced; 5 — had become; 6 — persisted; 7 — was less organized; 8 — were first brought; 9 — had been grown; 10 — brought; 11 — were introduced; 12 — are eaten; 13 — were fried; 14 — were not made; 15 — became; 16 — were still sold; 17 — sell.

Key — 27:

1 — was told; 2 — had been given; 3 — was sent; 4 — was shown; 5 — was given; 6 — had not been taught; 7 — had obviously forgotten; 8 — was not paid

Key — 28:

1 — imaginable; 2 — sour; 3 — restaurants; 4 — turkey; 5 — cook; 6 — cooking; 7 — apple pie; 8 — truth; 9 — dinner table; 10 — refrigerator; 11 — cooking; 12 — snacks; 13 — wherever; 14 — in front of; 15 — surprises; 16 — swimming pool; 17 — atmosphere; 18 — night out; 19 — waitress; 20 — to support; 21 — to recognize; 22 — dish; 23 — night out; 24 — make up their mind; 25 — look down; 26 — fruit plate; 27 — potatoes.

Key — 32:

1 — embarrassed; 2 — embarrassing; 3 — shocked; 4 — shocking; 5 — surprised; 6 — surprising; 7 — depressed; 8 — depressing.

Key — 40:

1 — dessert; 2 — a snack; 3 — a baker's shop; 4 — a newsagent's shop; 5 — ice-cream; 6 — hot apple pie; 7 — vegetable oils; 8 — trikes; 9 — vans; 10 — the ice-cream van; 11 — baked; 12 — boiled or steamed; 13 — rice puddings; 14 — the sherry trifle; 15 — poured; 16 — on top.

Key-55:

1 — is being delivered; 2 — has not been; 3 — is sold; 4 — is fitted; 5 — have been working; 6 — is being redecorated; 7 — sank; 8 — have not been invited; 9 — has been announced; 10 — will now not be built; 11 — has been discovered; 12 — is thought; 13 — were received; 14 — was launched; 15 — was raised; 16 — has still not been reached; 17 — will be made; 18 — have been interviewed.

Key-68:

1 — carried; 2 — was added; 3 — was put on sale; 4 — contained; 5 — thought of; 6 — will look well; 7 — sold; 8 — was selling; 9 — died; 10 — had invented; 11 — was bought; 12 — could soon be seen; 13 — was sold; 14 — (was) drunk; 15 — made; 16 — would be sold; 17 — would be lost; 18 — would find; 19 — would be strengthened; 20 — followed; 21 — managed; 22 — has become; 23 — is it made of; 24 — is locked up; 25 — know.

UNSUPERVISED EXERCISES WITH KEYS

1. meal — dish — food — plate

meal — принятие пищи, трапеза, еда: e.g. This medicine is to be taken after meals.

dish — 1. блюдо, тарелка: a glass dish — стеклянное блюдо; 2. (pl.) посуда: e.g. Don't leave dirty dishes after meals. 3. кушанье, еда, блюдо: e.g. His favourite dish is bacon and eggs.

food — 1. пища, еда: e.g. Liz is used to plain food. — Лиз привыкла к простой пище. 2. пища (*перен.*): spiritual food — духовная пища; 3. продукты питания, продовольствие, съестные припасы: e.g. tinned / canned food — консервированные продукты, консервы (в жестяных банках)

plate — 1. тарелка: e.g. a plate of soup — тарелка супа; 2. (*разг.*) блюдо (с чем-либо): e.g. fruit plate — фрукты (десерт), fish plate — блюдо с рыбой (рыбное блюдо)

- A. 1. There is ... for thought. 2. It turned out that Frankie's favourite ... was roastbeef with mashed potatoes. 3. Mr. Kelada boasted that he always ate good plain 4. If you feel cold, why not take a ... of soup? 5. Will likes Chinese 6. Who has left this dirty ... in the sink, I wonder? 7. He nearly died of ... poisoning. 8. Dan was so hungry that he ate a whole ... of meat and vegetables. 9. I advise you to stay at the Rose Hotel. The ... is good there. 10.
- B. 1. Когда Джек был студентом, он мог позволить себе есть только два раза в день. 2. Моя сестра предпочитает французскую кухню. 3. Сколько раз в день вы едите? 4. Под конец ужина официант принес блюдо с фруктами. 5. Блюдо было приправлено (to season with) чесноком (garlic). 6. Давайте пойдем вечером в местный ресторан. Там хорошо кормят.

2. a piece — a sheet — a slice — a bar — a cake — a lump — a bit

a piece — кусок, кусочек (наиболее универсальное и нейтральное слово в данной группе).

Expressions:

a piece of news — новость

a piece of advice — совет

a piece of furniture — предмет обстановки (мебели)

a sheet — кусок (плоский), лист (бумаги и т. п.)

a slice — ломтик, отрезанный кусок

a bar — плитка (шоколада), брусок

a cake (of soap) — брикет, кусок (мыла)

a lump — глыба, большой кусок: e.g. a lump of sugar (о пиленом или колотом сахаре)

to lump — смешивать в кучу

Expression: to lump everything together — сваливать все в одну кучу

a bit — маленький кусочек, небольшое количество чего-либо

- A.** 1. She always has a ... of chocolate in her bag in case she feels hungry. 2. George took two ...of bread, a... of ham, a ... of cucumber and made a sandwich. 3. There is no soap left in the bathroom. — Take a ... of soap from the closet (стенной шкаф). 4. Is the salad ready? — Just a moment, I'll add a ... of salt and it'll be ready. 5. The secretary took a ... of paper and typed the list of the delegates. 6. Bill, don't be so greedy — you have taken the biggest ... of cake. 7. In spring large ... of ice floated down the river. 8. She can give you a ... of advice if you ask her. 9. How many ... of sugar do you take in your tea? 10. What did you have for breakfast? — Nothing much, just a cup of tea and a ... of cheese.
- B.** 1. Если ты проголодался, я могу предложить тебе плитку шоколада. 2. Вы не могли бы передать мне ломтик ветчины? 3. Сколько кусков мыла тебе нужно на месяц? 4. Позволь, я попробую чуточку этого сыра. 5. Летчик заметил большую льдину вдали от берега (реки), а на ней — человека. 6. Позвольте сообщить вам важную новость. 7. В твоём кофе достаточно сахара, я положила туда три куска. 8. Ваза упала и разбилась на куски.



KEYS

1. **A.** 1 — food; 2 — dish; 3 — food; 4 — plate; 5 — food; 6 — dish; 7 — food; 8 — plate; 9 — food.
B. 1. When Jack was a student, he could afford (to have) only two meals a day. 2. My sister prefers French food. 3. How many meals a day do you have? 4. At the end of the dinner the waiter brought a plate of fruit. 5. The dish was seasoned with garlic. 6. Let's go to the local restaurant tonight. The food is good there.
2. **A.** 1 — bar; 2 — slices; slice; slice; 3 — cake; 4 — bit; 5 — sheet; 6 — piece; 7 — sheets; 8 — piece; 9 — lumps; 10 — bit/slice.
B. 1. If you are hungry, I can offer you a bar of chocolate. 2. Could you pass me a slice of ham, please? 3. How many cakes of soap a month do you need? 4. Let me have a bit of this cheese, please. 5. The pilot noticed a large sheet of ice far from the bank of the river, and a man on it. 6. Let me tell you an important piece of news. 7. There is enough sugar in your coffee, I have put three lumps into it. 8. The vase fell down and broke into pieces.

UNIT 7

TOPIC:

1. Great Britain.
2. The United States of America.

GRAMMAR:

1. Complex Object.
2. Revision.



CLASSROOM ACTIVITIES (1)

GRAMMAR EXERCISES

Complex Object

to like to prefer to want to know to expect etc.	sb to do sth
to see to watch to notice to observe to hear to feel	sb__ do sth sb doing sth
to let to make to have	sb__ do sth

1. Translate the sentences into Russian and find a complex object in each sentence. 

1. We knew him to be very brave. 2. Did you feel the bridge shake? 3. I don't like you to say such things. 4. Put on a thicker coat, I don't want you to catch a cold. 5. Seeing her enter the room he rose to greet her. 6. Nobody said anything, we just watched him put it away in his case. 7. You could hear a pin drop. 8. She wouldn't explain, just urged me to use my own eyes. 9. After lunch he begged me to accompany him home. 10. By the way, did she ask you to sign any papers yesterday? 11. Her visit agitated the patient so much that the doctor advised her not to come again. There is no harm, I think, in letting you know. 12. I understood you to say that you had received no letter from your brother since he left England.

2. Paraphrase the following sentences, using a complex object according to the model.

Model: T – He will come by an early train. (*expect*)

St – We expect him to come by an early train.

1. expect; 2. believe; 3. consider; 4. persuade; 5. advise; 6. remind; 7. advise; 8. know.

3. Answer the teacher's questions, using a complex object.

4. Paraphrase the teacher's sentences using a complex object as in the model.

Model 1: T – I saw her. She was sitting at the wall.

St – I saw her sitting at the wall.

Model 2: T – She turned on the light. He saw her.

St – He saw her turn on the light.

5. Answer the questions combining the two sentences. Use a complex object.

1. The girl watched her mother. She was cooking dinner. 2. Ann saw a man. He was knocking on the front door of their house. 3. He liked to watch them. They were rehearsing for a concert. 4. Somebody pushed Tom in the back. He suddenly felt it. 5. Jenny heard some noise in the next room. The baby was crying there. 6. A well-dressed man dropped a wallet in the street. Nobody noticed it. 7. A beggar picked up the wallet. The policeman saw it. 8. She was whispering something to him. Everybody noticed it.

6. Ask questions about the italicized parts of the sentences using a complex object.

1. She heard *a student* complain that *they had too much homework to do*. 2. He saw her *turn on the light* in the drawing room. 3. *We all* noticed her *make more mistakes* than usual. 4. We saw the train pull into *the station*. 5. We heard her sing *a beautiful song* in *a soft voice*. 6. Everybody felt *the house* shake with explosion.

7. Answer the teacher's questions using a complex object.

8. Ask questions about the italicized parts of the sentence using a complex object.

1. She let me have a cup of tea *as she saw how tired I was*. 2. The mother let the girl play *with her jewellery*. 3. Her friend's words made her feel sorry *for what she had said*. 4. *Before he let us go* he made us promise *not to tell anybody what we had seen*. 5. *The lawyer* made *Mr. Bennet* sign a paper admitting his guilt. 6. I couldn't make him do the work properly

as it was getting dark. 7. They didn't let him tell *how it all had happened*. 8. I can't make her get up on time *in the morning as she goes to bed very late*.

9. Translate the following sentences into Russian paying attention to the meaning of the verbs:

a) *to let, to make, to have:*

1. Let me know when you leave. 2. He didn't let me pay for the taxi. 3. Nobody wants to let their seat to the old lady. 4. When did you hear from Steve last? — I heard from him — let me see, a fortnight ago. 5. Suddenly he let the rope go. 6. Let this be all among friends. 8. The Dean let Jack go after telling him off. 9. Jane's story made everybody laugh. 10. Ann's failure made her parents very upset. 11. Have the secretary arrange the meeting as soon as possible. 12. People who never keep their promises make her angry.

b) *to feel, to see, to hear:*

1. I hear he has just returned from London. 2. I heard him sing an old Welsh song. 3. I see you are very upset by the news. 4. She saw her baby make his first step. 5. I felt he wasn't telling the whole truth. 6. Kate felt somebody pull her by the sleeve. 7. I could hear them discussing me behind my back. 8. I heard Mr. Goldsmith had retired and moved to the country.

10. Paraphrase as in the model. Use the verbs suggested in the box.

Model: T — Tom is the second best student in the class.

St — Everybody knows Tom to be the second best student in the class.

to expect	to hear	to overhear	to know	to feel
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HOME ACTIVITIES (1)

11. a) Open the brackets and insert the verbs in the proper forms.

The vanishing coastline

Britain _____ (1 — to be) an island under constant attack from the surrounding sea. In recent years, little bits of the east coast _____ (2 — to vanish) into the North Sea. Sometimes the land _____ (3 — to slip away) very suddenly. In 1993 a dramatic example of this process _____ (4 — to occur) near the town of Scarborough in Yorkshire.

The Holbeck Hotel, built on a clifftop overlooking the sea, _____ (5 — to be) the best hotel in town for 110 years. But on the morning of June 4, guests _____ (6 — to wake up) by strange sounds. They saw cracks

_____ (7 – to appear) in the walls and found the doors stuck. When they _____ (8 – to look out) of the window, instead of seeing fifteen metres of hotel garden, they _____ (9 – to see) nothing – except the sea. There was no time to collect their belongings. During the day various rooms of the hotel _____ (10 – to start) leaning at odd angles and then _____ (11 – to slip) down the cliff. The Holbeck Hotel's role in the tourism industry was over. However, by 'dying' so dramatically, it _____ (12 – to provide) one last great sight for the tourists. Hundreds of them watched the Holbeck Hotel _____ (13 – to fall) into the sea.

b) Write five questions to the text.

c) Get ready to discuss the text in class.

Translate into English.

1. Мы ожидаем, что договор будет подписан в конце месяца. 2. Нам бы хотелось, чтобы менеджер сообщил нам о своем решении. 3. Я слышал, как профессор упомянул об этих фактах в своей лекции. 4. Я считала, что Анна живет в нашем районе. 5. Секретарь напомнил, чтобы мы представили отчет к концу недели. 6. Когда я сел в поезд, я вдруг почувствовал, как кто-то коснулся моего плеча. 7. Я никогда не слышал, чтобы он говорил неправду. 8. Друзья с удовольствием наблюдали за тем, как Артем играет на виолончели. 9. Было приятно наблюдать, как дети слушали музыку. 10. Мне бы не хотелось, чтобы вы плохо думали об этой фирме. Мы всегда знали их как очень надежных партнеров. 11. Не разрешайте детям подолгу играть в компьютерные игры. Это плохо для их здоровья. 12. Я заметил, как такси замедлило ход (to slow down) и остановилось на углу улицы. 13. Распорядитесь, чтобы секретарша немедленно отправила письмо. 14. Я слышал, что вы работаете над новой статьей. Коллеги считают эту тему очень интересной. 15. Позвольте дать вам совет. Никогда не сердите г-на Вульфа после обеда. 16. Я случайно услышал, как сотрудники обсуждали нового управляющего фирмы.

 **a) Listen to the text *Great Britain*. Read it after the speaker.**

b) Get ready to read the text aloud in class.

c) Find the English for the following words and word combinations. Write out the sentences illustrating them. 

Широта (геогр.); Северный полюс; 10 градусов ниже нуля; осадки; горная местность; горные цепи; равнина; предполагаемое увеличение населения; в ближайшем будущем; городское население; сельская местность; скотоводство; земледелие; крупный экспортер; продукты питания; сельскохозяйственная продукция; (с/х)

техника; агрохимикаты; промышленно развитая страна; сфера услуг; валовой национальный продукт; нефть-сырец; верхняя палата; нижняя палата; языки национальностей.

CLASSROOM ACTIVITIES (2)

GRAMMAR EXERCISES

Complex Object

14. Discuss the problems raised in the text *The vanishing coastline* (exercise 11).

15. Paraphrase the sentences, using a complex object according to the model.

Model: – He will become a doctor upon graduation. (expect/we)

– We expect him to become a doctor upon graduation.

1. recommend/you; 2. hate/you; 3. would love/you; 4. would like/you; 5. hate/you; 6. would love/you; 7. consider/she; 8. not/ allow/she).

to have something done

16. a) Act out the dialogue and say what kind of advice Will gives to Marcus.

W. – You could do something about the hair.

M. – Like what?

W. – Have it cut.

M. – Like who?

W. – Like who! Like how you want it.

M. – This is how I want it. That's how it grows, and I hate going to the hairdresser.

W. – I can see that. How often do you go?

M. – Never. My mum cuts it.

W. – Your mum? How old are you? Twelve? I would have thought you're old enough to have your own hair cut.

M. – Do you think?

W. – Of course. Twelve? You could get married in four years' time. Are you going to get your mum to cut your hair then?

b) Answer the teacher's question using *to have something done*.

17. Read the sentences and answer the teacher's questions using to have something done construction.

Model: St – The doctor examined Paul's ankle (лодыжка).
 T – What did Paul do?
 St – He had his ankle examined.

1. The optician is testing her eyes. 2. If he doesn't drive more carefully, the police will take his licence. 3. This time tomorrow an artist will be painting her son's portrait. 4. Someone is cutting down the tree in our garden at the moment. 5. The police are towing away his car. 6. He has been paying a typist to type his novel. 7. Someone delivers his groceries once a week. 8. A hairdresser has cut and styled Pamela's hair. 9. Someone will repair our leaking roof. 10. The mechanic had serviced their car before they went on holiday. 11. Someone is designing some furniture for Jessica. 12. Someone has written the actor's life story for him. 13. Someone is organizing a birthday party for Nelly. 14. The secretary had prepared the minutes (протокол) for him before the meeting. 15. The firm was building their swimming pool. 16. A detective investigated the case for her. 17. A builder will do up Jan's attic. 18. The beautician polished the model's nails.

18. Read paying attention to the stress:

Model: to increase [ɪn'kri:s] – increase ['ɪnkri:s]

<i>Verb</i>	<i>Noun</i>
to import	import
to export	export
to decrease	decrease
to produce	produce

Text 1. Great Britain.

Cross-cultural Notes:

- The United Kingdom of Great Britain and Northern Ireland** – Соединенное Королевство Великобритании и Северной Ирландии (the UK [ðə'ju:'keɪ]). В русском языке, как правило, используется название "Великобритания".
- Great Britain** – Великобритания, название крупнейшего острова в группе Британских островов (the British Isles [aɪlz]). На острове расположены Англия (England), Шотландия (Scotland) и Уэльс (Wales [weɪlz]).
- Northern Ireland (Ulster ['ʌlstə])** – Северная Ирландия (Ольстер), с 1921 года – составная часть Соединенного Королевства, расположенная на о-ве Ирландия.

4. **the Republic of Ireland** ['aɪələnd] (**Eire** ['eərə]) – Ирландская Республика (Эйре).
5. **the Thames** [ðə'temz] – Темза, самая глубокая река Великобритании
6. **the English Channel** ['tʃænl] – пролив Ла-Манш
7. **the Strait of Dover** ['douvə] – пролив Па-де-Кале, Дуврский пролив
8. **the Gulf Stream** – Гольфстрим, теплое океаническое течение, идущее от Мексиканского залива мимо Ньюфаундленда к берегам Европы.
9. **the Pennines** [ðə'penaɪnz] – Пеннинские горы, горная цепь на севере Англии.
10. **the Highlands** – Горный край, гористая местность на севере Шотландии.
11. **the European Union** – Европейский Союз, политическая и экономическая организация, созданная для интеграции европейских государств.
12. **the British Parliament** ['pɑ:ləmənt] (*or Parliament – note the absence of an article!*) – Британский парламент, состоит из Палаты общин (**the House of Commons**) и Палаты лордов (**the House of Lords**).
13. **the Labour** ['leɪbə] **party** – партия лейбористов; **the Conservative** [kən'sə:vətɪv] **party** – партия консерваторов; **the Liberal** ['lɪbərəl] **Democrats** ['deməkræts] – партия либерал-демократов
14. **Welsh** – валлийский язык (один из кельтских языков); **Gaelic** ['geɪlɪk /'gæɪlɪk] – гальский язык, язык потомков шотландских и ирландских кельтов

Phonetic Notes

Greenwich ['grɪnɪtʃ]

Siberia [saɪ'biəriə]

agriculture ['ægrɪkʌltʃə]

parliament ['pɑ:ləmənt]

pharmaceutical [ˌfɑ:mə'sju:tɪkl]

chamber ['tʃeɪmbə]

Ben Nevis [ben'neɪvɪs]

to manufacture [ˌmænju'fæktʃə]

meridian [mə'ri:diən]

agrochemical [ˌægrə'kemɪkl]

agricultural [ˌægrɪ'kʌltʃərəl]

parliamentary [ˌpɑ:lə'mentəri]

aerospace ['eərəspeɪs]

monarch ['mɒnək]

bilingual [baɪ'lɪŋgwəl]

* * *



The United Kingdom of Great Britain and Northern Ireland lies off the north-west coast of mainland Europe. It includes the island of Great Britain (comprising England, Scotland and Wales), Northern Ireland (Ulster) and a number of smaller islands. On land the UK borders on the Republic of Ireland (Eire). Its closest continental neighbours

are France and Belgium. London, the capital of the country, stands on the river Thames. The Greenwich meridian (the prime meridian) runs through South-East London. London is close to the same line of latitude as Berlin and Warsaw. Great Britain is the largest island in Europe and the eighth largest in the world.

Great Britain is washed by the Atlantic Ocean, the North Sea and the English Channel. In its narrowest part, the Strait of Dover, the Channel is only 21 miles wide. Although the British Isles are as close to the North Pole as eastern Siberia, Britain has a milder climate. It is influenced by the Gulf Stream, which warms up the winds blowing above the waters of the Atlantic Ocean. While the British climate is very changeable, it is rarely colder in winter than 10 degrees below zero or hotter in summer than 32 degrees above zero. Rainfall is fairly well distributed throughout the year. The wettest parts are the mountainous areas of the west and the north. There are mountain chains in the north of England (the Pennines), in Scotland (the Highlands) and in Wales, but they are not very high. The highest mountain is Ben Nevis, in Scotland (4,406 ft). In the south and south-west of England there are plains.

Although Britain's land area is quite small (242,000 square kilometers), the country has a large population of about 60 million. Most people in Britain live in towns or cities, although the greater part of the projected population increase in the near future is expected to be in rural areas. From the air Britain still looks like an agricultural country. Urban areas cover about 13 per cent of the land, and about 10 per cent is forest or mountains. The rest of the country is under cultivation. Farmers have been engaged in farming and cattle breeding for centuries. Britain has one of the most efficient agricultural industries in Europe and is a major exporter of agricultural produce and food products, agrochemicals and machinery. Only about 2 per cent of the workforce are employed in agriculture, a smaller proportion than in any other industrialized country.

Britain became the world's first industrialized country in the mid-19th century. The manufacturing sector still plays an important role and Britain excels in high-technology industries like pharmaceuticals, electronics (including computers), aerospace and off-shore equipment. However, today the service sector (finance, tourism and business services — the fastest growing industries) contributes about 66 per cent of gross domestic product and employs 75 per cent of the British workforce. Britain now is the world's largest producer of crude oil, which is the nation's main source of power.

Britain has only 1 per cent of the world's population but is the fifth largest trading nation. As a member of the European Union, it is part of the world's biggest established trading group. It exports oil and manufactured goods such as machinery, electrical and electronic equipment, aerospace equipment and chemicals. Just over half of Britain's exports are to other countries in the European Union. Britain's export earnings from services such as banking, insurance and tourism exceed those from exports of goods.

Great Britain is a parliamentary (constitutional) monarchy. Her Majesty Queen Elizabeth II is Head of State, with a largely ceremonial role. She reigns but does not rule. Executive power belongs to the Government headed by the Prime Minister. Legislative

power belongs to Parliament, which consists of the monarch, the House of Commons (the lower chamber) and the House of Lords (the upper chamber). The Commons are about 659 elected Members (MPs), each representing a local area. General elections are held at least every five years. The largest political parties are the Labour party, the Conservative party and the Liberal Democrats.

The official language is English, but many people are bilingual. Around 20 per cent of the people in Wales speak Welsh and children learn it in Welsh schools. About 70,000 people in Scotland speak Gaelic. For centuries people from overseas have settled in Britain. They have brought with them their languages, cultures and religions. The most widely spoken minority languages today are from the Asian sub-continent, but other languages include Italian, Spanish, Greek, Turkish and Chinese. Ethnic minority communities make up about 5.5 per cent of the total population.

ACTIVE VOCABULARY 1

1. **to include** [ɪn'klu:d] — содержать, заключать в себе; иметь в своем составе (как часть): e.g. Great Britain includes England and Wales. / **to comprise** [kəm'praɪz] — составлять, включать, охватывать: e.g. Great Britain comprises England, Wales and Scotland. The House of Commons and the House of Lords, with the monarch, comprise Parliament.
2. **island** ['aɪlənd] — остров: e.g. the Shetland Islands — Шетландские острова / **isle** [aɪl] — остров (в названиях): e.g. the British Isles, the Isle of Man.
3. **border** — граница; пограничный район: **on the border** — на границе, в пограничном районе / **to border (on/upon)** — граничить (с): e.g. Jordan holds a key position, bordering on both Israel and Iraq.
4. **influence** ['ɪnfluəns] — влияние, воздействие: e.g. The future level of fuel prices will have a major influence on energy policy. / **to influence** — оказывать влияние/воздействие, влиять: e.g. Health education programmes are starting to influence people's eating habits.
5. **fair** [feə] — честный, справедливый, беспристрастный, законный: e.g. I think it is fair to pay all our workers, men and women, at the same rate. / **fair play** — честная игра, игра по правилам: e.g. He has neither team spirit nor sense of fair play. / **fair price** — справедливая, настоящая цена: e.g. We aim to provide healthy food at fair prices.
6. **area** ['eəriə] — 1. площадь (матем.): e.g. His room is 16 square metres in area. 2. территория, площадь, пространство, место, зона: e.g. The house is situated in a quiet residential area. / **urban** ['ə:bən] / **rural** ['ru:ɡəl] **area** — городская / сельская местность: e.g. Some rural areas are becoming more and more densely populated. / **region** ['ri:dʒ(ə)n] — регион, область, край (имеющий

административно-политические и/или географические, культурные особенности): e.g. the Arctic Region — Арктика, арктический район; the Southern region of England — юг Англии / **district** — округ, район (города), участок (админ.): e.g. They live in one of the most exclusive districts of Paris. / **the District of Columbia** or **D.C.** — федеральный округ Колумбия (США)

7. **to populate** ['pɒpjuleɪt] — населять, заселять: e.g. This side of the island is a densely populated area. / **population** — население: e.g. There has been a real population explosion here over the last decade.
8. **to cultivate** ['kʌltɪveɪt] — обрабатывать, возделывать, культивировать: e.g. Most of the world's fertile land is already being cultivated. / **cultivated** — 1. обработанный, обрабатываемый: e.g. cultivated land; 2. культурный, развитой, изысканный: e.g. It's a pleasure to speak to such a cultivated audience. / **cultivation** — обработка (почвы), возделывание; разведение, выращивание: e.g. The field has been under cultivation for many years.
9. **product** ['prɒdʌkt] — 1. продукт, продукция, изделие: e.g. The company's most successful product in recent years has been its personal pension package. / **gross national product** — валовой национальный продукт (ВНП); **gross domestic product** — внутренний валовой продукт (ВВП); 2. результат: e.g. His book is the product of several years of research. / **goods** (*only plural!*) — товар(ы); **consumer goods** — потребительские товары: e.g. The average family's weekly expenditure on goods and services has risen by more than 20 per cent.
10. **to contribute** [kən'trɪbjʊ(:)t] (**to**) — 1. способствовать, содействовать, вносить вклад (в): e.g. This advertising campaign has contributed significantly to the success of the new car. 2. жертвовать что-либо в пользу кого-либо: e.g. In recent years big corporations have contributed large sums of money to the President's campaign funds. / **contribution** [ˌkɒntrɪ'bju:ʃn] — 1. вклад (в науку и т. п.): e.g. Chekhov's contribution to Russian literature cannot be underestimated. / **to make a contribution** (**to**) — сделать вклад (в): e.g. He has made an important contribution to the company's success. 2. пожертвование, денежный взнос: e.g. All contributions, however small, will be greatly appreciated by the charity fund.
11. **machine** [mə'ʃi:n] — машина, механизм, станок: e.g. The machine has gone wrong. / **a copying machine** — копировальный (множительный) аппарат, "ксерокс" / **machinery** [mə'ʃi:nəri] — механизмы, машины, оборудование: e.g. New machinery is being installed in the factory.
12. **to excel** [ɪk'sel] — превосходить, отличаться: e.g. I didn't exactly excel academically and I left school as soon as I had the chance. / **to excel oneself** — превзойти себя: e.g. He has excelled himself in the new movie — definitely his best performance yet.

13. **source** [sɔ:s] — источник, основа, начало: e.g. They had to find a new source of income. / **resources** [ri'sɔ:sɪz] — (материальные) запасы, ресурсы, средства; **natural resource(s)** — естественные ресурсы, полезные ископаемые, природные богатства: e.g. Oil is Kuwait's most important natural resource.
14. **to establish** [ɪs'tæblɪʃ] — основывать, учреждать, создавать, организовывать: e.g. This company was established in 1850.
15. **trade** — 1. занятие, ремесло, профессия: e.g. Fred is an electrician by trade. 2. торговля: e.g. Global trade in manufactured goods has increased dramatically. / **domestic/home trade** — внутренняя торговля; **foreign trade** — внешняя торговля / **to trade (with sb)** — торговать (с кем-либо): e.g. For several decades the USA has refused to trade with Cuba. / **to trade in sth** — торговать чем-либо: e.g. Only few state companies were allowed to trade in gold and diamonds.
16. **to exceed** — превышать, превосходить: e.g. The reality exceeded our expectations. / **exceeding** — чрезмерный, огромный: e.g. There was an exceeding disorder in the room. / **exceedingly** — чрезвычайно, очень, крайне: e.g. This book is becoming exceedingly popular now.
17. **to reign** [reɪn] — царствовать: e.g. Henry VIII reigned in the 16th century. / **reign** — царствование: e.g. In the reign of Queen Victoria, Britain became a powerful empire. / **to rule** — управлять, править, господствовать, властвовать: e.g. Great Britain ruled the American colonies until 1776. / **rule** — 1. правление, владычество, господство: e.g. For many years India was under British rule. 2. правило, норма: e.g. I have no sympathy for Johnson. He broke the rules and got caught.
18. **power** ['paʊə] — 1. могущество, сила, власть: e.g. When Mrs. Thatcher came to power in 1979, nobody expected her to stay there for 13 years. / **executive** [ɪg'zekjʊtɪv] **power** — исполнительная власть; **legislative** ['ledzɪslətɪv] **power** — законодательная власть; **to be in power** — быть, находиться у власти; **a party in power** — правящая партия: e.g. These reforms began when the Labour Party was in power. 2. энергия, мощность: e.g. The first in the world nuclear energy power station was built in Britain in 1956. 3. держава: e.g. China is one of the major economic powers in Asia. / **powerful** — сильный, мощный, могучий, могущественный: e.g. These departments are seen as the most powerful parts of the government.
19. **to elect (sb sth)** — выбирать (голосованием), избрать (кого-либо кем-либо): e.g. Mr. N was elected President of the company eight months ago. / **election** — выборы; **a general election** — всеобщие выборы; **to hold an election** — проводить выборы: e.g. South Africa held its first multi-racial elections in 1994.
20. **majority** — большинство: e.g. In the recent election the Labour Party won the majority of seats in Parliament. [*Can be followed by a verb in the singular or plural:* e.g. The majority of our employees are women.] / **minority** [maɪ'nɔrɪti] — меньшинство: e.g. In London ethnic minorities settle in the East End.

Expressions

- in the near future** — в ближайшем будущем
- to be engaged in (farming, cattle-breeding)** — заниматься (земледелием, скотоводством)
- to be washed by (an ocean)** — омываться (океаном)
- the second (fifth, etc.) largest in the world** — второй (пятый и т. п.) по величине в мире
- agricultural produce** ['prɒdju:s] — продукция сельскохозяйственного производства
- manufactured goods** — промышленные товары
- to increase** [ɪ'kri:s] **by 20 per cent** — увеличиться/вырасти на 20%;

Special Difficulties

- | | |
|--------------------|---------------------|
| to lie — to lay | as — like |
| to rise — to raise | to wait — to expect |

COMPREHENSION EXERCISES

19 Paraphrase, explain or translate:

1. translate: ...lies off the north-west coast of *mainland* Europe.
2. paraphrase: ...*comprising* England, Scotland and Wales...
3. paraphrase: Its closest *continental neighbours* are France and Belgium.
4. translate: *The Greenwich meridian (the prime meridian) runs through South-East London.*
5. translate: Great Britain is the largest island in Europe and *the eighth largest in the world.*
6. translate: *London is close to the same line of latitude as Berlin and Warsaw.*
7. translate: Great Britain is *washed by* the Atlantic Ocean, the North Sea and the English Channel.
8. translate: ... *the Gulf Stream ... warms up the winds blowing above the waters of the Atlantic Ocean.*
9. explain: *Rainfall is fairly well distributed throughout the year.*
10. translate: ...the greater part of the *projected population increase is expected to be in rural areas.*
11. paraphrase: *Urban areas* cover about 13 per cent of the land ...
12. explain: The rest of the country is *under cultivation.*
13. translate: Britain has *one of the most efficient agricultural industries* in Europe and is a major exporter of *agricultural produce and food products, agrochemicals and machinery.*

- 14. translate: *The manufacturing sector still plays...*
- 15. paraphrase: ...*Britain excels in high-technology industries...*
- 16. translate: *...off-shore equipment.*
- 17. paraphrase: Today *the service sector ... contributes* about 66 per cent of gross domestic product...
- 18. translate: *gross domestic product*
- 19. translate: *crude oil*
- 20. explain: ...oil ... is the nation's main source of power.
- 21. translate: *Britain ... is the fifth largest trading nation (in the world)*
- 22. paraphrase: Britain's export earnings from services ... *exceed those from exports of goods.*
- 23. paraphrase: Her Majesty Queen Elizabeth II is Head of State, *with a largely ceremonial role.*
- 24. translate: *She reigns but does not rule.*
- 25. explain: *... many people are bilingual.*
- 26. paraphrase: For centuries *people from overseas* have settled in Britain.
- 27. explain: The most widely spoken minority languages today are *from the Asian sub-continent...*
- 28. translate: *Ethnic minority communities make up about 5.5 per cent of the total population.*

20. Answer the teacher's questions.

VOCABULARY EXERCISES

21. Complete the sentences.

1. The island of Great Britain comprises ... 2. The European Union includes ... 3. The British climate is influenced by ... 4. The United States of America borders on ... 5. The euro zone covers ... 6. American Indians were ... 7. The Europeans began to populate the American continent ... 8. Many urban areas of Russia ... 9. In the near future the increase in population in Britain is expected in ... 10. Besides mountains and forest areas, the major part of land in Britain is ... 11. In the 19th century Britain's supremacy in industry was the product of ... 12. The discovery of the theory of relativity contributed ... 13. Britain excels in ... 14. Britain is rich in the following mineral resources: ... 15. In the Middle Ages England traded in ... 16. Britain's foreign trade rapidly developed in ... 17. During the reign of Queen Victoria ... 18. General elections in Britain are held ... 19. After the general election the leader of the majority party ...

22. Match the following English speaking countries and their capitals:

1. Scotland	a. Cardiff
2. The USA	b. Dublin
3. England	c. Ottawa

4. New Zealand	d. Belfast
5. Wales	e. Canberra ['kæbərə]
6. Canada	f. Edinburgh
7. Australia	g. Wellington
8. Northern Ireland	h. Washington, D.C.
9. Ireland	i. London

HOME ACTIVITIES (2)

23. Get ready to retell Text 1.

24. Translate into English.

1. Вам надо отгладить и почистить костюм. 2. Где вам шили это платье? 3. Здесь можно отдать в чистку плащ? 4. У него украли документы, когда он путешествовал автостопом. 5. Пока они ездили в отпуск, в их загородном доме установили (to install) систему центрального отопления. 6. Когда Джим возвращался с матча, началась драка, и ему разбили нос. 7. После того, как Джейн подстригли и причесали, она выглядела очень хорошенькой. 8. Пиджак мне очень нравится, но мне хотелось бы укоротить (to shorten) рукава. 9. Вы возьмете покупки (purchases) с собой или вы хотите, чтобы вам их доставили?

25. a) Complete the sentences with the words and expressions from the box.

Learn the words and expressions from the box. 

A.

to exceed	offshore oilfields	accessible	oil
crude oil	source(s) of power	supplies	to decrease
to produce	mineral resources	source(s) of power	industry
rise			region

The _____ (1) of Britain as an industrial nation in the late 18th and early 19th centuries was partly due to the presence of considerable _____ (2). She possessed abundant _____ (3) of coal and iron ore, the two chief minerals on which the Industrial Revolution was based. As an _____ (4) coal mining has been in existence for over 300 years, twice as long as in any other European country. For over a century coal was the most important _____ (5) and fuel in Britain. Great Britain possessed the richest and most _____ (6) coalfields containing the best coal of any world _____ (7). In the early years of the 20th century coal production _____ (8) demands and huge quantities were

exported. Most coal comes from Yorkshire and the Midlands, which _____ (9) about 60 per cent of British output. However, with the introduction of new _____ (10) the production of coal has _____ (11). As the importance of coal has declined, _____ (12) has become of increasing significance. In the early 1960s considerable discoveries of _____ (13) and natural gas were made in the North Sea. By the 1990s over 40 _____ (14) produced oil.

B.

power	to increase	population	economy	area
leading	to establish	production	resources	oil
trading	influence	increasing	establishment	

From the 16th century onwards, the wealth and _____ (1) of Great Britain _____ (2) rapidly. With the _____ (3) of an empire she attained the status of a world _____ (4). Her position as such was emphasized by the Industrial Revolution of the 18th and 19th centuries, which was based on her _____ (5) of coal and iron and on the markets she had _____ (6) throughout the world. During the 20th century Britain lost this position and her _____ (7) faced _____ (8) problems. The problems of supporting her _____ (9) on such a small land _____ (10) are obvious. At the same time, however, it is important to remember that Britain, with the benefits of the North Sea _____ (11), is still one of the _____ (12) industrial and _____ (13) countries in the world.

b) Get ready to discuss the texts. Write 5 questions to ask your fellow-students.

CLASSROOM ACTIVITIES (3)**GRAMMAR EXERCISES**

26. Paraphrase the sentences using *to have something done*.

1. I'll ask Jane to make the appointment for Friday. 2. He was mending the table for Sophie. 3. I'll tell James to cancel the meeting tomorrow. 4. Don't ask them to post the letters. 5. They renovated the Smiths' house last year. 6. Somebody should water your plants while you are on holiday. 7. Will someone deliver the computer for her? 8. Would you like someone to do the shopping for you? 9. The doctor examined her wound. 10. He had so much luggage that he asked a porter to carry it. 11. They were repairing our cooker when the lights went out.

27. a) Open the brackets using the verbs in the correct grammar form.

The tourist view of Britain _____ (1 – to involve) lots of formal ceremonies. But there is a difference between observing formalities and being formal in everyday life. Attitudes towards clothes always _____ (2 – to be) a good indication of this difference. It all _____ (3 – to depend) on whether a person _____ (4 – to play) a public role or a private role. When people are "on duty" they _____ (5 – to obey) quite rigid rules. The British expect a male bank employee or a politician, for example, _____ (6 – to wear) a suit with a tie, even if he cannot afford a very smart one. There was once a mild scandal during the 1980s because on a public occasion the Leader of the Opposition _____ (7 – to wear) clothes which were considered too informal. On the other hand, when people _____ (8 – to play/not) a public role – when they just _____ (9 – to be) themselves – there seem to be no rules at all. And male politicians are keen to have _____ (10 – one-self/to photograph) *not* wearing a tie when 'officially' on holiday, to show that they are really ordinary people.

b) Answer the teacher's questions.

VOCABULARY EXERCISES

28. Discuss the information given in exercise 25.

29. Answer the teacher's questions. (*to influence, to establish, to hold an election, to contribute, to be engaged in*)

30. Paraphrase using the active vocabulary of the unit.

1. The villages were situated on the coast and *their inhabitants caught fish and sold it to earn money*. 2. For more than a hundred years the Tudor dynasty *governed* England. 3. England *started commercial contacts* with the continent centuries ago. 4. In the Middle Ages many people in England *lived by* the wool trade. 5. Great Britain is *an isolated piece of land*, which is *surrounded by* seas and the Atlantic Ocean. 6. *The American neighbour in the north* is Canada, and *in the south its neighbour* is Mexico. 7. *In the United Kingdom there* is England, Scotland, Wales and Northern Ireland. 8. At the end of the 19th century Britain was *economically and politically stronger* than at any other time in her history. 9. In the middle of the 18th century Britain *sold the things that she produced* to many countries of the world. *Commercial contacts with foreign countries grew* soon Britain became "the mistress of the world". 10. *Most people work at factories and plants* and only a *small part of the inhabitants* of the British Isles *work on farms*. 11. In the winter months the weather in Britain *is affected* by polar air. 12. Chicago is bigger in *territory* than any other city in the United States except New York City.

31. Fill in the gaps with *comprise* or *include*.

1. Twelve independent states _____ the CIS (the Commonwealth of Independent States). 2. The United Kingdom _____ Northern Ireland and Wales. 3. My job doesn't _____ making coffee for the boss. 4. There are six of us in the family, or seven if you _____ the dog. 5. The house _____ two bedrooms, a kitchen and a living room. 6. The Romance family of languages _____ French and Spanish. 7. The Romance family of languages _____ French, Italian, Spanish and some other languages. 8. The price of the computer _____ \$ 550 worth of free software. 9. Today's programme will _____ a workshop on language learning games. 10. The city's population _____ mainly Asians and Europeans. 11. You can play all kinds of games here, _____ tennis, basketball, and squash. 12. The course of study _____ English, French, history and mathematics.

32. Translate into English. (to include, region, area, agriculture, industrial, population, border, influence, service industries, to comprise)

1. С точки зрения (in terms of) экономического развития Великобритании включает в себя крупные экономические регионы: Южный промышленный и сельскохозяйственный регион, Шотландию, Уэльс, Северную Ирландию и некоторые другие. Самым важным регионом страны с точки зрения промышленности, сельского хозяйства и населения является Южный регион. В него входит весь юг Англии. Его северная граница проходит от Бристольского пролива (the Bristol Channel) до залива Уош (the Wash). Юг — это регион развитой промышленности и интенсивного сельского хозяйства. Центром всего является город Лондон. Его влияние стало настолько сильным, что юго-восток теперь часто называют Лондонским регионом (the City of London Region). Сегодня население Большого Лондона (Greater

London) составляет почти 7 миллионов человек. Он охватывает территорию в 1606 квадратных километров. Лондон – центр индустрии услуг. Сюда входят общественный транспорт, торговля, страхование, туризм и т. п. В индустрии услуг занято в два раза больше народа, чем в промышленном производстве.

HOME ACTIVITIES (3)

33. a) Complete the sentences with the words and expressions from the box.

Learn the new words from the box. 

fairly	landmass	development	irregular
areas	latitude	cultivated	islands
Plain	include	the second smallest	boundary
off	region	mineral resources	lowlands
tundra	islands	temperate	eastward
island	rainfall	westward	

Europe is _____ (1) continent in the world. Only Australia is smaller. Europe and Asia make up a large _____ (2) known as Eurasia. People have traditionally drawn the _____ (3) between Europe and Asia along the Ural Mountains and the Ural River to the Caspian Sea and then _____ (4) to the Black Sea.

Europe is _____ (5) well shaped and situated for the _____ (6) of sea trade. It has a very _____ (7) shape. Many _____ (8) and _____ (9) groups are _____ (10) the coast. The largest are the British Isles, which _____ (11) Ireland. These _____ (12) are in the same _____ (13) as Labrador in North America, but they have a much milder climate because the water and winds in the eastern Atlantic are warm. Generally Europe has a mild, _____ (14) climate, and most of it receives adequate _____ (15)

Europe has few _____ (16) that have not been _____ (17) or where people have not settled. Few areas do not have _____ (18). The Great European _____ (19) stretches from the Atlantic Coast of France _____ (20) to the Ural Mountains. In Russia, these plains extend from the Arctic south to the Caspian Sea. Near the Arctic the plain is called _____ (21) – a cold, flat _____ (22) where the soil is frozen much of the time and where only a few low plants will grow. In the _____ (23) of this plain, people have had to build dikes and dams to prevent the area from being drowned by the sea.

b) Get ready to discuss the text.

c) Write 5 questions to the text.

34. Translate into English.

Британские острова, лежащие к северо-востоку от европейского континента, состоят из двух основных островов, бóльшим из которых является Великобритания, а меньшим — Ирландия. Великобритания включает в себя Англию, Уэльс и Шотландию. Вместе с Северной Ирландией и целым рядом мелких островов они образуют Соединенное Королевство Великобритании и Северной Ирландии.

Из четырех стран, которые составляют Соединенное Королевство, Англия является самой большой, с населением в 46 миллионов человек. Англия граничит на севере с Шотландией, на востоке она омывается Северным морем, на юге она отделена (to separate from) от континента проливом Ла-Манш, на западе она граничит с Уэльсом и омывается Бристольским заливом (the Bristol Channel), а на северо-западе омывается Ирландским морем. Столица Англии и всей страны — Лондон.

Шотландия — самая северная из стран, которые составляют Великобританию. В Эдинбурге, столице Шотландии, расположен один из старейших европейских университетов.

Уэльс — это район сильных дождей, с довольно мягким климатом. Столица Уэльса — Кардиф. В течение многих столетий население говорит на валлийском языке, принадлежащем к группе кельтских (Celtic) языков.

Северная Ирландия занимает северо-восточную часть острова Ирландия. На северо-западе она граничит с Ирландской Республикой (Эйре) и отделена от острова Великобритания Северным проливом (the North Channel). Столица Северной Ирландии — Белфаст.

CLASSROOM ACTIVITIES (4)**GRAMMAR EXERCISES****Complex Object****35. Complete the sentences using a Complex Object.**

1. Jim wanted to have his house painted because ...
2. The government expects the gross national product ... as ...
3. Everybody knows ... to be ... but he is ...
4. Nobody can make them ..., so ...
5. Everybody expected the Conservative candidate ... because ...
6. The manager wanted the documents ... by 11 o'clock as ...
7. Judy felt nervous. She wanted to have her report ... because ...
8. I would like my fellow-students ... because ...

VOCABULARY EXERCISES

33. a) Study the table below.

	Imperial	Metric
дюйм	1 inch	2.54 centimetres
фут	1 foot (12 inches)	30.48 centimetres
ярд	1 yard (3 feet)	0.91 metres
миля	1 mile (1760 yards)	1.6 kilometres
унция	1 ounce ['auns]	28.35 grams
фунт	1 pound (16 ounces)	0.45 kilograms
стоун, стон	1 stone (14 pounds)	6.35 kilograms
пинта	1 pint [paɪnt]	0.57 litres
кварта	1 quart (2 pints)	1.14 litres
галлон	1 gallon (8 pints)	4.54 litres (<i>Brit.</i>) 3.79 litres (<i>Amer.</i>)

b) Answer the teacher's questions using the metric system.

34. Discuss the information given in exercise 34.

35. Describe Scotland, Wales, England, Northern Ireland using the suggested words and expressions.

England: mountain range, the Pennines, rainfall, climate, mild, the Gulf Stream, industrial areas, to be densely populated; capital, the Thames; the South-West region, agricultural area;

Scotland: to lie, island, to be washed by, the Highlands, Ben Nevis, capital, Edinburgh, agriculture, farming and cattle-breeding, shipbuilding industry;

Northern Ireland: to comprise six counties, capital, Belfast, to be washed by, to border on, capital, English monarchs, to rule, population, Catholics, Protestants, majority, communities, to solve a conflict;

Wales: to be different from, to be washed by, mountain chains, Snowdon (1,085m) to border on, Gaelic, capital, Cardiff, to hold a festival, the National Eisteddfod, competitors, a choir.

36. Read the geographical names below. Give their Russian equivalents.

Seas	
the Baltic Sea ['bɔ:lɪk]	the Bering Sea ['beərɪŋ]
the Barents Sea ['bærənts]	the Bering Strait

the White Sea

the Kara Sea ['kɑ:rə]

the Laptev ['lɑ:ptjəf] Sea

the Sea of Japan

the Sea of Okhotsk [ɔ'hɔ:tsk]

the Caspian ['kæsprən] Sea

the Black Sea

the East Siberian Sea

Rivers and Lakes

the Volga

the Don

the Dnieper ['(d)ni:pə]

the Ob [oub]

the Irtysh [iə'tɪʃ]

the Yenisey [jenɪ'seɪ]

the Lena ['lemə]

the Amur [ɑ:'muə]

Mountains and plains

the Urals ['ju:rəlz] / the Ural Mountains

the Caucasus ['kɔ:kəsəs] / the Caucasus Mountains

the Altai [æl'taɪ] / the Altai Mountains

Mt. Elbrus ['mauntel'brus] (5,642 metres)

the Great European Plain

Islands and peninsulas

the Kuril [ku'rɪl] Islands / the Kurils

the Taimyr [taɪ'mɪə] Peninsula / BUT: _____ Taimyr

Sakhalin Island [sækə'li:n / ,sɑ:kə'li:n]

the Kamchatka [kɑ:m'tʃɑ:tkə / kæm'tʃætkə] Peninsula /

the Kola Peninsula ['kouləprɪ'msjulə]

BUT: _____ Kamchatka

40. Answer the teacher's questions.

41. Speak about one of the European (Asian / African / American) countries. Describe its geographical position, climate, political system, economy.

HOME ACTIVITIES (4)

42. a) Translate into English. 

A. Великобритания — конституционная монархия. Главой государства является королева. Власть королевы очень велика. Но королева не может действовать без поддержки парламента и правительства. Настоящим главой государства является премьер-министр. После всеобщих выборов монарх просит лидера партии,

которая набрала большинство мест (seats) в парламенте, сформировать правительство. Большинство министров являются членами Палаты общин, хотя всегда бывает несколько министров из Палаты лордов. Пост премьер-министра как главы правительства существует с середины XVIII века.

В. Великобританию часто называют страной с двухпартийной системой. Хотя в стране довольно много партий, с 1945 года правительство контролируется либо консервативной, либо лейбористской партией. Это две основные партии Великобритании. Консервативная партия возникла в 1848 году на базе партии Тори (the Tory Party). Консерваторов до сих пор часто называют тори. Лейбористская партия была образована в 1906 году. Члены партии принадлежат к разным классам, хотя большинство из них являются членами профсоюзов. Почти все профсоюзы вносят средства (funds) для поддержки политической деятельности партии. Несмотря на то что большинство членов партии работают на промышленных предприятиях, влияние среднего класса в лейбористской партии нельзя недооценивать (to underestimate).

b) Get ready to discuss the political system of Great Britain in class.

43. Read Text 2 at home and get ready to answer the questions (exercise 46).



Step III

CLASSROOM ACTIVITIES (5)

44. Write a translation dictation.

45. Discuss the information given in exercise 42.

TEXT 2. The United States of America.

Cross-cultural Notes:

1. **San Francisco** [ˌsænfɾənˈsɪskou] — город Сан-Франциско, один из крупнейших городов Калифорнии; **Atlanta** [ətˈlæntə] — город Атланта, столица штата Джорджия (Georgia); **Phoenix** [ˈfiːnɪks] — город Феникс (Финикс), столица и крупнейший город штата Аризона (Arizona)
2. **The Rocky Mountains** — Скалистые горы, цепь хребтов в западной части США, протянувшаяся от Аляски до Мексики; отделяют равнины Тихоокеанского побережья от остальной части США и Канады. Высочайшая вершина Северной Америки — гора Мак-Кинли (**Mount McKinley**) на Аляске (6,193 м). **The Appalachian** [ˌæpəˈlætʃɪən] **Mountains** — горы Аппалачи, горная цепь в восточной части США; являлись в свое время значительной преградой на пути колонизации западных земель.
3. **the Great Lakes** — Великие озера, пять пресноводных озер между США и Канадой, включают оз. Верхнее (**Lake Superior**), оз. Мичиган (**Lake Michigan**), оз. Гурон (**Lake Huron** [ˈhjuərən]), оз. Эри (**Lake Erie** [ˈiəri]), оз. Онтарио (**Lake Ontario** [ɒnˈtæriou]). Обеспечивают судоходство через реку Св. Лаврентия (**St. Lawrence** [seɪntˈlɔːrəns] **River**)
4. **the Mississippi** [ˌmɪsɪˈsɪpi] — река Миссисипи, самая длинная река Северной Америки, впадает в Мексиканский залив (the Gulf of Mexico). Вместе со своим притоком, рекой Миссури (**the Missouri** [mɪˈsuəri / mɪˈzuəri]) образует крупнейший водный бассейн Северной Америки.
5. **the New York Stock Exchange** — Нью-Йоркская фондовая биржа, расположена на пересечении улиц Уолл-стрит (**Wall Street**), Брод (Broad) и Нассау (Nassau); является центром деловой активности не только США, но и фактически всей мировой экономики.

6. **___ Congress** – Конгресс США, законодательный орган, состоящий из Сената (**the Senate**) и Палаты представителей (**the House of Representatives**); **the Capitol** – Капитолий, здание Конгресса США в Вашингтоне, расположен на Капитолийском холме в центре столицы США.
7. **the White House** – Белый дом, резиденция президента США (с 1800 года). “Белый дом” в наиболее часто употребляемом значении выступает как синоним правительства, президента и исполнительной власти США.

Phonetic Notes:

Mexico [ˈmeksikou]

Hawaii [həˈwaɪ]

the Ohio River [o(u)ˈhaɪou]

tundra [ˈtʌndrə]

equator [ɪˈkweɪtə]

* * *



The United States of America

The United States of America lies in North America, the third largest continent in size, after Asia and Africa. It is washed by three oceans – the Arctic Ocean, the Pacific Ocean and the Atlantic Ocean. It borders on Canada in the north and Mexico in the south. The U.S. is so enormous that many of its fifty states are larger than entire countries in Europe. The distance between New York and Hawaii is just about the same as the distance between London and Beijing. As the country extends from the Arctic Circle (in Alaska) almost to the Tropic of Cancer (in Florida) and the equator (Hawaii), the U.S.A. has striking contrasts in climate. This is a country without a climate. It can snow in New York, be foggy in San Francisco, rain in Atlanta, and be sunny and hot in Phoenix all on the same day. The temperature is always cold in the far north and always hot in the far south. The greater part of North America enjoys a temperate climate with warm summers and cold winters. Rainfall varies. There is over 80 inches of rainfall a year along the northwest Pacific coast and in Death valley, California, there is less than two inches of rain a year.

The principal geographical features of North America are its two mountain systems and the great central plains that lie between them. On the west coast there are the Rocky Mountains which begin in Alaska. The highest peak in North America, Mt. McKinley, is in Alaska. The other mountain system, the Appalachian Mountains, is in the east. The Appalachian region is rich in minerals and has many fertile river valleys. The rivers provide abundant water power for the area. In the middle of the country, between the Rocky mountains and the Appalachians are the central plains. Other extensive lowlands are in the south-east of the country and in the north, where they are called tundra – areas where the soil is frozen most of the year. The Great Lakes between Canada and the United States form the largest connected area of fresh water on earth. South of the Great Lakes is the Mississippi-Missouri river system, which drains the central plain. Along with the Ohio River and about 250 other tributaries, it forms one of the greatest inland waterway systems in the world.

The population of the United States is the fourth largest in the world. There are over 280 million people in the country. Historically, the U.S.A. has always been a country of immigrants, that is why there are different ethnic groups. The majority of the population (about 75 per cent) are, historically, of the European origin, including English, German, French, Irish, Polish, Lithuanian, Italian, Scandinavian and others. The chief minority population groups include Asians, Afro-Americans, Hispanics, and Native Americans (Amerindians).

English is spoken by most citizens. The English spoken in the United States is known as American English. It is characterized by spelling and pronunciation variations from British English. There is also a sizable Spanish-speaking minority, which is rapidly increasing. Native Americans speak a variety of Amerindian languages.

The United States has the largest economy in the world, although it does not have the strongest growth rate or the highest gross national product per capita. While the country was once the strongest manufacturing nation in the world, the service sector now employs the largest portion of the labour force. The economy is based on free-market principles, although government regulation controls some activities. The country is the second world's producer of iron ore and coal and one of the leading producers of oil. The economic growth is partly based on American businesses with investments in other countries, as well as a large industrial sector. The United States exports consumer goods, food and machinery, cars, chemicals, electronic and military equipment, etc. The country has a highly developed agriculture. The United States is the chief financial center in the world. Activity on the New York Stock Exchange affects economies in many other nations and is influenced by world events. The currency in the U.S.A. is the U.S. dollar (\$).

The United States of America is a federal state headed by the elected President. (Presidential elections are held every four years.) Together with the government, usually called the administration, the President represents executive power. Legislative power belongs to Congress, which comprises the House of Representatives (the lower house) and the Senate (the upper house). Congressmen are elected for the term of 2 years, and 100 Senators serve the term of 6 years. Each state has its own legislature for enacting local laws. The seat of the government is in the federal capital — Washington, D.C. It is also here that the Capitol (the seat of Congress) and the White House (the President's residence) are situated.

ACTIVE VOCABULARY 2

- enormous** [ɪ'nɔ:məs] — громадный, огромный; чудовищный: By the time of his death the company had grown into an enormous multi-national corporation. Europeans think that the distances between cities in Russia are simply enormous. / **enormously** — чрезвычайно, крайне, очень: e.g. The town has changed enormously.
- entire** [ɪn'taɪə] — полный, целый, весь: e.g. We realized that our entire conversation had been recorded. / **entirely** — всецело, вполне, совсем, совершенно, исключительно: e.g. I say it entirely for your own good.

3. **distance** — расстояние; **in the distance** — в отдалении, вдали, вдалеке: e.g. On a clear day you can see the mountains in the distance. / **distance education** — дистанционное обучение: e.g. Distance education is widespread in the remote parts of the country. / **distant** — отдаленный, дальний, далекий: e.g. The strangers came from a distant town. / **distant relative/relation** — дальний родственник: e.g. Peggie is one of my distant relations.
4. **to extend** — 1. простираться: e.g. The garden extends as far as the river; 2. расширять, увеличивать: e.g. The school building was extended 4 years ago. 3. распространять, расширять: e.g. The two countries made an attempt to extend their influence in world affairs.
5. **продлить, удлинить**: e.g. I asked if I could extend my holiday. / **extensive** — 1. обширный, пространный, большой: e.g. The accident caused extensive damage to both cars. / **extension** — 1. продление, удлинение: e.g. We are building an extension on the back of our house. 2. удлинитель: e.g. This electric cord isn't long enough — do you have an extension?
6. **to strike (struck, struck)** — 1. ударять, бить: e.g. The ball struck her hard on the left shoulder. 2. поражать, производить впечатление: e.g. It struck me as a little bit odd that she was always alone. 3. высекать огонь: e.g. The matches won't strike if they are damp. 4. бить (о часах): e.g. The town hall clock struck midnight. / **striking** — поразительный, замечательный: e.g. This is a striking example of how misleading statistics can be. / **stricken** — пораженный, объятый чем-либо: panic-stricken, poverty-stricken
7. **fertile** ['fɜ:təl] — плодородный, изобильный: e.g. The fertile lands of the Corn Belt are good for farming.
8. **abundance** [ə'bʌndəns] — изобилие, избыток, множество: e.g. The lake attracts an abundance of wildlife. / **abundant** — обильный, изобильный: e.g. Rainfall is abundant in the region.
9. **control** [kən'trɒl] — 1. управление, руководство: e.g. The teacher has good control over his class. 2. контроль, надзор: e.g. The whole industry seems to be under the control of one company. / **to control** — 1. управлять, руководить: e.g. Martha controls the financial side of the business. 2. регулировать, контролировать, проверять: e.g. Rocky Head power station works twenty-four hours a day controlling the electricity supply to over 5 million homes.
10. **seat** — 1. место (для сидения), сидение: e.g. How many seats does the bus have? Sorry, this seat is occupied. Take a seat, please. 2. местонахождение: e.g. London is the seat of the British government. Oxford is an ancient seat of learning. 3. место в парламенте: e.g. In the last election the Labour Party won the majority of seats in Parliament. / **to seat** — 1. сажать, усаживать кого-либо: The elderly gentleman was seated to the right of the hostess. 2. вмещать, помещать: e.g. The theatre seats 800.

11. **to vary** ['vɛəri] — менять(ся), изменять(ся), различаться: e.g. His mood varies from day to day. Opinions on this matter vary. / **various** — различный, разный, разнообразный: e.g. I had to sign various documents before they let me into the country. / **variety** [və'raɪəti] (of) — разнообразие: e.g. She didn't like the work because it lacked variety. People study yoga for a variety of reasons. / **variant** ['vɛəriənt] — вариант: e.g. "Favor" is the American variant of the British "favour".

Expressions

to be rich in sth — быть богатым чем-либо: e.g. Russia is rich in mineral resources.

to enact a law — вводить закон в действие

per head of (the) population — на душу населения (*syn.* **per capita**)

to enjoy good health — отличаться хорошим здоровьем

46. Answer the teacher's questions.

1. Where does the United States of America lie? What oceans is it washed by? What countries does it border on? How can the largest American states be compared with the countries of Europe? 2. What is the climate in the U.S.A. like? How is the rainfall distributed? 3. What are the principal geographical features of North America? What are the names of the two mountain ranges of North America? Where are they situated? Where are the plains situated? Where is tundra situated? What is it like? 4. What is the largest connected area of fresh water on earth called? What lakes comprise the Great Lakes? What river system drains the central plain? How can you characterize this water system? 5. What is the population of the U.S.A.? What ethnic groups formed the American nation? What are chief minority population groups? 6. What languages are spoken in the U.S.A.? What are the principal differences between British English and American English? 7. Which sector of economy employs the largest portion of the labour force? 8. What is the economy based on? What is the economic growth based on? What mineral resources is the country rich in? What does the USA export? Prove that the U.S.A. has a highly developed agriculture. 9. Where is the chief financial center of the country and of the world situated? What does Wall Street symbolize? 10. What is the structure of the American political system? Who is head of the country? How often are presidential elections held? Who does executive power belong to? Who does legislative power belong to? What is the composition of Congress? How long do Congressmen serve in the House? How often are Senators re-elected? 11. What city is the seat of the government? What do they call the seat of Congress and the residence of the U.S. President? 12. Do the fifty states live only by federal laws or can they have state laws as well?

47. Find the Russian for:

entire, to extend, the Arctic Circle, the Tropic of Cancer, fertile river valleys, abundant water power, inland waterway system, per capita, free-market principles, currency, the U.S. dollar, to enact laws.

48. Give the English for: 

огромный, умеренный климат, экватор, разительный контраст, туман, вершина, почва, низменность, обводнять (орошать), приток, американские индейцы, гражданин, темпы роста, железная руда.

VOCABULARY EXERCISES
49. Answer the teacher's questions. (*distance, distant, to be rich in sth*)**50. Repeat the teacher's sentence and add a sentence logically connected with it. (*to control, enormous, to vary*)****51. Translate into English. (*distance, to enjoy sth, seat, to strike*)**
HOME ACTIVITIES (5)
52. Translate into English.

1. Каждому россиянину известно, что в Петербурге находится *огромное количество* дворцов и музеев. Эрмитаж (the Hermitage) был *основан* Екатериной II в 1764 году как частная коллекция. В 1852 году он был впервые открыт для публики. Сейчас Эрмитаж является одним из трех крупнейших музеев мира наряду (along with) с Лувром (the Louvre) в Париже и музеем Метрополитан (the Metropolitan Museum) в Нью-Йорке. Он *превосходит* большинство европейских музеев *по богатству и разнообразию* экспонатов (exhibits). 2. Поскольку Россия расположена между 43 и 80 широтой, ее климат *меняется* от субтропического на юге до арктического на севере. Северные *регионы* России *простираются* от Баренцева моря на западе до Берингова пролива на востоке. На карте видно, что наиболее *густонаселенные зоны* этого региона находятся вокруг основных морских портов. Хотя на севере отсутствуют *плодородные почвы* и климатические условия не позволяют населению заниматься *земледелием*, эти регионы *богаты полезными ископаемыми*. В последние десятилетия экономика севера *целиком* зависит от экспорта никеля, нефти и газа, леса (timber) и алмазов. 3. Нидерланды расположены на северо-западе Европейского континента. *Поразительным фактом* является то, что *целая страна* лежит ниже уровня моря (sea level). Нидерланды – конституционная

монархия. Главой государства является королева. Столица страны — Амстердам, но правительство находится в Гааге. Изобилие сельскохозяйственных продуктов позволяет стране экспортировать около $\frac{2}{3}$ продукции сельского хозяйства.

53. a) Fill in the gaps with articles where necessary .

___ capital of ___ United States ___ Washington, D.C. is not located in any state, but lies between ___ states of ___ Maryland and ___ Virginia. ___ principal cities of ___ U.S. are ___ New York, ___ Los Angeles, ___ Chicago, ___ Philadelphia, ___ Detroit and ___ Cleveland. ___ population of ___ United States is not evenly spread over the country, but is concentrated largely in ___ east.

___ heart of the American agriculture is the Corn Belt, a belt of very fertile land extending from ___ state of ___ Nebraska eastwards as far as ___ Pennsylvania. In this area ___ principal crop is ___ corn. West of ___ Corn Belt is ___ Wheat Belt extending ___ north and ___ south from ___ Texas to ___ North Dakota and into ___ Canada.

___ principal products of ___ south are ___ cotton and tobacco although corn is also grown here. ___ agriculture of ___ California, because of its favourable climate, is confined largely to special crops, such as citrus crops and grapes.

___ mineral deposits of ___ U.S. are concentrated largely in ___ Appalachian Mountains. There are, however, ___ important oil-fields in ___ Texas, ___ Oklahoma and ___ California, and important iron mines in ___ Minnesota. Because of the overwhelming concentration of minerals in ___ northeastern part of ___ U.S. manufacturing is also concentrated there.

b) Get ready to discuss the text in class.

c) Write 5 questions to the text.

54. Get ready to retell Text 2.

CLASSROOM ACTIVITIES (6)

55. Discuss the information given in 53.

VOCABULARY EXERCISES

56. Ask and answer as in the model:

Model: St-1 — Could you explain something to me?

St-2 — I am *entirely at your disposal*.

help me do the translation; help me with the computer; work in the garden with me; help me clean the flat; help me do the shopping; help me arrange a party

57. Answer as in the model and add a sentence logically connected with your answer:

Model: T — Whose idea was it to take a journey to Africa, yours or Jane's?

St — It was *entirely* Jane's idea. She had always wanted to travel to Africa.


58. Translate into English. (*to extend, abundant, fertile*)

59. Translate into Russian:

1. If the camera is stolen, *the insured* receives a sum of money. 2. If the camera is stolen *the insurer* will pay a sum of money. 3. The police couldn't *rule out* the possibility that her husband had murdered her. 4. Thousands of people gathered in the Mall and sang '*Rule Britannia*'. 5. Rain *ruled out* further play. 6. Silence *reigned* once more after the thunder. 7. She *established* herself as the most powerful minister in the new Government. 8. The *established* religion of Egypt is Islam. 9. What a marvelous meal, Jim! You've really *excelled* yourself. 10. I haven't been able to track down *the source* of the rumour. 11. The cost of the damage *exceeded* our worst feelings. 12. It's *exceedingly* difficult to determine the exact cause of death in some murders. 13. They were standing in the middle of the road *trading insults*. 14. Tom is an electrician *by trade*. 15. France was the only European *power* not to sign the treaty. 16. Japan's economic growth has made it a *world power*. 17. He was only an ordinary *MP* when I first knew him, and now he is *a power in the land*. 18. The director always listens to him. He's *one of the elect*. 19. The office of the President of the US is *an elective one*, but the position of Queen of England is not. 20. *Include me out!* 21. *Strike while the iron is hot*. 22. The matches were too wet *to strike*. 23. *It struck me* immediately that I had made a mistake. 24. My school is *within walking distance* from home. 25. The station is *no distance at all*.

60. a) Skim through the text and say in one sentence what the text deals with. Answer the questions which follow.

* * *

 (1.5 min.)



The USA: the People

General attitudes

Americans are frank and outspoken. They openly voice their opinions and share their views on a variety of subjects. In general, they appreciate people who are candid. There are very few subjects that an American will not discuss. Most are not easily embarrassed. Of course, there are variations, and religious values may keep some from discussing certain issues. Extremely personal questions are avoided by those who are not close friends. Americans value innovation, industry, and integrity. They enjoy a good sense of humour, including sar-

casual. Americans have the ability to laugh at themselves as well as at others. They are very proud of their country. Even though they may criticize the government, most are very patriotic and believe the United States is one of the greatest countries in the world. Americans strongly value their freedom and independence, both as a nation and as individuals.

Personal appearance

Clothing habits are very much a matter of personal preference in the United States. Although fashion trends affect general clothing patterns, a person usually feels free to wear whatever he or she pleases. Americans emphasize cleanliness ['klenlməs], but they may purposely wear tattered clothing or casual attire in public. Clothing is often used to make a social or personal statement. Nevertheless, formal clothing is popular and is worn for certain social occasions. Appearance in general is very important to the individual American.

Gestures

Americans do not stand too close when conversing; there is generally at least two feet between individuals. However, they may spontaneously touch one another on the arm or shoulder during conversation. It is common for members of the opposite sex to hold hands or show affection in public. Direct eye contact is not necessary for the duration of a conversation, but moments of eye contact are essential to ensure the speaker or listener of one's sincerity. When sitting, Americans assume a casual posture. They may prop up their feet up on chairs or place the ankle of one leg on the knee of the other. Crossing legs at the knee is just as common as sitting with legs spread apart. Poor posture is not appropriate, but is not uncommon.

* * *

1. What do Americans value, as a nation?
2. What do Americans emphasize in clothing?
3. What kind of contact is essential during conversation?

b) Scan the text for details.

c) Answer the teacher's questions.



6.18 Discuss the following issues:

- What you know about national stereotypes.
- How you see a typical Russian (*for foreign students – a representative of your country*).
- How national stereotypes influence relationships between nations.

DO YOU KNOW THAT

- **Albion**, the word used in some poetic or rhetorical contexts to refer to England, was the original Roman name for Britain. It may come from the Latin word *albus*, meaning 'white'. The white chalk cliffs around Dover on the south coast are the first part of England to be seen when crossing the sea from the European mainland.
- **Britannia** is the name that the Romans gave to their southern British province (which covered, approximately, the area of present-day England). It is also the name given to the female embodiment of Britain, always shown wearing a helmet and holding a trident (the symbol of power over the sea).
- **The Big Apple** is the symbol and the nickname of New York. The nickname appeared in the 1920–30s and takes its origin in the jazz songs of Harlem.
- **New England** is the name given in 1616 by Captain John Smith to the English colonies on the east coast of the North-American continent. Today New England comprises the following states: Massachusetts, Man, Vermont, New Hampshire, Rhode Island, Connecticut.

HOME ACTIVITIES (6)

32 Translate into English.

1. Каждые пять лет британские подданные избирают членов парламента на всеобщих выборах. Лидер партии большинства (партии, которая превосходит по количеству членов парламента другие партии) автоматически становится премьер министром.

2. Многие считают крикет национальной игрой англичан наряду с особым стилем поведения, который в первую очередь включает в себя чувство достоинства и справедливости. Необходимо помнить, что англичане особое внимание уделяют принципам честной игры. Крикет когда-то был исключительно британской игрой

1. Every five years the British subjects elect their MPs in a general election. The leader of the majority party (the party which exceeds other parties in the number of their MPs) automatically becomes the Prime Minister.

2. Many people consider cricket to be England's national game as well as the style of behaviour, which includes above all a sense of honour and fairness. One should remember that the British put special value on fair play. Cricket was once entirely confined to Britain, but under the influence of the UK its former

(ограничивался рамками Британии), но под влиянием Соединенного Королевства такие бывшие колонии, как Австралия, Новая Зеландия, Индия, Пакистан, Шри-Ланка, внесли свой вклад в быстро растущую популярность игры.

3. В пятидесятых годах XIX века американцы обнаружили, что Калифорния богата золотом. Многие охотники за удачей бросились туда в поисках золота. Лишь немногие сколотили себе состояния, большинство же в итоге оказалось в полнейшей нищете. Золото современной Калифорнии — это солнце. На плодородных землях центральной калифорнийской равнины произрастает огромное количество разнообразных фруктов. Но не только сельскохозяйственная продукция господствует на рынке. Силиконовая долина, расположенная в окрестностях Сан-Франциско, является центром американских микротехнологий.

4. Несмотря на то что Средний Запад богат шахтами и промышленностью, знаменит он своими фермами. Но плодородные земли стали проблемой для фермеров. Они превосходят все другие штаты по количеству и качеству своей продукции, но стоимость горючего, оборудования и техники так высока, что их доходы продолжают уменьшаться. Все больше и больше людей, проживающих в традиционном «кукурузном поясе», находят работу в промышленности.

5. Многие американцы опасаются, что быстро растущее мексиканское меньшинство в Техасе может скоро превратиться в большинство. Исключительно важным на данный момент становится вопрос языка. Многие считают, что испанский должен стать вторым основным языком штата.

colonies including Australia, India, New Zealand, Pakistan and Sri Lanka have greatly contributed to the increasing popularity of the game.

3. In the 1850s Americans found out that California was rich in gold. Many fortune seekers rushed there in search of gold. Only few made their fortunes there, while the majority ended up poverty-stricken. The gold of modern California is sunshine. The fertile central valley of California grows enormous quantities of various fruit. But it's not entirely agricultural produce which rules the market. Silicon Valley situated outside San Francisco is the center of American microtechnology.

4. Although the Midwest is rich in mines and industry it is famous for its farms. But the fertile lands have become a problem for farmers. They excel all other states in the quality and quantity of their produce, but the cost of fuel, equipment and machinery is so high that their profits keep decreasing. More and more people living in the old «Corn belt» are finding work in industry.

5. Some Americans fear that the rapidly growing Mexican minority in Texas may soon become a majority. The language question is becoming an exceedingly important one. Many believe that Spanish should become the second established language in the state.

6. Российская Федерация простирается на тысячи километров в разных направлениях и лежит в разных климатических зонах. На западе Россия граничит с центральноевропейскими странами, а на Дальнем Востоке — с Китаем.

6. The Russian Federation extends thousands of kilometers in every direction and lies in various climatic zones. In the West Russia borders on Central European countries and in the Far East on China.



KEYS

Key — 25:

- A. 1 — rise; 2 — mineral resources; 3 — supplies; 4 — industry; 5 — source of power; 6 — accessible; 7 — region; 8 — exceeded; 9 — produce; 10 — sources of power; 11 — decreased; 12 — oil; 13 — crude oil; 14 — offshore oilfields.
- B. 1 — influence; 2 — increased; 3 — establishment; 4 — power; 5 — resources; 6 — established; 7 — economy; 8 — increasing; 9 — population; 10 — area; 11 — oil production; 12 — leading; 13 — trading.

Key — 33:

1 — the second smallest; 2 — landmass; 3 — boundary; 4 — westward; 5 — fairly; 6 — development; 7 — irregular; 8 — islands; 9 — island; 10 — off; 11 — include; 12 — islands; 13 — latitude; 14 — temperate; 15 — rainfall; 16 — areas; 17 — cultivated; 18 — mineral resources; 19 — Plain; 20 — eastward; 21 — tundra; 22 — region; 23 — lowlands.

UNSUPERVISED EXERCISES WITH KEYS

1. to rise — to raise

to rise (rose-risen) [rɪz] — подниматься; *sunrise* — рассвет
to raise (raised-raised) — поднимать

A. 1. It was late and the sun ... when the expedition started out. 2. The girl ... her eyes which were filled with tears. 3. After a few polite remarks the visitor ... to leave. 4. The woman ... her voice as she spoke. 5. The quarrel between the boys ... from a mere trifle (пустяк). 6. The car ... a cloud of dust. 7. It's getting warm — the temperature 8. The last bell has gone. The curtain is going ... in a minute. 9. The travelling actors gave a performance on a ... platform. 10. Her voice ... in excitement.

B. 1. Пора поднять этот вопрос и обсудить его на собрании. 2. Том поднялся из-за стола и поблагодарил хозяйку за чудесный обед. 3. Ребенок был так смущен, что не мог поднять глаза на учителя. 4. Не повышай на меня голос! 5. Когда поднялся занавес, все увидели лес и озеро. 6. Майкл встал и поднял бокал за здоровье г-на Грина. 7. Мы вышли в путь на рассвете и к полудню были уже на берегу моря. 8. Незнакомка подняла вуаль (veil), и все увидели, что это Элисон.

2. to lie — to lay

to lie (lay-lain-lying) — лежать
to lie (lied-lied-lying) — лгать
to lay (laid-laid-laying) — класть
Expression: to lay the table — накрывать на стол

A. 1. Susan did not feel very well, so she decided to ... down and have a rest. 2. You are young, life ... before you. 3. After I ... for an hour or so I felt better. 4. When the travellers reached the top of the mountain they saw a beautiful valley ... before them. 5. As it was hot we ... down in the shade of a big tree. 6. Joanna was seriously ill. She ... in bed for several weeks. 7. The book ... open on the table but the girl does not seem to be reading it. 8. Susan asked her mother how to ... the table. 9. The boy ... his head on the pillow and fell asleep. 10. It was a beautiful summer day. The sunlight ... on the grass and the trees in the garden.

B. 1. Посмотри на часы: уже 11 часов, а ты все еще лежишь в постели. 2. Что это там лежит на стуле? — Это одежда Джека. 3. Не пора еще накрывать на стол? — Да, уже можно. 4. Мать положила ребенка на диван и накрыла его шалью (shawl). 5. На вершине холма путешественники остановились в изумлении: перед ними лежал чудесный сад с фонтаном (a fountain). 6. Если ты устала, приляг и отдохни. 7. Не лежи на солнце после 11 часов. 8. Кто разложил здесь эти вещи? 9. Ребенок положил голову на подлокотник кресла и заснул. 10. Когда я проснулась, я не могла поверить своим глазам: все было белым, повсюду лежал снег.

3. as – like**as** – в качестве**like** – похоже на; таким образом, как**Expressions:** *to look like sb* – быть похожим на кого-либо*to be like sb/sth* – напоминать кого-либо/что-либо*That's just like him!* – Как это на него похоже!

- A.** 1. For several weeks he worked ... an interpreter at a trade fair (ярмарка). 2. I was sent there ... a representative of our University. 3. My son tries to walk ... his father. 4. ... any other novel by Hemingway, this one is worth reading. 5. Mr. Simpson is known ... an experienced engineer. 6. It was funny to look at the little girl – she acted ... a grown-up woman. 7. I am now speaking to you ... a friend, not ... a doctor. 8. The boy took the thermometer and tried to look ... a doctor.
- B.** 1. В прошлом году он два месяца работал учителем в школе. 2. Как любая девушка, Алиса любит танцевать. 3. Как выглядит твоя новая подруга? – Она высокая, с длинными черными волосами и карими глазами. 4. На кого похож твой брат? – На маму. 5. Петр опять опоздал на лекцию. – Как это на него похоже! Он никогда не приходит вовремя. 6. Джейн во всем старалась походить на свою старшую сестру. 7. Неужели я когда-нибудь смогу говорить по-японски, как наш преподаватель?

4. to wait – to expect**to wait (for sb/sth)** – ждать, дожидаться (кого-либо/чего-либо)**to expect (sb/sth)** – ожидать, предполагать (что что-то произойдет)

- A.** 1. You are late again. We ... here for half an hour. 2. We must ... till it stops raining before we go out. 3. I ... Julian to dinner yesterday but he did not come. 4. The train is late, so we'll have 5. Don't ... me to call on you tonight. 6. You can't ... them to do the work in a day, it's too difficult for them. 7. The visitors were kept ... in the reception room as the director was busy. 8. The sea was rough and the sailors ... the storm at any moment. 9. Oliver did not ... anything good from his brother who had always disliked him. 10. Let's ... at the entrance to the theatre, shall we?
- B.** 1. Мы не ожидали вас так рано. 2. Давайте еще немного подождем Павла у входа в метро, ладно? 3. Кого ты ждешь? – Двоюродную сестру. Я ожидала, что она придет в 12, а сейчас уже 20 минут первого. 4. Я не ожидаю ничего хорошего от его визита. 5. Если я не позвоню в 2 часа, не ждите меня. 6. Не ждите, что все будут счастливы увидеть этого человека. 7. Извините, что заставил вас ждать. Я попал в автомобильную пробку. 8. Мы ждали, что в выходные приедет моя сестра со всем своим семейством, но они так и не приехали.



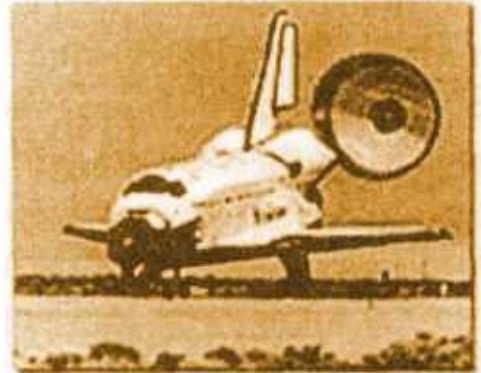
KEYS

1. A. 1 — had risen; 2 — raised; 3 — rose; 4 — raised; 5 — rose; 6 — raised; 7 — is rising; 8 — to rise; 9 — raised; 10 — rose.
 B. 1. It's time to raise this problem and discuss it at a meeting. 2. Tom rose from the table and thanked the hostess for the wonderful dinner. 3. The child was so confused that he could not raise his eyes at the teacher. 4. Don't raise your voice at me. 5. When the curtain rose, everybody saw a wood and a lake. 6. Michael rose and raised his glass to Mr. Green. 7. We started at sunrise and by noon we were on the seashore already. 8. The stranger raised her veil and everybody saw that it was Alison.
2. A. 1 — lie; 2 — lies; 3 — had lain; 4 — lying; 5 — lay; 6 — lay; 7 — is lying; 8 — lay; 9 — laid; 10 — lay.
 B. 1. Look at the clock: it's already 11 o'clock and you are still lying in bed. 2. What is lying there on the chair? — These are Jack's clothes. 3. Isn't it time to lay the table yet? — Yes, you can already. 4. The mother laid the child on the sofa and covered him with a shawl. 5. On top of the hill, the travellers stopped in surprise: a beautiful garden with a fountain lay in front of them. 6. If you are tired, lie down and have a rest. 7. Don't lie in the sun after 11 o'clock. 8. Who has laid these things here? 9. The child laid his head on the arm of the (arm)chair and fell asleep. 10. When I woke up, I could not believe my eyes: everything was white, snow was lying everywhere.
3. A. 1 — as; 2 — as; 3 — like; 4 — like; 5 — as; 6 — like; 7 — as, as; 8 — like.
 B. 1. Last year he worked as a teacher in a school for two months. 2. Like any other girl, Alice enjoys dancing. 3. What does your new friend look like? — She is tall, with black hair and brown eyes. 4. Who does your brother look like? — Like Mother. 5. Peter is late for the lecture again. — It's just like him! He never comes in time. 6. Jane tried to be like her elder sister in everything. 7. Shall I ever be able to speak Japanese like our teacher?
4. A. 1 — have been waiting; 2 — wait; 3 — expected; 4 — to wait; 5 — expect; 6 — expect; 7 — waiting; 8 — expected; 9 — expect; 10 — wait.
 B. 1. We did not expect you so early. 2. Let's wait for Paul at the entrance to the metro a little longer, shall we? 3. Who are you waiting for? — My cousin. I expected her to come at 12 and now it is twenty minutes past twelve. 4. I don't expect anything good from his visit. 5. If I don't phone at 2 o'clock, don't wait for me. 6. Don't expect everybody to be happy to see this man. 7. I am sorry, I've kept you waiting. I got into a traffic jam. 8. We expected my sister and all her family to come for the weekend, but they never came.

UNIT 8

TOPIC: Science and Progress

GRAMMAR: 1. Modal verbs (can, could, may, might, must, need, should, ought to, to be to, shall, will).
2. Modal equivalents (to have to, to be able to, to be allowed to).







Step I

CLASSROOM ACTIVITIES (1)

GRAMMAR EXERCISES

 **a) Read and underline modal verbs. Translate the sentences with modal verbs into Russian.** 

- A.** The arrival of satellite ['sætəlaɪt] TV has brought a whole new world of viewing into our living-rooms – if we can afford to pay for it. Major sporting events can now be seen live. The viewer can choose anything – from dog-racing to sumo wrestling ['reslɪŋ]. Certain channels show 20 films every day. Again, the choice is enormous – from old classics to the latest Hollywood releases. For those who like to keep informed, 24-hour news is available at the touch of the button. But do we really need all this choice? The danger is that we will become a population of passive couch-potatoes with square eyes and fingers glued to the remote control. Of course the choice is a good thing, but viewers should use their ability to select the best and disregard the rest.
- B.** Mysterious circles have appeared all over the west of England every summer for the past ten years. There may be many explanations for the circles. Some people have suggested that the circles are made by tractors, but there are never any marks of tractor wheels. Others think that they might be the result of helicopters hovering over the cornfields, or even that they could be the marks from alien ['eɪljən] spaceships. However, scientists are sure that there must be a sensible explanation for the mysterious circles. The most recent theory is that they may be the result of sudden whirlwinds caused by a fall in temperature on summer nights. As Dr. Meaden of the Tornado and Storm Research Organization says: “The wind may be the answer but it could be another fifty years before we know how they appear. This means we will probably have another fifty years of space theories to look forward to.”

b) Answer the teacher's questions.

Modal Verbs and Equivalents

can / could — to be able to

2. Answer the teacher's questions.

3. Ask for permission to do something, give permission, express a request or prohibition to do something as in the models:

Model 1: (*asking for permission*)

Can I park my car here? — Можно я поставлю здесь свою машину?

Model 2: (*giving permission*)

You can park your car here. — Вы можете поставить здесь свою машину.

Model 3: (*expressing a request*)

Can/could you park your car somewhere else? — Вы не можете / не могли бы поставить машину где-нибудь в другом месте?

Model 4: (*expressing prohibition*)

You cannot park your car on the playground. — На детской площадке ставить машину нельзя.

to get a job with your company
to go out for a minute
to start the meeting without Harris

to see the manager
to play volleyball here
to take sb's picture

4. Read and add a sentence logically connected:

Model: — The glasses are dirty.

— The glasses are dirty. *Can/could* you wash them up?

1. The room smells of smoke. 2. There is still food on the table. 3. The floor is dirty. 4. The ash-trays are full of cigarette-ends. 5. The lights are all on in the house. 6. There is a lot of rubbish in the kitchen. 6. The TV-set has been on for 8 hours on end. 7. The carpet is dirty. 8. There is something wrong with my car.

to air sth
to clear the table
to wash sth

to empty sth
to switch off sth
to throw away sth

to turn off sth
to take to the dry-cleaner's
to have a look at sth

5. Answer the teacher's questions using the suggested words and expressions.

Model: T — Did Tom pass the exam yesterday? (the examiner/questions/to answer)
 St — Yes, he did. Although the examiner's questions were very difficult he was able to answer them all.

1. to sink quickly/rescue team/to save; 2. to get lost/a passer-by/to give directions;
 3. to disturb/every five minutes; 4. to call the police/at once; 5. not to be at home/to contact at the office; 6. to leave the camera at home/to use sb's camera; 7. to fail to book a ticket/to get/at the last minute; 8. a lot of work/to persuade/finally/to give in.

6. Develop the situation as in the model expressing disbelief:

Model: — It was 10 degrees above zero yesterday. (cold)
 — It was 10 degrees above zero yesterday. It can't be freezing cold now.

1. I've always known Paul as an honest man. (to be a thief) 2. Nelly is very punctual. (to be late) 3. David won a 500-dollar prize yesterday. (to be short of money) 4. They haven't lived here long. (to know many people) 5. This singer has no musical talent at all (to be popular) 6. That restaurant is always empty. (to be good) 7. Richard has just had lunch. (to be hungry) 8. William saw Mrs. Ferguson when he was 2 years old. (to remember her)

7. Complete the questions expressing surprise and doubt or irritation.**8. Translate into English.**

may / might — to be allowed to

9. Answer 'yes' or 'no' and give reasons for your answer.

Model: T — May I smoke here?
 ↗ Yes, you *may*. I don't mind it.
 St —
 ↘ No, you *can't*. There are children in the room.

10. You are going on a walking trip. Discuss what things you should take.

Model: St-1 — Shall I take a sweater?
 St-2 — Yes, you might get cold.

a compass	to get hungry
a bar of chocolate	to want to take some photos
a pair of binoculars	to decide to make a fire
a camera	to watch some birds
some matches	to get lost

11. In recent years the news has been full of stories of hurricanes, floods [flʌdz] (наводнения), droughts [drauts] (засухи) and other disasters caused by the weather. Read the following facts and predict what may happen as a result of global warming.

Model: *Fact:* The last six years have been the warmest in the decade.

Prediction: The globe may get warmer.

- Fact:* There have been droughts in Africa for most of the last twenty years. *Prediction:* Dry tropical regions...
- Fact:* Monsoons have been extremely heavy in South East Asia in the last few years. *Prediction:* Wet tropical regions...
- Fact:* Hurricane Gilbert was one of the most powerful hurricanes in the Western Hemisphere in the 20th century. In the past two decades winds of over 200 miles per hour hit Venezuela and Mexico. *Prediction:* Tropical storms...
- Fact:* In the last decade, the grain-growing areas of the USA and Russia have suffered some of the worst droughts ever recorded. *Prediction:* The middle latitudes...
- Fact:* An iceberg more than twice the size of Luxemburg broke off Antarctica in the autumn of 1987, another one – in the winter of 2002. *Prediction:* The polar ice...

12. Read about the legal ages when you are allowed to do things in Britain and compare them with those in your country.

Model: In Britain you are allowed to drive a car at the age of 17, while in Russia you are allowed to do it at the age of 18.

BRITAIN:

drive a car	17
buy cigarettes	16
be served in a pub/bar	18
enter a pub/bar	14
vote in elections	18
join the army	16
get married with your parents' permission	16
get married without your parents' permission	18

13. Give advice to the people who are going to visit Russia, the USA, Egypt, Japan, etc. for the first time. Mention any important rules concerning daily life (driving, clothes, etc.)

Model: If you are visiting Russia, remember that you are not allowed to enter churches and cathedrals in beach clothes. In some restaurants...

must – need – to have to

17 Answer yes or no and give reasons for your answer.

Model: T – Must we finish the experiment this week?

↗ Yes, you *must*. The results must be reported on Monday.

St –

↘ No, you *needn't*. We aren't going to report the results until next Friday.

15 Give your friend emphatic advice and explain why you insist on it.

Model: You must read *Lord of the Flies*. It's really worth reading. In fact, it's one of the best books I've ever read.

16 Below is the list of things found in a suitcase, which was left at Victoria Station.
a) Try to guess who the owner is (sex, profession, nationality, age, marital status, interests).

Model: The owner *must be* fond of reading. There is a book of detective stories in the suitcase.

an English-German dictionary	a shaver
a photo of a woman and two teenage boys	a camera
a book about the Vienna Opera Theatre	a flute
a torn envelope addressed to Herr Schmidt, Salzburg	a hair brush
a bottle of toilet water for men	a music sheet
a pack of cigarettes	a black suit
a detective novel	sleeping pills
a bottle of shampoo	

b) Explain why the teacher's statements are wrong.

Model: T – The owner of the suitcase *might be* English.

St – He *can't be* English. (How *can* he be English?) He's got a torn envelope addressed to Herr Schmidt.

17 Develop the situation using the prompts in brackets.

Model: – George's father is a millionaire. (George/not/to work)

– George's father is a millionaire. So George doesn't have to work.

1. I went to the bank yesterday. (few people/not/to queue)
2. Our car broke down yesterday. (to take/garage)
3. Jack left before the end of the meeting. (to pick/ his sister/hospital)
4. I'm afraid I can't come to the party tomorrow. (to work late)
5. Kate doesn't like her new job. (sometimes/to work on Saturdays)
6. Last night Fred had a heart attack. (to call an ambulance)
7. I'm not working tomorrow. (not/to get up early)
8. My mother's eyesight isn't very good. (to wear glasses)

18 Complete the sentences saying what somebody has/had to do in certain situations.

HOME ACTIVITIES (1)

19. Open the brackets and insert the modal verbs or equivalents in the proper forms. 

1. When I was young I used _____ sing well. (can/could/to be able to)
2. I _____ understand Martin. (can+not/to be able+not) I've never _____ understand him. (can/could/to be able to)
3. You _____ read this article, you have enough knowledge of the subject. (can/may)
4. I haven't seen my next door neighbours for ages. They _____ be away on holiday but I'm not sure. (may/must)
5. He _____ wear a suit to work but he usually does. (must+not/to have to+not)
6. Where shall we go for a holiday? — We _____ go to the Baltic Sea coast. (need/might)
7. I'm very busy at the moment. _____ you call a little later? (could/might)
8. You _____ help him with his work. (need+not/must+not) He _____ do it himself. (can/to be able to)
9. Steve's doctor kept telling him that he _____ work so late. (must+not/to have to+not)
10. When we asked Jane why she was so late, she explained that she had missed an earlier train and _____ wait for another one. (need/must/to have to)
11. She _____ be at home now. I saw her enter her house about 15 minutes ago. (can/may/must)
12. It was a fine day yesterday, so we _____ to have a picnic, and we enjoyed it very much. (could/might/to be able)
13. When the fog lifts we _____ see where we are. (need/to be able to/to have to)
14. They used to chain valuable books to library desks so that people _____ take them away. (could+not/might+not)
15. The police were suspicious at first but I _____ to convince them that we were innocent. (could/to be able to)
16. The buses were all full. I _____ get a taxi. (must/to have to/could)
17. Tell her that she _____ be here by six. I insist on it. (must/have to/need)
18. You _____ make any more sandwiches, we have plenty now. (need+not/must+not)

20. Translate into English. 

1. И Том, и Билл хорошо умели играть в теннис. Однако Тому удалось выиграть последний сет.
2. Ты торопишься? — Нет, у меня есть время, я могу подождать.
3. Профессор не смог закончить эксперимент вовремя. Я надеюсь, ему удастся сделать это до начала конференции.
4. Ольга, это ты? Не может быть! Ты так изменилась!
5. Неожиданно Майк почувствовал себя плохо, но он смог закончить доклад, хотя к концу доклада он едва мог держаться на ногах (едва стоял).
6. Эту книгу можно сейчас купить в любом магазине.
7. Бренда еще не замужем, хотя могла бы (сейчас) выйти замуж за любого из своих приятелей.
8. Неужели уже так поздно? А я думал, что сейчас должно быть только 7 часов.
9. Не надо звонить, у меня есть ключ.
10. Я никак не могу запомнить телефон Павла. Вчера мне опять пришлось искать его в телефонной книжке.

21. a) Read and listen to the text *Science and Progress*. Read it after the speaker.

b) Get ready to read the text aloud in class.

c) Find the English for the following words and word combinations. Write out the sentences illustrating them. 

Предсказывать будущее; лифт (*амер.*); усилитель; безжалостно; загрязнение воздуха; улицы, забитые машинами; высокие здания; великий дар; логическое заключение; современные чудеса; беспрецедентные достижения; развитие науки и техники; атомные электростанции; обрабатывать информацию; штрихкод; лазерный сканер; банкомат; таксофон; побочный продукт; принимать что-то как само собой разумеющееся; неотъемлемая часть; конвейер; продержаться; заменять что-то/кого-то; на благо общества; последствия.

CLASSROOM ACTIVITIES (2)

GRAMMAR EXERCISES

22. Say the following sentences in Reported Speech.

1. Doris said: "Could I use your telephone?" 2. Hilda said: "You will have to change your mind when you realize that you have made a mistake." 3. Ranjit, whose parents are devoted Sikhs, said: "My parents are very strict. I am not allowed to go out at night with either a boy or a girlfriend. That's because of our religion." 4. Frank asked his neighbour: "May I use your pen?" 5. Colin said: "Do we have to stay to the end of the presentation?" 6. Rita asked: "When can we meet?" 7. After the school reunion party Alice said: "We must all keep in touch and meet every year." 8. Dr. Garron said: "The patient must not be removed from this ward until I give special orders."

Modal Verbs

to be to

23. Repeat the teachers sentence and add a sentence logically connected with it using the modal verb *to be to*:

Model: — I haven't seen James today. (to meet at 5)
— I haven't seen James today. But *we are to* meet at 5.

1. to be at a conference in Tokyo; 2. to take the 7 o'clock train; 3. to see the doctor at 6 o'clock; 4. she/to join our expedition; 5. he/to bring the latest news from the polar station; 6. to meet at the lake/afternoon; 7. to meet a foreign delegation/at the time; 8. to meet at 3 o'clock sharp/not to come.

24. Translate Into Russian.

1. The plane *was not to take off* at night as the weather was stormy.
2. The plane *had to land* at Voronezh as the weather was stormy in Moscow.
3. You *must* always *think* twice before you say anything.
4. There *was to be* an interesting concert last night, but I didn't feel well and *had to stay* at home.
5. The order came that we *were not to start* before noon.
6. Large sums are now being spent on science development and still larger sums *are to be* spent in the near future.
7. It is impossible to change anything. One *must take* things as they are without trying to change them.
8. I want to know on what terms the girl *is to be* here. *Is she to have* any wages?
9. You *will have to leave* at six to catch the train.
10. *Must I get* in touch with her myself or is the secretary to do it?
11. *Need you be* in a hurry? You have a lot of time left before you leave.
12. *Am I to understand* that I am not wanted here?

25. Translate Into English.**TEXT 1. Science and progress****Cross-cultural Notes:**

1. **Jules Verne** ['zu:l'vern / 'dzu:l'və:n] — Жюль Верн (1828–1905), известный французский писатель, один из создателей жанра научной фантастики; автор романов “С Земли на Луну,” “Дети капитана Гранта,” “20 000 лье под водой,” “Таинственный остров” и др.
2. **internal (gas) combustion** [kəm'blastʃən] **engine** — двигатель внутреннего сгорания, тепловой двигатель, в котором часть химической энергии топлива, сгорающего в рабочей полости, преобразуется в механическую энергию. Первый двигатель внутреннего сгорания был сконструирован Э. Ленуаром в 1860 году, но не имел практического применения.
3. **the Industrial Revolution** — промышленный переворот, скачок в развитии производительных сил, заключавшийся в переходе от мануфактуры к промышленному производству; начался в 60-х годах XVIII века и продолжился в XIX веке.

Phonetic Notes:

neon ['ni:ən]

cease [si:s]

misuse [mis'ju:s]

nuclear ['nju:kliə]

to surpass [sə'pɑ:s]

invisible [in'vɪzɪbl]

integral ['ɪntɪgrəl]

Parisian [pə'ri:zjən]

magnetic [mæg'netɪk]

assembly [ə'sembli]

transition [trən'zɪʃn]

to enhance [ɪn'hɑ:ns]

amplifier ['æmplɪfaɪə]

auditorium [ˌɔ:drɪ'tɔ:riəm]

antibiotics [ˌæntɪbaɪ'ɒtɪks]

unprecedented [ʌn'presɪdəntɪd]

automobile ['ɔ:tə'məubi:l]

consequences ['kɒnsɪkwensɪz]

commitment [kə'mɪtmənt]



1. In 1863, when British workers were digging London's first underground railway line, the French writer Jules Verne, who had become the best-selling author of all time, was predicting the future. The only thing Verne could not predict at the time was that the book he was writing would have to wait until 1994 to be published.

The hero of the book lived nearly a century in the future, in the year 1960. Neon lights, unknown in 1863, illuminated Paris avenues. Elevators took people up and down buildings. Concerts were performed in 10,000-seat auditoriums by single artists using electric amplifiers. The cars that passed in the roads moved without horses. They were set into motion by an invisible force of 20 or 30 horses by means of a motor run by gas combustion. Verne's heroes, though, no longer stood in admiration of these marvels. They quietly took advantage of them. "One could feel the devil of money pushing them forward non-stop and without mercy."

For all the technical wonders Jules Verne imagined, and largely because of them, his Paris of the future is a gloomy place. Pollution is as thick as the London fog used to be, the countryside has disappeared, traffic jams clog the streets, tall buildings spoil the Parisian sky and offices are protected by security alarms. The writer's great gift was not only in telling the future, but in following scientific advances through to a logical conclusion.

2. In the past century we have seen unprecedented technical and scientific achievements. These are surely our modern wonders. Millions of people have benefited from the advance of science and technology. Antibiotics have saved millions of lives. Nuclear plants have given electric power to thousands of cities. Today's video machines and radio-cassette recorders, washing machines, microwaves and fridges can all be programmed with the owner's instructions. Everywhere we go we use computer technology to process information. Supermarkets read the bar code on the food you buy with laser scanners. Pay phones and ATMs (Automated Teller Machines) can read the information on a phone or credit card with magnetic strip readers and some can even record information onto the card.

These radical changes are a by-product of our transition from an industrial society to an information society. Computers and information systems have enhanced our life-styles to the point that most of us take them for granted. There is nothing wrong with this attitude, but we must recognize that society has made a very real commitment to computers. Whether it is good or bad, society has reached the point of no return in its dependence on computers. Stiff business competition means their continued and growing use. On the more personal level, we do not want to give up the everyday conveniences made possible by computers. More and more of us find that our personal computers are an integral part of our daily activities.

3. Society's dependence on computers is not always evident. For example, today's automobile assembly line is as computer dependent as it is people dependent. Turn off the computer system for a day in almost any company, and observe the consequences. Most

companies would cease to function. Turn off the computer system for several days, and many companies would cease to exist. A large bank will be out of business in two days if its computer systems are down. A manufacturing company will last five days, and an insurance company will last six days. The inventory for most hospital blood banks is kept in a computer.

Concern over the effects of automation began two hundred years ago with the industrial revolution, and the public is still concerned. Manufacturing companies are being faced with growing competition from international markets. With the greater use of automation, we can expect an increase in the number of industrial robots. To many people, this means loss of jobs. But just as the industrial revolution created hundreds of new job opportunities, so will the information revolution. Traditional jobs will change or be lost forever, but new and, it is hoped, more challenging jobs will appear to replace them.

We can't passively assume that computers will continue to enhance the quality of our lives. Our dependence on computers is not necessarily bad as long as we realize that it is our obligation to learn to understand them and direct their use for society's benefit. Only through understanding can we control the misuse of computer technology. We, as a society, have a responsibility to weigh the benefits, burdens, and consequences of each successive level of automation. Writing about Jules Verne's lost and found novel, Simone Verne, a literature professor, warns: 'Now that we have walked on the moon and have surpassed most of Jules Verne's inventions, it is time to take into account the troubling consequences technological progress may bring for human beings. The world where money and technology rule is not, as we know, the best of the worlds.'

ACTIVE VOCABULARY 1

1. **advantage** (*ant. disadvantage*) — 1. преимущество, превосходство: e.g. The equipment has the advantage of being easy to carry. 2. выгода, польза / **to take advantage of sth** — воспользоваться чем-либо: e.g. He took advantage of the situation to speak about his invention.
2. **to enhance** [m'hɑ:ns] — увеличивать, усиливать, повышать: e.g. The measures taken by the administration should considerably enhance the residents' quality of life.
3. **to advance** [əd'vɑ:ns] — продвигаться, идти вперед, наступать: e.g. The soldiers advanced quickly. / **advance** — 1. прогресс, успех: e.g. In spite of all its advances, medical science still knows little about the brain. 2. продвижение вперед, наступление: e.g. The rebels continued their advance on the capital city.
4. **to achieve** [ə'tʃi:v] — достигать, добиваться, успешно выполнять: e.g. The Republic of Tunisia achieved independence from France in 1957. / **achievement** — достижение, успех, победа: e.g. They are holding a party to celebrate the achievement of their first year's goals.

5. **to recognize** ['rekəg,naɪz] — 1. узнавать, опознавать: e.g. I recognized the house from your description. 2. сознавать, осознавать: e.g. Most fishermen recognize the need to limit fishing. 3. признавать что-либо/кого-либо: e.g. This credit card is recognized all over the world.
6. **evident** ['eɪdənt] — очевидный, явный, ясный: e.g. Her lack of interest in the job was becoming increasingly evident. / **evidence** — 1. доказательство, свидетельство, факт(ы) [Note that *evidence* is used in the *singular*!]: e.g. Evidence shows that global warming is definitely occurring. 2. свидетельские показания: e.g. The police didn't have enough evidence to convict (признать виновным) the man.
7. **consequence** ['kɒnsɪkwəns] — следствие, последствие, результат; вывод, заключение: e.g. The consequences of such policies will be higher taxes. / **it is of no/little consequence** — это неважно, это не имеет значения: e.g. Your views are of no consequence in this matter.
8. **concern** [kən'sɜ:n] — 1. отношение, касательство: e.g. It's no concern of mine — это меня не касается, я не имею к этому никакого отношения; 2. беспокойство, забота, тревога: e.g. There's a lot of public concern about modern farming methods. 3. важность, значение: e.g. The issue of alcohol-related crime is becoming a matter of great concern. / **to concern** — касаться, иметь отношение: e.g. My past doesn't concern you. / **as far as I am concerned...** — что касается меня...: e.g. That's fine, as far as I am concerned. / **as far as sb/sth is concerned** — что касается кого-либо/чего-либо: e.g. I make the decisions, as far as finance is concerned.
9. **opportunity** [ˌɒpə'tju:nɪti] — удобный случай, благоприятная возможность: e.g. I think this trip sounds like a wonderful opportunity for you. / **to give/have/lose the opportunity to do sth** — предоставить/иметь/упустить благоприятную возможность сделать что-либо: e.g. The programme gives students the opportunity to learn more about global warming. / **to take the opportunity to do sth** — воспользоваться возможностью сделать что-либо: e.g. I'd like to take the opportunity to thank all of you for coming.
10. **society** [sə'saɪəti] — общество: e.g. Society has to be prepared to support its elderly people. / **social** [səʊʃl] — общественный, социальный: e.g. They try to address social problems such as unemployment.
11. **responsible** [rɪs'pɒnsɪbl] — 1. ответственный, отвечающий за свои действия: e.g. He was responsible for his actions. Parents feel responsible when things go wrong. / **to be responsible for sth** — быть ответственным за что-либо: e.g. They were responsible for the reorganization. Who is responsible for the accident? 2. надежный, заслуживающий доверия: e.g. She may be only 14 but she is a very responsible person. 3. важный, ответственный: e.g. He cannot be given a responsible post, he is too young and inexperienced. / **responsibility** [rɪs,pɒnsɪ'bɪlɪti] — ответственность: e.g. She has a lot of responsibility in her job.

12. **to conquer** ['kɒŋkə] — завоевывать, покорять: e.g. The Romans conquered the British Isles in 443. / **conquest** ['kɒŋkwɛst] — завоевание, покорение: e.g. The Norman Conquest of England began in 1066. — Завоевание Англии норманнами (норманнское завоевание) началось в 1066 году. / **conqueror** ['kɒŋkərə] — завоеватель: e.g. William the Conqueror — Вильгельм Завоеватель [Note that the British also say *the Conquest* and *the Conqueror* referring to the Norman Conquest and William the Conqueror.]
13. **fiction** ['fɪkʃn] — 1. художественная литература, беллетристика: e.g. He prefers history to fiction; 2. вымысел, выдумка; фикция: e.g. Fact is stranger than fiction. — Действительность бывает более удивительной, чем вымысел. / **science fiction** — научная фантастика: e.g. Jules Verne was one of the first science fiction writers.
14. **adventure** [əd'ventʃə] — 1. приключение; смелое предприятие, авантюра: e.g. He is full of adventure. (sg.) — Он любит приключения. / **adventurer** [əd'ventʃərə] — авантюрист, искатель приключения: e.g. The man is a real adventurer.
15. **mystery** ['mɪst(ə)rɪ] — 1. тайна: e.g. Why she left is still a mystery to me. 2. таинственность: e.g. David's always been a bit of a mystery. / **mysterious** [mɪ'stɪəriəs] — таинственный, непостижимый: e.g. The police are investigating the mysterious disappearance of a young man.
16. **alien** ['eɪljən] (n.) — 1. чужестранец, иноземец, иностранец: e.g. Under the programme, alien workers are allowed to enter the US. 2. инопланетянин, пришелец: e.g. There were a lot of articles about aliens in newspapers in the 1970s. / (*adj.*) чуждый, несвойственный: e.g. They found the new management culture alien and puzzling.
17. **benefit** ['benɪfɪt] — польза, благо; привилегия, преимущество: e.g. The new sports centre will bring lasting benefit to the community. The benefits include medical insurance and a company car. / **to benefit** — приносить пользу, выгоду; помогать: e.g. Patients have benefited greatly from this treatment. / **beneficial** [ˌbenɪ'fɪʃəl] — благотворный, полезный; выгодный: e.g. One or two glasses of wine can be beneficial. / **mutually** ['mju:tʃuəlɪ] **beneficial** — взаимовыгодный: e.g. The leaders of the countries discussed mutually beneficial cooperation.

Expressions

- to take sth for granted** — принимать что-то как должное
- to take sth into account** — принимать что-то во внимание
- an integral part (of)** — составная часть
- there is nothing wrong with ... but...** — нет ничего плохого в ..., но/однако ...
- to be out of business / work** — быть вне бизнеса / быть без работы

by means of — путем, при помощи / **by all means** — непременно, обязательно;
by no means — никоим образом, ни в коем случае
to the point (that)... — до такой степени, что...; **on the point of (sth/doing sth)** —
 на грани (чего-то)
up and down — 1. вверх-вниз; 2. взад-вперед

Prepositions

dependence on — зависимость от
to be based on — основываться на, базироваться на
to warn sb of/about//against sth — предупредить кого-то о чем-то/ предостеречь:
 e.g. Scientists warned of the threat to beaches and rivers from pollution. Travel
 agents are not warning tourists about the dangers of crime in holiday resorts. Recent
 studies warn against drinking too much caffeine.

Special difficulties

to reach — to achieve
 body-words

to refuse — to give up — to deny
 to know — to learn — to find out — to recognize

COMPREHENSION EXERCISES

26. Paraphrase, explain or translate:

- paraphrase: Neon lights ... *illuminated* Paris avenues, *elevators* took people up and down buildings.
- translate: Concerts were performed in *10,000-seat auditoriums* by single artists using *electric amplifiers*.
- translate: They were set into motion by an invisible force of 20 or 30 horses *by means of a motor run by gas combustion*.
- comment: Verne's heroes, though, no longer stood in admiration of these marvels. They quietly took advantage of them.
- explain: "One could feel the devil of money pushing them forward non-stop and without mercy."
- paraphrase: *For all the technical wonders* ... his Paris of the future is a gloomy place.
- explain: Pollution is as thick as the London fog used to be, the countryside has disappeared, traffic jams clog the streets, tall buildings spoil the Parisian sky and offices are protected by security alarms.
- translate: The writer's great gift was ... in *following scientific advances through to a logical conclusion*.

9. translate: Millions of people *have benefited from the advance of science and technology.*
10. translate: Nuclear plants have given electric power to thousands of cities.
11. paraphrase: ... some can even *record information onto* the card.
12. explain: Computers and information systems have enhanced our lifestyles to the point that most of us take them for granted.
13. paraphrase: ... we must recognize that *society has made a very real commitment to computers.*
14. paraphrase: ... today's automobile assembly line is as computer dependent as it is people dependent.
15. paraphrase: Turn off the computer system for several days, and *many companies would cease to exist.*
16. translate: *The inventory for most hospital blood banks* is kept in a computer.
17. paraphrase: Concern over the effects of automation began two hundred years ago...
18. explain: Traditional jobs will change or be lost forever, but new and ... *more challenging jobs will appear* to replace them.
19. paraphrase: Only through understanding can we control the misuse of computer technology.
20. comment: Now that we have ... surpassed most of Jules Verne's inventions, it is time to take into account the troubling consequences technological progress may bring for human beings.

 **Answer the teacher's questions.**

HOME ACTIVITIES (2)

 **a) Open the brackets using the correct forms of the verbs.** 

We _____ (1 – conquer/not yet) space. We _____ (2 – launch) numerous satellites and _____ (3 – sent) people to spend restricted lives orbiting the Earth. All these _____ (4 – be) marvelous technical and human achievements, but none of them _____ (5 – involve) living independently in space. It is only in fiction, and in space movies, that people _____ (6 – can/to spend) long periods living more or less normally deep in space. The astronauts need food and even oxygen, which _____ (7 – have to/send up) from Earth. But in a couple of decades this _____ (8 – can/be) changed. There _____ (9 – can/be) settlements in space that _____ (10 – can/house) adventurers leading more or less normal lives. The idea _____ (11 – base) on plans produced by engineers and scientists. Every space trip _____ (12 – show) that the human body _____ (13 – need) gravity if it _____ (14 – be to/survive), and gravity also _____ (15 – make) normal activities possible. With gravity, life in space

_____ (16 — can/base) on our experience on Earth. The need for gravity is one of the reasons for building a space colony rather than _____ (17 — send) settlers to an existing location such as the Moon.

b) Write 5 questions to the text.

c) Get ready to discuss the problem in class.

29. Translate into English.

1. Джеймс, неужели ты и вправду не знаешь о *таинственном* предмете, который недавно видели над городом? Это, должно быть, космический корабль *пришельцев*! Все говорят об этих новостях уже целую неделю. Тебе *неприменно* надо почитать последние газеты. — *Что касается меня*, я в это не верю. К тому же я не любитель *научной фантастики*. — Но это же не *фантастика*, а факт, *основанный на показани-*ях десятков людей! — Журналисты никогда не упускают возможность написать о чем-нибудь сенсационном. А я *признаю* только научно обоснованные факты.

2. Хотя Лили очень *ответственная* студентка, она не смогла сдать последний экзамен, потому что заболела. Она сказала, что сможет сдать экзамен, как только преподаватель вернется из отпуска.

3. Чарльз должен был стать юристом. Это было решено еще до его рождения и *считалось само собой разумеющимся*. Но когда он закончил Оксфорд, он сказал, что никогда не сможет заниматься юридической практикой, потому что любит *приключения* и его единственное желание — путешествовать и писать книги. Это было страшным ударом для его родителей, но им пришлось сдаться. Они надеялись, что, сын, может быть, откажется от своей странной идеи. Мать была *на грани* нервного срыва (a nervous breakdown). Она боялась, что ее сын окажется *без работы* и без денег. Отец несколько дней нервно ходил взад-вперед по кабинету и наконец заявил, что если сын *упустит возможность* сделать карьеру в Сити, он *откажется* содержать его. Но Чарльз объяснил родителям, что им не следует беспокоиться, потому что он совершенно самостоятельный человек и в состоянии содержать себя сам.

30. Get ready to retell Text 1.



Step II

CLASSROOM ACTIVITIES (3)

31. Discuss the problems raised in exercise 28.

32. a) Read the words and word combinations in the box below; translate them into Russian.

satellite	(un)manned spaceship
sputnik	to orbit the Earth
to launch	in orbit

b) Answer the teacher's questions.

GRAMMAR EXERCISES

Modal Verbs

should	do have done
--------	-----------------

33. Give advice, criticize a past action.

Model 1: T – He drives very fast.

St – He shouldn't drive so fast. (He should drive slower.)

Model 2: T – She didn't follow the doctor's advice. She's badly ill now.

St – She should have followed the doctor's advice.

34. Develop the situation.

Model 1: T – It may start raining. (to take an umbrella)

St – It may start raining. You should take an umbrella.

Model 2: T – I didn't know it would rain. (to take an umbrella.)

St – I didn't know it would rain. I should have taken an umbrella.

1 – to take; 2 – to remind; 3 – to take a taxi; 4 – to go by underground; 5 – not to go out;
6 – to take pictures; 7 – to hang pictures; 8 – to change / long ago.

35 Express doubt, disbelief and develop the situation as in the model:

Model: T – I cannot recognize this man.

St – Can't you recognize your former classmate? You should look closer at him. It's George!

36 Translate into English.

VOCABULARY EXERCISES

37 Answer the teacher's questions. (*advantage, advance, to benefit*)

38 Complete the sentences (*advantage, to recognize, benefit, evidence, opportunity*).

39 Ask and answer as in the model:

Model: St-1 – What is the most interesting subject in the first year?

St-2 – *As far as I am concerned*, I think it's World Literature.

the best place for a holiday

the most exciting film sb has seen

the most interesting TV show

the most interesting book sb has read

the best book for bedtime reading

the most beautiful place in the world

HOME ACTIVITIES (3)

40 This letter appeared in an English magazine a short time ago. Read the letter and write an answer criticizing the parent's past actions and giving advice. 

I have recently become very worried about my 16-year-old son, Nick. Although he was never brilliant at school, he always used to get reasonably good marks. But now his work has become so bad that his teachers say he is just wasting his time out. He used to be such a good swimmer that he won several prizes. But now he has given up training. And instead of the neat clothes he used to wear, all he ever puts on is the same pair of shabby old jeans and a dirty sweatshirt.

But that isn't all – last Sunday, I got up earlier than usual. Nick was in the kitchen. The radio was on so loud that he didn't hear me come in behind him. My handbag was on the table. I often leave it there so that I won't forget it when I go out. We had a terrible row. Finally, he broke down and confessed everything. He has been going every day to a

big amusement arcade near his school and playing electronic games with names like Space Warriors and Alien Invaders. I had always thought they were harmless. But now I realize that he's so hooked on them, he'll even steal from his own mother in order to pay for the habit.

He has promised he won't go there again, but I think he's too addicted to stop. Even if he wanted to, he couldn't — and he doesn't. What can I do to help him?

25. Translate into English.

1. Правительство не должно было позволять строить *атомную электростанцию* в этом районе. Он слишком плотно заселен.
2. Если вы хотите узнать, где был произведен товар (продукт), вам следует попросить продавца *считать штрих-код*.
3. Многие ученые *признают*, что общество должно контролировать *научные достижения* и использовать их *на благо* человечества (mankind).
4. Неужели он может *воспользоваться* отсутствием родителей и взять машину из гаража?
5. Не может быть, чтобы он был так *озабочен* вашими проблемами. Вам не следует *воспринимать как должное* его внимание к вашей работе.
6. Администрации завода следовало воспользоваться возможностью заменить старый конвейер, когда крупная фирма предложила *взаимовыгодное сотрудничество*.
7. Вам следовало *принять во внимание*, что все его *достижения основаны на упорной работе*. Не надо было говорить, что он *воспользовался* положением своего отца в компании.

CLASSROOM ACTIVITIES (4)

GRAMMAR EXERCISES

Modal Verbs

needn't	do have done
---------	-----------------

42. Paraphrase using the modal verb need.

Compare:

1. *We needn't have taken* so much luggage on our holiday. (But we did.) — Нам не стоило брать (мы напрасно взяли) так много вещей в отпуск.
2. *We didn't have to take* much luggage on our trip. (And we didn't.) — Нам не нужно было (не пришлось) брать много вещей в поездку.

43. Paraphrase using *needn't* or *have to do* (negative) with verbs in the proper form.

1. It wasn't necessary for him to write to his mother because she had phoned him.
2. There is no need for you to water the plants this morning.
3. It wasn't necessary for Arthur to take the train because his brother offered to give him a lift.
4. She came early last night, which wasn't necessary because the party didn't start till ten.
5. Tim went on a two-day trip. He took more clothes than necessary.
6. He decided not to take his passport because it wasn't necessary.
7. It isn't necessary for the British to have a visa to visit Australia.
8. There was no necessity to tell him the story. It was no concern of his.

44. Ask and answer as in the model using the suggested words and expressions. Pay attention to the word order.

Model: where/to be/nearest bus-stop? over there/in front of the shop

St-1 — I wonder where the nearest bus-stop is.

St-2 — It *must be* over there, in front of the shop.

where / the library / to be	to be under reconstruction
why / this plant / to be out of business	to be busy at the conference
how / we / <i>modal verb</i> / get to the center	next to the Space Research Institute
who / this villa / to belong to	<i>modal equiv.</i> / by the underground
how far / the airport / to be	a millionaire
why / Dennis / to be absent	10 kilometres away from here

Word-building

45. a) Make new words using the prefix *re-*; translate them into Russian:

to read	to place
to build	to construct
to tell	to write
to decorate	to turn
to form	to set

b) Paraphrase as in the model using the verbs from the box.

Model: T — The student was told to write the exercise again.

St — The student was told to rewrite the exercise.

46. Translate into Russian. Pay attention to conversion.

1. Civilization greatly *advanced* in the 20th century.
2. Nothing could stop the *advance* of our soldiers.
3. The country's *industrial advance* has been remarkable.
4. The money is to

be used for the *benefit* of the poor. 5. The sea air *will benefit* you. 6. *We can house* you and your friends if the hotels are full. 7. How many satellites are there *in orbit* now? 8. The first manned spaceship *orbited* the Earth only once but that flight made history. 9. Our museums are full of *records* of past history. 10. Two *records* fell during the sports meeting at Oslo last week. 11. The gramophone *recorded* his voice and the camera *recorded* his features. 12. It's a *wonder* that you didn't lose your way in the dark. 13. I *don't wonder* at her refusing to marry him. 14. No *wonder* you were late. The streets were clogged with traffic. 15. The young woman showed a great *concern* for her invalid aunt. 16. Margaret *was concerned* about her child's health.

VOCABULARY EXERCISES

47. Complete the sentences:

48. Paraphrase using expressions from the Vocabulary list.

1. When Frank *was unemployed* he used to spend whole days walking up and down the streets of Bronx. 2. Work in the university library is *an important part* of a student's working day. 3. *There is nothing bad about* playing electronic games, *but* you shouldn't play them for hours on end. 4. When discussing the new project you should *consider* both its advantages and disadvantages. 5. Jane *took the chance* to travel to the Himalayas and thoroughly enjoyed the journey. 6. Who is *in charge of* the preparation for the conference? 7. Diana *was ready to cry* — she was so disappointed with the results of the experiment. 8. You should finish the work in time *no matter how hard it is*. 9. Science fiction writers predict that at the end of the 21st century people will travel *with the help of* telepathy. 10. Children should *in no way* be allowed to see such films. 11. Additional knowledge of computers can *increase* their chances of employment.

49. Answer the teacher's questions. (*adventure, fiction*)

HOME ACTIVITIES (4)

50. Open the brackets using *needn't* or *not/have to* with verbs in the proper forms. 📖

1. The house has just been redecorated so we _____ (to do anything) before we moved in. 2. You _____ (to wash) the apples. They have already been washed. 3. Ronald was slightly injured in the accident but he _____ (to be taken to hospital). 4. Why is Mr. Ferguson still working? He _____ (to do) it. He has reached retiring age. 5. You _____ (to report) the accident to the police. A passer-by had al-

ready done it. 6. Henry lives a few blocks from his office and usually walks there. He _____ (to drive) to work. 7. The students _____ (to attend) classes in summer when they are on holiday. 8. Gwen stayed at work after office hours yesterday. In fact, _____ (to attend) the meeting because she wasn't working on the project that was going to be discussed. 9. When Linda needed money she sold her car. A few days later she won some money in a lottery. So she _____ (to sell) her car! 10. Fred has got a beard, he _____ (to shave) every day.

51. Translate into English.

1. Ты можешь не идти на пляж, если не хочешь. *Интересно*, где еще можно провести день в такую жару? 2. Джон напрасно взял зонт. Весь день светило солнце. Погода, *очевидно*, изменилась к лучшему. 3. Мартин знает, что неправ, но не может в этом *сознаться*. — Ему бы лучше перестать спорить со всеми. Его аргументы очень слабы. 4. Последние события в этом регионе *вызывают беспокойство*. Они могут привести к военным действиям. 5. *Интересно*, почему Виктор не понимает, какие могут быть *последствия* его действий. Это ведь *очевидно*, не так ли? Ему следует быть более *ответственным*. 6. Молодой ученый *был на грани того*, чтобы прекратить научный эксперимент из-за нехватки денег, когда ему сообщили, что он выиграл грант в 10 тысяч долларов.

52. a) Complete the sentences with the words and expressions from the box.

Learn the new words from the box. 

reach	science fiction	research	infertility
cell	eugenics [ju:'dʒeniks]	recover	conducted
vary	consequences	cloning	contribute
faced	technologies	infertility	access
cloned			

New technologies have created a new set of cultural events and their (1) _____ with which human cultures must come to terms. Cloning human beings is an idea that has always been thought of as something that could be found only in (2) _____ novels. On June 5 1996 the first (3) _____ sheep was born at the Roslin Institute in Edinburgh.

Moral issues often (4) _____ far beyond laboratory science. Millions of people in the world have (5) _____ to modern technologies. Human civilization is now (6) _____ with the necessity to come to terms with the (7) _____ of new scientific and technological developments.

Reasons why people want human (8) _____ may be different. A recent US survey (9) _____ by CNN found that 6% of Americans think human

cloning could be quite a good idea. These reasons may (10) _____ widely. Here are a few:

- (11) _____ someone who was loved – a twin, a reminder.
- (12) _____ – why not use a cell of your own to give birth to your own twin?
- (13) _____ – an attempt to improve the human race.
- Spare parts – using a (14) _____ from your own body to duplicate yourself.
- Assisting medical (15) _____.
- Just curiosity.

Now, with new (16) _____ almost at our fingertips, we must ask ourselves two very important questions: can we do this, and should we?

A *Time* magazine poll reported that 74% of those asked believe it is against God's will to clone human beings. But others argue in favour of continuing human cloning research.

Human cloning as well as research in genetics can greatly _____ (17) to treatment of genetically related diseases. At the same time, many religions believe in the existence of a human soul. They teach that human life is unique and special and should be created and controlled only by God. Humans must define a status and role for any new technology.

b) Write 5 questions to the text.

c) Get ready to discuss the text in class.

53 Listen to the text *The Veldt*. Read it after the speaker and get ready to answer the questions (exercise 59).



Step III

CLASSROOM ACTIVITIES (5)

54. Write a translation dictation.

55. Discuss the problems raised in exercise 52.

GRAMMAR EXERCISES

Modal Verbs

shall – will

56. Develop the situation as in the model:

Model: – I cannot do anything with the lock. (to open)
– I cannot do anything with the lock. It won't open.

1. to start; 2. to show Channel 5; 3. to print in colour; 4. to read the bar-code; 5. to load the new programme; 6. to listen; 7. to grow; 8. to learn to swim.

57. Ask and answer as in the model offering to do something for someone.

Model: St-1 – I'm hungry.
St-2 – Shall I give you a sandwich?
St-1 – Yes, please. / Thanks. / That's very kind of you.

to be tired
to have a headache
to feel cold
to be thirsty
to have a heavy bag

to give a cup of tea
to help sb finish the work
to help sb carry the bag
to give sb a warm jacket
to give sb a pill

58. Develop the situation expressing polite requests.

- Model:** – It's too cold in here. (to close the window)
 – It's too cold in here. Will you close the window, please?

1. to lend; 2. to come to one's office tomorrow; 3. to say it again; 4. to turn off the TV-set;
 5. to think it over; 6. to translate sth into English/Russian; 7. to speak up.

TEXT 2. The Veldt.**Cross-cultural Notes:**

1. **Ray Bradbury** – Рэй Брэдбери (р. 1920), американский писатель, автор фантастической прозы, сочетающей научную фантастику, сказку, социально-психологические исследования; романов “Марсианские хроники” (*The Martian Chronicles*), “451° по Фаренгейту” (*Fahrenheit 451?*) о трагичности отставания нравственного “взроslения” человечества от научно-технического прогресса.
2. **the veldt** [velt] – вельдт, южноафриканская дикая степь
3. **Peter and Wendy** – дети названы в честь героев пьесы “Питер Пэн” Джеймса Барри (James Barrie), вышедшей в 1904 году. Питер Пэн – мальчик, который не хотел становиться взрослым; он увел с собой девочку Венди и ее братьев в сказочный мир Страны Никогда-Никогда (Never-Never Land). В 1912 г. в центре Лондона, в Кенсингтонском парке (Kensington Gardens), был установлен памятник Питеру Пэну.

Phonetic Notes:

psychologist [saɪ'kɒlədʒɪst]	crystal ['krɪstəl]
wallet ['wɒlɪt]	comb [kəʊm]
roar [rɔ:]	roaring ['rɔ:riŋ]
hysterics [hɪs'terɪks]	familiar [fə'mɪljə]

* * *

**The Veldt***After Ray Bradbury*

“George, could you look at the nursery or call a psychologist in to look at it. It's different now than it was.”

"All right, let's have a look."

They walked down the hall of their Happy-life Home, which clothed and fed them and played and sang to them. The nursery had cost half as much as the rest of the house. "But nothing's too good for our children," George had said.

The nursery was silent. Now, as George and Lydia Hadley stood in the center of the room, an African veldt appeared on all sides. The smell of lion grass, of the hidden water hole, the smell of animals. And then the sounds.

"This is a little too real. But I don't see anything wrong," George said.

"Wait a moment," said his wife. "There are the lions, they've just been eating. Did you hear that scream about a minute ago?"

"Sorry, no."

And again George Hadley was filled with admiration for the mechanical genius who had invented this room. What fun for everyone, not only your own son and daughter, but for yourself when you felt like a quick change of scenery.

The lions were now running at them. Lydia screamed and ran. George ran after her. Outside, in the hall, he was laughing and she was crying.

"Did you see? Did you feel? It's too real."

"Lydia! My poor sweet Lydia! Remember crystal walls, that's all they are."

"You've got to tell Wendy and Peter not to read any more on Africa. And lock the nursery for a few days."

"You know how difficult Peter is about that. And Wendy too. They *live* for the nursery;"

"I don't know," she said. "Maybe I don't have enough to do. Why don't we shut the whole house off for a few days and take a vacation?"

"You mean you want to fry my eggs for me and sweep the house?"

"Yes." She nodded. "I feel like I don't belong here. The house is wife and mother now and nursemaid. Can I compete with an African veldt? I can not. And it isn't just me. You're beginning to feel unnecessary too. You smoke a little more every morning and drink a little more every afternoon."

At dinner they ate alone for Wendy and Peter had televised home to say they'd be late. So George Hadley sat watching the dining-room table produce warm dishes of food. As for the nursery, thought George, it was evident that the children had been spending a little too much time on Africa. The children thought lions, and there were lions. Sun — sun. Death and death. George rose from the dinner-table and went to the nursery. He unlocked the nursery door and stepped into Africa. He knew the principle of the room exactly. Whatever you thought would appear. "Let's have Aladdin and his lamp," he said. The veldtland remained; the lions remained.

He went back to dinner. "The room's out of order," he said. "It won't respond."

"Or it *can't* respond," said Lydia, "because the children have thought about Africa and lions and killing so many days, or Peter's set it to remain that way."

* * *

Wendy and Peter were coming in the front door. "Come tell us about the nursery. All about Africa and everything," said George Hadley.

"There's no Africa in the nursery," said Peter simply. "Wendy, run see and come tell." She obeyed. "I'm sure you're mistaken, Father."

"I'm not, Peter. Come along now."

They all walked down the hall together and opened the nursery door. There was a green forest, a river and a mountain, all lovely and mysterious. The African veldtland was gone. "Go to bed," George said to the children. Then he walked through the nursery and picked up something that lay in the corner near where the lions had been. "An old wallet of mine," he said. The wallet smelled of hot grass and lions. "I think I'll have David McClean come tomorrow morning to have a look at Africa." He closed the nursery door and locked it.

In the middle of the night they heard the screams and then a roar of lions.

"Wendy and Peter aren't in their rooms. They've broken into the nursery," said Lydia. "Those screams — they sound familiar." They went down to the nursery.

"Father?" said Peter. "You aren't going to lock up the nursery for good, are you?"

"We're thinking of turning the whole house off for about a month. It would be fun for a change, don't you think?"

"That sounds dreadful! Shall I have to brush my own teeth and comb my hair and give myself a bath? I don't want to do anything but look and listen and smell; what else is there to do?"

* * *

"Am I on time?" said David McClean. "What's the trouble?"

"I locked the nursery up," explained George Hadley, "and the children broke back into it during the night. I let them stay so they could form the patterns for you to see."

They walked into the nursery. "Run outside a moment, children," said George Hadley. "No, don't change the mental combination. Leave the walls as they are." David McClean turned to study all four walls.

"How long has this been going on?"

"A little over a month."

"My advice to you is to have the whole room torn down and your children brought to me every day during the next year for treatment. You've let this room and this house replace you and your wife in your children's affections. This room is their mother and father, far more important in their lives than their real parents. And now you come along and want to shut it off. No wonder there's hatred here. Nevertheless, turn everything off. It'll take time, but we'll make good children out of bad in a year."

* * *

The two children were in hysterics. "George," said Lydia Hadley, "turn on the nursery, just for a few moments. You can't be so cruel."

"No." And he marched about the house turning off the voice clocks, the stoves, the heaters, and every other machine he could put his hand to. The house was full of dead bodies, it seemed. So silent.

"Don't let them do it!" wailed Peter at the ceiling. "Don't let Father kill everything." He turned to his father. "Oh, I hate you!" Wendy was still crying and Peter joined her again. "Just another moment of nursery," they wailed.

"All right — all right, one minute. And then we're going on a vacation. David McClean is coming back in half an hour to help us get to the airport. I'm going to dress. You turn the nursery on for a minute, Lydia, just a minute, mind you.

He set about dressing himself. A minute later Lydia appeared. "I'll be glad when we get away," she sighed. Just then they heard the children calling, "Daddy, Mommy, come quick!" They ran to the nursery. The veldtland was empty, the lions were waiting, looking at them. The children were nowhere in sight. "Peter, Wendy?" The door slammed. "Open the door!" cried George Hadley. "Why, they've locked it from the outside! Peter!" he beat at the door. "Open up!"

He heard Peter's voice outside, against the door. "Don't let them switch off the nursery and the house," he was saying.

Mr and Mrs George Hadley beat at the door. And then they heard the sounds. The lions on three sides of them. Mr and Mrs Hadley screamed. And suddenly they realized why those other screams had sounded familiar.

• • •

"Well, here I am," said David McClean in the nursery doorway. He stared at the two children who were eating a little picnic lunch. Beyond them was the yellow veldtland. "Where are your father and mother?"

The children looked up and smiled. "Oh, they'll be here directly."

At a distance McClean saw the lions feeding under the trees. He looked at the lions with his hand up to his eyes. They moved to the water hole to drink.

"A cup of tea?" asked Wendy in the silence

ACTIVE VOCABULARY 2

1. **to respond** [rɪs'pɒnd] — 1. отвечать, делать что-то в ответ: e.g. When Tom insulted Mr. Green, he responded with laughter. / **response** [rɪs'pɒns] — 1. ответ: e.g. He made no response. 2. реакция, реагирование; отклик: e.g. Her response was to leave the room and slam the door.
2. **to obey** [ə'beɪ] — подчиняться, повиноваться (*ant.* **to disobey**): e.g. You can teach most dogs to obey simple commands. / **obedient** [ə'bi:djənt] — послушный, покорный: e.g. The children stood in a little group, disciplined and obedient. (*ant.* **disobedient**) / **obedience** [ə'bi:djəns] — покорность, послушание, повиновение (*ant.* **disobedience**): e.g. The General demanded absolute obedience from his men.

3. **pattern** — 1. образец, пример: e.g. Do the exercise as in the pattern. 2. рисунок, узор: e.g. Do you have any wallpaper with the same pattern but a different colour? / **to pattern** — делать по образцу, копировать: e.g. Modern housing developments patterned on 19th-century villages.
4. **to treat** — 1. обращаться, обходиться с кем-то: e.g. Don't treat me as a child. 2. лечить: e.g. Which doctor is treating you (for your illness)? / **treatment** — 1. обращение, обхождение: e.g. It was discovered that one group got preferential treatment. 2. лечение: e.g. The doctor is sure that the new treatment will do you good.
5. **affection** [ə'fekʃən] — привязанность, любовь, расположение: e.g. She has difficulty showing affection. He obviously has a great affection for Italy and its people. / **affectionate** [ə'fekʃənɪt] — любящий, нежный, ласковый: e.g. My best friend is thoughtful and affectionate. / **Yours affectionately** — любящий Вас (в конце письма перед подписью)
6. **mind** [maɪnd] — ум, разум: e.g. Her mind is filled with dreams of becoming a great actress. / **to cross one's mind** — прийти в голову: e.g. It crossed my mind that maybe Alan was right. / **to get sth out of one's mind** — выбросить что-то из головы: e.g. He had to push these worries out of his mind. / **to make up one's mind** — решиться, принять решение: e.g. He made up his mind to be a doctor. / **to mind** — 1. (в вопросительных или отрицательных предложениях, в утвердительном ответе) возражать, иметь (что-либо) против: e.g. Do you mind if I open the window? — Do you mind my opening the window? — Вы (не) возражаете, если я открою окно? — No, I don't mind (it). — Нет, я не возражаю; Yes, I mind it (very much). — Нет, я решительно возражаю. [NOTE: Would you mind opening the window? — Не будете ли вы так любезны открыть окно?] / 2. обращать внимание, считаться: e.g. Don't mind me. — Не обращай на меня внимания. / **Never mind!** — не волнуйся, не обращай внимания, не беда! / **Mind your own business.** — Не вмешивайся в чужие дела.
7. **beyond** [bi'jɒnd] — (предлог, указывающий на) 1. нахождение за, по ту сторону за: e.g. The house is beyond the river. — Дом находится за рекой; 2. выход за пределы, рамки, границы чего-либо выше, сверх, вне: e.g. It is beyond my powers — это мне не по силам / **This is beyond my understanding.** (разг. this is beyond me) — Это выше моего понимания.

Expression

Come along! — Идем! Пойдем!

COMPREHENSION EXERCISES

59. Answer the questions.

1. What kind of a house did the Hadleys live in? What did the house do for them? Why was the nursery half as expensive as the rest of the house? What could the nursery do? What principle did it work on? Why did the parents admire the invention as much as the children? 2. What made Lydia think that there was something wrong with the nursery? Why did she suggest that they should call a psychologist? 3. What did the Hadleys see when they entered the nursery? What set Lydia's nerves on edge? 4. Why did Lydia suggest they should lock the nursery for a few days? Why did George think there would be difficulties with the children if they locked the nursery? 5. Why did Lydia suggest they should shut off the whole house for some time? How was the house affecting them? 6. What made George go to the nursery again? What did he try to do? Why wouldn't the nursery respond to his command? 7. What did the parents see in the nursery when they went there together with the children? Why were there no lions any longer? What did he find in the nursery? What made him decide to call a psychologist? 8. What happened in the middle of the night? How did the children take the idea of turning the whole house off for about a month? Why did George leave the nursery unlocked? 9. How did David MacClean explain what the trouble with the children was? What way out did he suggest? 10. What did the house feel like when everything was turned off? Why did the parents decide to turn on the nursery for a while? 11. How did the children realize their horrible dream? Why had the screams sounded familiar to George and Lydia? 12. How do you understand the end of the story? What is the author's message?

60. Give the Russian for:

mechanical genius; scream; I don't belong here; to read on Africa; stepped into Africa; a roar of lions; to break into the nursery; to sound familiar; for a change; to change the mental combination; voice clock; they were nowhere in sight; beyond them was...

61. Give the English for: 

кормить(ся); чувствовать себя ненужным/лишним; настраивать что-либо (прибор, часы); вельдт исчез; поднять что-либо с пола; бумажник; пахнуть чем-либо; навсегда; лечение (курс лечения); привязанности; вопить, выть; иметь в виду; вздыхать; запереть снаружи; колотить в дверь; пристально смотреть.

VOCABULARY EXERCISES

62. Ask and answer as in the model:

Model: St-1 – I'm going away for two days. *Do you mind feeding* my cat?

↗ – I don't mind it at all (I don't mind it a bit.) Your cat is lovely.

St-2

↘ – Yes, I do. You remember your cat scratched (оцарапал) me last week.

1. I'm down with flu and cannot go out. / to take one's books to the library 2. I'm very busy with a visitor from Spain. /to answer the telephone calls 3. I'll be attending an conference next week. / to finish one's lab experiments 4. Nelly is to go to hospital tomorrow. / to do her work for a week 5. Something has gone wrong with my computer. / to have a look at it 6. You said you were going to the center. / to give sb a lift.

63. Translate into English. (*mind*)

64. Answer the teacher's questions. (*to obey, to pattern, affection, to respond*)

65. Translate into Russian.

1. Tom is *far beyond his brother* in maths. 2. He could not be heard *beyond the second row*. 3. Margaret's work is *beyond all praise*. 4. Don't stay out *beyond nine o'clock*. 5. It is *beyond my powers* to make Jerry take your advice. 6. The road to town is *beyond the field*. 7. The price was *beyond what I could pay*. 8. Kevin said nothing *beyond what we already knew*. 9. It is *beyond belief* that Harry was able to pass the exam. 10. If you live *beyond your income* you will finally get into trouble.

HOME ACTIVITIES (5)

66. Get ready to retell Text 2.

67. a). Open the brackets using the correct forms of the verbs.

villain ['vɪlən] – злодей, негодяй

three-dimensional [d(a)'mentʃənəl] – трехмерный

Walt Disney Productions, the creator of cartoons, _____ (1 – to step) into the world of computers. One of their latest films _____ (2 – to call) *Tron*, is a sci fi (science fiction) adventure story in which people _____ (3 – to trap) inside a computer system. The villain _____ (4 – to happen) to be the mas-

ter control program (MCP) of the computer system ENCOM. The hero is Flynn, a young computer genius who _____ (5 – to invent) video game programs, which _____ (6 – to steal) by MPC. In the end Flynn _____ (7 – modal/to overcome) MCP but not before playing for his life in an exciting electronic motorcycle chase.

Tron is a film of many levels: it _____ (8 – to reflect) adult fears of a world, which _____ (9 – to run) by computers, the current fascination with video technology and special effects, and to the children it presents a brand new mythology with heroes and villains in a world where life is a game which _____ (10 – modal/ to play) by a flick of a switch or the touch of a button. The plot _____ (11 – modal/to be) predictable but *Tron* is the first film to use so many computer-made graphics. Characters are set in landscapes created by computers that _____ (12 – modal/not/to exist) in the real world.

Computer graphics _____ (13 – to use) in aerospace and scientific research since the 1960s. When we feed into the computer a three-view plan of an object, the computer _____ (14 – modal/to transform) it into a three-dimensional (3D) object on a screen. Frame by frame movement _____ (15 – modal/to design). Each frame _____ (16 – modal/to give) colour and texture. The special effects thus created are very _____ (17 – to excite) to watch.

b) Write 5 questions to the text.

c) Get ready to discuss the text in class.

68. Translate into English.

1. В Калининграде недавно открылся медицинский центр для *лечения* нехимических (non-chemical) *зависимостей*. Многие даже не знают, что у человека может развиваться *зависимость от* чего угодно: от азартных игр (gambling), от еды, от другого человека... Но основная проблема нашего времени – болезненная привязанность к компьютеру (computer addiction). Большинство людей не могут представить, что это болезнь. *В первую очередь* друзьям и родственникам следует обратить внимание на изменения в поведении человека. Больной (patient) *может стать* агрессивным, проявлять *ненависть* к близким, если они пытаются вернуть его из виртуального мира.
2. Как и наркоманы (drug addicts), больные с компьютерной зависимостью *поначалу* не обязательно агрессивны. Один из первых пациентов медицинского центра, курсант (cadet) мореходной академии (Navigation Academy), каждое утро говорил, что идет учиться. Он казался таким же *любящим* и *послушным* сыном, каким был всегда. На самом деле каждый день вместо академии он ходил в интернет-кафе, где ра-

ботал его приятель, и *погружался* во “всемирную паутину”. Сначала родители не могли в это поверить: “Не может быть, что наш сын нас обманывает!” А он и не хотел обманывать, он просто был не в состоянии жить без Интернета, потому что оказался больным человеком. Интернет *заменял* ему всё и всех: *привязанность*, дружбу, учебу. Он стал безразличен ко всему, что *выходило за рамки* Интернета.

3. Подростки, страдающие компьютерной зависимостью, не могут осознать опасность тех процессов, которые происходят с ними. Врачи и психологи активно разрабатывают методы *лечения* подростков *от* компьютерной зависимости.

CLASSROOM ACTIVITIES (6)

69. Discuss the problems raised in exercise 67.

70. Translate into Russian.

1. In the basketball team, the smaller players are *at a disadvantage*.
2. The new project should be particularly *advantageous* [ædvən'teɪdʒəs] to small companies.
3. Good secretarial skills should *enhance your chances* of getting a job.
4. Their ideas are quite *alien to* our way of thinking.
5. *Computer-enhanced learning technique* is being widely used at Orebro University in Sweden.
6. Professor Higgins was *a recognized authority* in teaching phonetics.
7. The safety procedures had been ignored, with *disastrous consequences*.
8. You made the wrong decision, and now you must *take the consequences*.
9. The environmental *consequences* of the oil leak (утечка, течь) were horrific.
10. When Jim was offered a job with the BBC he *jumped at the opportunity*.
11. Where money is *concerned*, I always try to be very careful.
12. We aim to educate our students to be useful and *responsible* members of *society*.
13. All the government's efforts *to conquer* inflation failed.
14. Sarah prefers *light fiction* to all those serious novels.
15. As they become more mobile, children become increasingly *adventurous*.
16. Let's give this new plan the benefit of the doubt.
17. There has been considerable debate on whether or not jogging is actually beneficial.
18. All the time she was talking to me I had a funny feeling *at the back of my mind* that I had met her before.
19. The cloth has *a pattern* of red and blue stripes.
20. The success of the course *set a pattern* for the training of new employees.
21. The disease failed *to respond to treatment*.
22. There is *a screaming new comedy* on at the local cinema.
23. I am not really *familiar with* taxation laws here.

71. a) Skim through the text and answer the questions which follow.

fossil fuel ['fuəl] — углеродосодержащее топливо


solar ['soulə] — солнечный

windmill — ветряная мельница

the Aswan [æsu'æn] Dam — Асуанская плотина

damage ['dæmɪdʒ] — причинять вред

geothermal [dʒiəu'θɜ:məl] — геотермальный

 (1.5 min.)

Alternative Energy

Besides fossil fuels, the natural world contains many sources of energy. The problem is how to convert this energy into the type of energy we need most, today – electricity.

Wind power has been used for hundreds of years in the form of the old-fashioned windmill. The modern aerogenerator, which converts wind energy into electrical energy, is relatively cheap and does no damage to the environment, but wind power cannot be used in places where there is not much wind!

Water energy is plentiful. In Norway, which has many suitable mountain rivers, 90 percent of the country's energy comes from hydroelectricity. **Hydro-electric power** is clean and can be environmentally friendly. But wave and hydro-electric power stations can upset the local ecosystem. For example, the Aswan Dam in Egypt caused many unforeseen environmental problems. The land in the Nile Valley became dry and unproductive. People whose families had farmed this land for thousands of years had to leave in search of a more fertile place to live.

Solar power is energy generated from the sun. Watches and calculators, as well as satellites in space, use solar batteries. Solar panels on the roofs of houses can heat water directly for bathing and central heating systems. Solar power is potentially one of the most important sources of energy in the world. A major disadvantage of solar energy is that the amount of energy generated depends on the season, the part of the world and the weather on a particular day.

Geothermal energy is energy from the hot center of the earth. It is already widely used to heat homes and swimming pools in New Zealand, and in a few places it is used to generate electricity.

* * *

1. What sources of energy does the natural world contain?
2. How can wind power be used?
3. How can water energy be used?
4. Where is solar power used?
5. What are the natural sources of geothermal energy?

b) Scan the text for details.

c) Answer the teacher's questions.


DISCUSSION
72. Discuss:

- The advantages of building nuclear plants.
- The dangers of using nuclear energy for different purposes.

DO YOU KNOW THAT

- **Louis Braille** ['lu:i:'breil], a Frenchman, was blind since childhood. In 1824 he developed alphabet patterns of raised dots known as braille, which enabled the blind to read by touch.
- **Rudolf Diesel** ['di:zəl], a German engineer, invented the diesel engine in 1897 thus starting a revolution in automobile making.
- **Samuel Morse** [mɔ:s], an American portrait painter, invented the first electric telegraph and the Morse code.
- **Louis Pasteur** [pæs'tɜ:r], a French chemist and biologist, suggested the idea of vaccination [ˌvæksɪ'neɪʃən] and worked out the method of pasteurization [ˌpæstʃəraɪ'zeɪʃən] (that is, sterilization) of milk.
- The age of the average computer programmer is 12?
- If the car industry had developed at the same rate as the computer over the past few years, a Rolls-Royce would now cost 50p?

HOME ACTIVITIES (6)**73. Translate into English.** 

1. Анну *лечат от* гриппа (flu). Врачи говорят, что она очень *послушная* пациентка. Я надеюсь, что через неделю она сможет выходить на улицу.

2. Я не могу понять (это выше моего понимания), почему Нелли так *относится* к Джорджу. — Неужели ты не понимаешь, что она таким образом пытается проявить свое *расположение* к нему?

3. Я вижу *преимущества* вашего проекта для вас, но какую *выгоду* будет иметь от него наша компания?

1. Anna is being treated for flu. (Anna is taking treatment for flu.) Doctors say she is a very obedient patient. I hope that she will be able to go out in ten days.

2. It's beyond my understanding why Nelly is treating George like this. — Can't you understand that in this way she is trying to show her affection to him?

3. I can see the advantage of your project for you, but how will our company benefit from it?

4. Правительство Великобритании отказалось *признать* результаты выборов в Зимбабве (Zimbabwe).

5. Болезнь и возраст *изменили ее до неузнаваемости*.

6. *Что касается Павла*, он предпочитает читать детективы. — *Нет ничего плохого в детективах*, но для меня загадка, как студент университета может не читать *художественную литературу*. Это ведь *составная часть* высшего образования!

7. Полиция не знает, кто *несет ответственность* за происшествие.

8. Мне рассказать об этом разговоре Марку? — *Ни в коем случае*. Если он принял решение продолжить эксперимент, никто не сможет его остановить.

9. *Мало оснований считать*, что европейские страны смогут широко использовать солнечную энергию в ближайшее время. Этот вопрос требует дальнейшего *исследования*.

10. *Я не возражаю*, если вы останетесь там еще на день, если для вас это *дело большой важности*.

4. The British government refused to recognize the election results in Zimbabwe.

5. Illness and age (have) changed her beyond recognition.

6. As far as Paul is concerned he prefers reading detective stories (novels). — There is nothing wrong with detective stories, but it's a mystery to me how a university student can fail to read fiction. It's an integral part of higher education, isn't it?

7. The police do not know who is responsible for the accident.

8. Shall I tell Mark about this conversation? — By no means. If he has made up his mind to continue the experiment nobody will be able to stop him.

9. There is little evidence that European countries will be able to widely use solar energy in the near future. This problem needs further research.

10. I don't mind if you stay there for another day if it's a matter of great concern to you.



KEYS

Key — 52:

1 — consequences; 2 — science fiction 3 — cloned; 4 — reach; 5 — access; 6 — faced; 7 — consequences; 8 — cloning; 9 — conducted; 10 — vary; 11 — recover; 12 — infertility; 13 — eugenics; 14 — cell; 15 — research; 16 — technologies; 17 — contribute.

Key — 67:

1 — has stepped; 2 — called; 3 — are trapped; 4 — happens; 5 — invented; 6 — have been stolen; 7 — is able to overcome; 8 — reflects; 9 — is run; 10 — is to be played/ can be played; 11 — may be; 12 — can/could not exist; 13 — have been used; 14 — is able to transform / can transform; 15 — can be designed; 16 — has to be given; 17 — exciting.

UNSUPERVISED EXERCISES WITH KEYS

1. to reach — to achieve

to achieve — достигать, добиваться чего-либо [несмотря на трудности]

Expression:

to achieve an aim — добиться цели

to reach — а) достигать (места назначения), добираться; б) простираться, доходить до какого-то места; с) протянуть, вытянуть (особ. руку)

Expressions:

to reach sb. by telephone — связаться с кем-либо по телефону

within reach — в пределах досягаемости

out of reach / beyond reach — вне пределов досягаемости

- A.** 1. I hope we'll ... the house before it starts raining. 2. We started at 7 in the morning, and three hours later ... the top of the mountain. 3. Fluency in speech in a foreign language can be ... by practice. 4. In the near future the Moon will be within man's 5. The young scientist ... splendid results due to hard work. 6. The telegram ... us when we were in the North. 7. The sea was so rough and we were so far out that the shore seemed out of 8. Brighton is within easy ... of London. 9. Whatever he ... in life was the product of his will. 10. He now ... the age of thirty-five. But he ... no fame, no success.
- B.** 1. Ветки дерева достигали крыши дома. 2. Расскажите нам, пожалуйста, как вы достигли таких хороших результатов. 3. Смотри, как ребенок вырос! Он достает мне до плеча. 4. Ты можешь добиться хорошего произношения, если будешь каждый день делать фонетические упражнения. 5. Когда мы добрались до вершины холма, мы вспомнили, что забыли взять карту. 6. Гостиница была удобно расположена: и пляж, и магазины находились в пределах досягаемости. 7. Мы не могли связаться с ним по телефону: он был вне пределов досягаемости. 8. Когда ему было 12 лет, он поставил цель стать известным ученым. Он достиг этой цели через 20 лет.

2. to refuse — to give up — to deny

to refuse — отказывать(ся) [объяснить, что человек не сделает то, что просят, или не примет то, что ему предлагают; сказать "нет".]; e.g. Steve refused to help her. She refused my offer.

to refuse sth (an invitation, a job, money, help, etc.)

to refuse to do sth [Note: — Never say "He refused from..."!]

to give up sth — отказаться от чего-либо, бросить [прекратить делать что-либо, расстаться с чем-либо]; e.g. to give up smoking — бросить курить

Expressions:

to give up hope — расстаться с надеждой, потерять надежду

to give up sth (a person, an idea, a friend, a job, a plan, a belief, work, pleasure, hope, etc.)

to deny — a) отрицать, отвергать; b) отказывать, не давать, не позволять: e.g. *to deny a request* — отказать в просьбе

Expressions:

to deny oneself — отказывать себе во всем

to deny oneself the pleasure of doing something — отказаться от удовольствия сделать что-либо

A. 1. The doctor says I must ... smoking. 2. I hope you won't ... the money. I offer it as a friend. 3. Even when she found the truth about her husband, she did not... him. 4. Don't ... me the pleasure of seeing you home. 5. Are you ready to ... everything that is dear to you? 6. In spite of all the difficulties he did not ... hope. 7. No matter how much we tried to please him, he ... to speak about the matter. 8. Though Jon loved Fleur, he decided ... her after a talk with his mother. 9. Although she was very poor she ... to marry the rich landlord whom she despised. 10. If you ... to listen to reason, you will finally get into trouble.

B. 1. Он отказался от приглашения на вечер, так как еще не закончил работу. 2. Он любил хорошо поесть и хорошо одеться; он ни в чем себе не отказывал. 3. Кэрри не отказалась от денег, которые ей предложили. 4. Ради ребенка она отказывала себе во всем. 5. Лодка была такая тяжелая, что Робинзону Крузо пришлось отказаться от мысли подтащить (to pull) ее к берегу. 6. Я отказалась выходить из дома, потому что шел сильный дождь. 7. Ничто не могло заставить Билла отказаться от привычки есть по ночам. 8. Я не хочу, чтобы из-за меня вы отказывались от поездки. 9. Я не отказываюсь от вашей помощи. 10. Нам пришлось отказаться от мысли снять эту квартиру — арендная плата была слишком высокой.

3. to know — to learn — to find out — to recognize

to know — знать

Expression:

to come to know sb/sth — узнать кого-либо/что-либо [лучше разобраться]

to learn — узнавать (получать информацию)

to find out — разузнать, выяснить

to recognize — узнать (кого-либо)

A. 1. When I met my former classmate I couldn't ... him at one — he had changed so much. 2. Who can ... where she lives? 3. I am sure that when you ... the man, you will

enjoy his company. 4. Where did you ... this thing? 5. We don't ... yet when the conference will be held. 6. Sometimes it is difficult ... a person's voice on the telephone. 7. We have missed the bus! Go and ... when the next bus will come.

- B.** 1. Прежде чем звонить Николаю, надо выяснить номер его телефона. 2. Когда ты узнаешь эту семью лучше, они станут твоими друзьями. 3. От кого ты узнал эти новости? 4. Хотя мы не виделись много лет, я сразу узнал своего однокурсника. 5. Чем больше мы учимся, тем больше мы узнаем. 6. Узнай, есть ли изменения в расписании.

4. body-words

a head — a) голова; b) глава (делегации, организации и т. п.)

to head (a delegation) — возглавлять

Expressions:

from head to foot — с головы до пят

to shake one's head at sth — усомниться в чем-либо; не одобрять

to keep one's head — сохранять спокойствие / присутствие духа

to lose one's head — потерять голову

at the head (of) — во главе (чего-либо)

an eye — глаз

to eye sb/sth — разглядывать кого-либо/что-либо

Expressions:

to have a good eye for colour — хорошо чувствовать цвет

to keep an eye on sb/sth — не спускать глаз с...

an ear — a) ухо; b) музыкальный слух

Expressions:

to have an ear for music — иметь слух

to play by ear — играть по слуху

to be all ears — превратиться в слух; во все уши слушать

a mouth — a) рот; b) устье (реки)

Expression:

to live from hand to mouth — жить впроголодь

a face — a) лицо; b) циферблат (часов)

to face sb/sth — столкнуться с...; быть, находиться лицом к..., быть обращенным в сторону...

Expressions:

face to face — лицом к лицу

to face the music — расплачиваться за что-то / расхлебывать заваренную кашу

a shoulder — плечо; дорожное ограждение

Expressions:

to shoulder one's way through a crowd — проталкиваться через толпу

shoulder to shoulder — плечом к плечу

an elbow — локоть

to elbow — толкаться локтем; проталкиваться, протискиваться

Expression:

to shoulder / to elbow one's way in / into / through — пробираться куда-либо, расталкивая других проложить себе путь, растолкать

a body — а) тело; б) орган (*админ.*)

Expressions:

diplomatic body — дипломатический корпус

governing body — административный совет

legislative / executive body — законодательный / исполнительный орган

a heart — сердце (*прям. и перен.*)

Expressions:

to learn sth by heart — выучить что-либо наизусть

to live heart to heart with... — жить душа в душу с ...

the heart of the matter — суть вопроса

a leg — а) нога; б) ножка (стола, стула)

Expressions:

to pull one's leg — шутить, подшучивать

to stand on one's own legs — ни от кого не зависеть; быть самостоятельным

a foot — а) нога (стопа); б) основание, подножие; с) фут (мера длины — около 30 см)

Expressions:

light / heavy feet — легкие / тяжелые шаги; легкая / тяжелая поступь

the foot of the stairs — основание лестницы

at the foot of a table — в конце стола

at the foot of a page — в конце, внизу страницы

an arm — а) рука; б) подлокотник; с) рукав реки

Expressions:

arm-in-arm — под руку; рука об руку, в тесном содружестве

under one's arm — под мышкой

a hand — a) рука (кисть); b) стрелка (часов)

to hand — передавать, вручать

Expressions:

hand-in-hand — рука об руку

to hand in — вручать, подавать

to hand over — передавать (другому)

- A.** 1. The travellers made a camp at the ... of the mountain. 2. The speaker kept to the point and got straight to the ... of the matter. 3. It was a beautiful old chair with ... and ... made of dark polished wood. 4. Girls dressed in national clothes welcomed the ... of the delegation. 5. The supreme executive ... of any country is the government. 6. The Browns are a very happy couple. They have lived ... for almost 40 years. 7. When Steve lost his job he had to live several months 8. Where did you get this document? Who ... it to you? 9. The girl is a born dancer, she has a good ... for music. 10. If you don't tell him the truth now, you will have ... the problem of explaining everything to the whole family. 11. Robert was an orphan and had ... his way in life himself. 12. Petersburg stands in the ... of the Neva. 13. Everybody ... the newcomer in surprise but nobody said a word. 14. The car broke through the ... of the road and fell down from the bridge. 15. Why don't you teach your son painting? The boy has a good ... for colour. 16. It was you who started the quarrel, now
- B.** 1. У вас хорошие соседи? — Да, мы живем с ними душа в душу. 2. Это была твоя идея пригласить сюда обеих девушек. Теперь тебе придется расклебивать кашу. 3. Кто возглавляет профсоюзный (trade-union) комитет вашего университета? 4. Передай, пожалуйста, эту книгу Анне. 5. Не вдавайся в подробности, переходи сразу к сути вопроса. 6. Что является высшим законодательным органом Великобритании? 7. Кто там стоит у подножия лестницы? 8. Когда Делла уехала от родителей, она поначалу жила впроголодь. Но ей удалось пробиться в жизни. 9. Ему удалось втереться в высшее общество. 10. Какой город стоит в устье реки Волги? 11. Не спускай глаз с этого человека, мне кажется, что это опасный преступник.



KEYS

1. **A.** 1 — reach; 2 — reached; 3 — achieved; 4 — reach; 5 — achieved / has achieved; 6 — reached; 7 — reach; 8 — reach; 9 — achieved; 10 — has reached, has achieved.
- B.** 1. The branches of the tree reached the roof of the house. 2. Please tell us how you have achieved such good results. 3. Look how much the child has grown! He reaches my shoulder. 4. You can achieve good pronunciation if you do phonetic exercises every day. 5. When we reached the top of the hill, we remembered that we had forgotten to take a map. 6. The hotel was situated conveniently: both the beach and the shops were within reach. 7. We could not reach him by telephone: he was out of reach.

8. When he was 12, he set an aim to become a famous scientist. He achieved the aim 20 years later.

2. A. 1 — give up; 2 — refuse; 3 — give him up; 4 — deny; 5 — give up; 6 — give up; 7 — refused; 8 — give her up; 9 — refused; 10 — refuse.

B. 1. He refused an invitation to the party because he had not finished work yet. 2. He enjoyed good food and good clothes; he never denied himself. 3. Carrie did not refuse the money which she had been offered. 4. For the child's sake, she denied herself. 5. The boat was so heavy that Robinson Crusoe had to give up the idea of pulling it to the seashore. 6. I refused to go out as it was raining heavily. 7. Nothing could make Bill give up the habit of eating at night. 8. I don't want you to give up the trip because of me. 9. I don't refuse your help. 10. We had to give up the idea of renting that flat — the rent was too high.

3. A. 1 — recognize; 2 — find out; 3 — come to know; 4 — learn; 5 — know; 6 — to recognize; 7 — find out.

B. 1. Before phoning Nick we must find out his telephone number. 2. When you come to know this family better, they will become your friends. 3. Who did you learn this news from? 4. Though we had not met each other for many years, I recognized my fellow-student at once. 5. The more we study, the more we learn. 6. Find out if there are changes in the timetable.

4. A. 1 — foot; 2 — heart; 3 — legs and arms; 4 — head; 5 — body; 6 — heart to heart; 7 — from hand to mouth; 8 — handed; 9 — ear; 10 — to face; 11 — to elbow/to shoulder; 12 — mouth; 13 — eyed; 14 — shoulder; 15 — eye; 16 — face the music.

B. 1. Have you got good neighbours? — Yes, we live heart to heart with them. 2. It was your idea to invite both girls here. Now you will have to face the music. 3. Who heads the trade union committee of your University? 4. Hand this book over to Ann, please. 5. Don't go into detail. Come to the heart of the matter straight away. 6. What is the supreme legislative body of Great Britain? 7. Who is standing there at the foot of the stairs? 8. When Della left her parents, she lived from hand to mouth at first. But she managed to elbow (shoulder) her way in life. 9. What city stands in the mouth of the Volga River? 10. Keep an eye on this man, it seems to me he is a dangerous criminal.

UNIT 9

TOPIC: Arts and Culture

GRAMMAR: The Indefinite forms of the Infinitive.



CLASSROOM ACTIVITIES (1)

GRAMMAR EXERCISES

Indefinite Infinitive	
<i>Active</i>	<i>Passive</i>
to build	to be built

1 a) Read and underline the infinitives. Translate the sentences with the infinitives into Russian. 

The world's first film show was given by the Lumiere [lu'mjer] brothers in Paris in 1895. Although the first films were silent, going to the cinema was popular. Charlie Chaplin and Buster Keaton were busy making audiences laugh. The first 'serial' arrived in 1912. Audiences rushed back each week to see the next episode. A favourite serial was *The Perils of Pauline* (1914) starring Pearl White. Pearl had to fight Indians in one episode and was pushed off the Rocky Mountains in another. But she always seemed to escape for another exciting day.

The golden age of the cinema began with the talkies — when the actors were able to talk for the first time. In 1927, Al Jolson, the Russian-born Hollywood actor and singer, spoke, and sang six songs in the film *The Jazz Singer*. Musical films began to be popular in the 1930s. In 1932, Technicolor introduced a camera which could produce 'natural' colour for the films that were shown in the cinemas. Soon every kind of movies could be seen for the first time 'In Glorious Technicolor'.

Before television arrived in people's homes, a visit to the cinema was something really special to look forward to. Today it is possible to buy or hire a video or watch a film at home, but millions of people all over the world still prefer to go to their town or city cinema for a 'night out'.

b) Answer the teacher's questions.

Sentence patterns with the Infinitive**The Subject (подлежащее)**

It	is	necessary important interesting easy difficult	to do sth
	was	strange simple nice etc.	to be done
	will be		

2. a) Paraphrase as in the model:

Model: T – Learning about other cultures is interesting.

St – *It is interesting to learn* about other cultures.

b) Answer the teacher's questions.

c) Translate into English.

The predicative

(именная часть составного именного сказуемого)

...	is	to do sth
	was	to be done
	will be	

3. a) Complete the sentences as in the model:

Model: T – Her dream was ...

St – Her dream was to become an actress.

1. Their next step was... 2. The last thing I meant was... 3. All we have to do is... 4. His plan was... 5. Her job then was... 6. The only thing I had to do was... 7. The first thing she must do is ... 8. Your only chance is...

b) Answer the teacher's questions.

c) Translate into English.

4 a) Paraphrase as in the model:

Model: T – It's difficult to understand his novels.

St – His novels are difficult to understand.

b) Translate into English.

**The Adverbial Modifier of Purpose
(обстоятельство цели)**

to do sth	to get sth to be given sth	
	in order so as	to get sth to be given sth

5 Ask and answer.

Model: to work hard / to finish the project in time

St-1 – Why does (did) Douglas have to work so hard?

St-2 – Douglas has (had) to work hard (in order) to finish the project in time.

to go to Edinburgh to take a taxi to wear a sweater to shout to go out to hold a party	to take part in Edinburgh Festival to get to the airport in time to keep warm to warn sb of the danger to do some shopping to celebrate one's wedding anniversary
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6 Answer the teacher's questions using infinitives as adverbial modifiers.

**The Adverbial Modifier of Result
(обстоятельство следствия)**

<i>too</i>	young old	⇒	to do sth to be done
	easy difficult	<i>enough</i>	

7 Make sentences by putting the following words in the correct form and order.

Model: T – Carol / to go to school / enough / old / to be

St – Carol is old enough to go to school.

1. Vivien / to go to the park tomorrow / not to have / enough / time
2. Charles / to play basketball / too / to be / short
3. Leslie / to pay his bills / money / not to have / enough
4. This coffee / hot / to be / to drink / too
5. Cyril / to have breakfast / in the morning / time / not to have / enough
6. Susie / enough / to stay at home alone / old / to be
7. It / late / to go to the movies / too / to be
8. Nelly / to stay at home alone / young / to be / too

8 Paraphrase as in the models:

Model 1: T – Ruby looks rather old. She can be taken for Fred's mother.
St – Ruby looks old *enough* to be taken for Fred's mother.

Model 2: T – He arrived late. He didn't catch the 9.30 train.
St – He arrived *too* late to catch the 9.30 train.

Model 3: T – *The article* is very difficult. *She* cannot translate it without a dictionary.
St – *The article* is too difficult for her to translate it without a dictionary.

Model 4: T – *The article* is quite simple. *She* can translate it without a dictionary.
St – *The article* is simple enough for her to translate it without a dictionary.

1. *The guitar* was very expensive. *Nick* could not afford it. 2. *The film* was very boring. *We* could not stay to the end. 3. *The test* was comparatively easy. *We* did it in an hour. 4. *The music* in the pub was very loud. *We* could not enjoy the conversation. 5. *The first BBC announcers* spoke very slowly. *The listeners* could understand every word. 6. *The journey* was very dangerous. *The children* could not take part in it. 7. *The Mini* is rather spacious. *A family* can be seated comfortably. 8. *The writer's style* was very refined. *The readers* could not appreciate it.

9 Translate into Russian.

1. The situation was getting too complicated for her to cope with it. 2. The comedy was too interesting for the children to go to bed. 3. The project seemed promising enough for George to get interested in it. 4. The expedition looks adventurous enough for Ron to join it. 5. The book was exciting enough for me to while away the journey. 6. The film is too violent for the children to watch it. 7. The day was much too cold and rainy for anyone to have a good time. 8. His manners were too rude for anyone to stand them.

10. Translate into English.**The Object
(дополнение)**

to promise to offer to forget to agree to want	to do
to mean to be glad to be pleased to be astonished to be angry	to be done

11. Choose the correct form of the Infinitive (Active or Passive).

1. a. Fred promised to ... some changes in the project. b. Sheila didn't expect ... fun of. (to make / to be made) 2. a. David wanted ... alone. b. Everybody wanted ... the place of the tragedy as soon as possible. (to leave / to be left) 3. a. Diana was astonished ... her young niece in a night club. b. Clara was pleased ... in public with her new boyfriend. (to see / to be seen) 4. a. Nora was glad ... at the airport. b. Doris was glad ... her former schoolmates at a school reunion party. (to meet / to be met) 5. a. I didn't mean ... your feelings. b. The passengers were lucky not ... in the accident. (to hurt / to be hurt) 6. a. Jane was angry ... her flowerbed ruined. b. No wonder Lily was angry ... with Pete. It could spoil her reputation. (to see / to be seen) 7. a. I don't want anything ... in the original plan. b. Kate doesn't want ... anything in her paper. (to change / to be changed) 8. a. We were happy ... our friends. b. They were happy ... out of trouble. (to help / to be helped)

12. a) Make stories based on the hints below describing how Lily

- arranged an art exhibition
- took part in a charity concert
- saw the artistic attractions of London
- booked tickets for a popular musical

It was important for Lily to.... She was too (...) / (...) enough to.... She wanted to ... in order to It wasn't easy to She realized that the main thing was to In the end she decided to ...

b) Ask questions about Lily to get more information and say what she is like.

HOME ACTIVITIES (1)

13. Translate into English.

1. Преподаватель объяснит вам, как употреблять это правило. 2. Это интересный факт, который можно упомянуть в докладе. 3. Мой друг попросил, чтобы ему разрешили что-то сделать. 4. Денис не хотел, чтобы его хвалили в присутствии других студентов. 5. Виктор хотел, чтобы ему показали все книги Грина, имеющиеся в библиотеке. 6. Профессору Николсону нравится, когда ему задают вопросы после лекции. 7. С ним легко работать. 8. Вам придется простоять в очереди целый час, чтобы достать билеты на этот спектакль. 9. Первое, что тебе нужно сделать, – это выработать план работы. 10. Он был достаточно добр, чтобы не отказать нам в помощи.

14. a) Open the brackets using the verbs in the proper forms.


The British Council

The British Council _____ (1 – to invent) in 1935 in order _____ (2 – to promote) British culture. Just after the First World War, the government _____ (3 – to set up) a committee _____ (4 – to find out) how 'British ideals _____ (5 – may/to know and appreciate) by foreign nations'. It _____ (6 – to alarm/to discover) that the French and Germans already had cultural institutes in foreign cities doing just this.

The first chairman of the British Council was the former ambassador to Paris, Lord Tyrel. With a government grant of £5,000 he set up four committees _____ (7 – to advise) on what _____ (8 – should/ to promote), and how. The committees _____ (9 – to deal with) 'Books and Periodicals', 'Music', 'Lectures' and 'The Fine Arts'. These cultural promotions _____ (10 – first/to organize) through the British Embassies in selected countries where Britain had _____ (11 – to compete) with France and Germany for influence. It only slowly occurred to the British Council _____ (12 – to set up) English language classes and courses by which the British Council is commonly best known today. These courses are highly successful and _____ (13 – to earn) a great deal of money for the Council which it _____ (14 – to use) to pay for performance tours by British musicians and theatre companies, visits by writers and poets, and seminars about British culture.

Nowadays the British Council has a staff of six thousand and _____ (15 – to operate) 248 offices in 109 countries. It also _____ (16 – to run) 185 libraries and 85 teaching centers.

b) Get ready to discuss the text .

- 15.** a) Read and listen to the text *Culture and the Arts*. Read it after the speaker.
 b) Get ready to read the text aloud in class.
 c) Find the English for the following words and word combinations. Write out the sentences illustrating them: 

Общий термин; широкий доступ; посещаемость; умный, знающий; любовный роман; глубокий/основательный/значительный; Нобелевская премия; ведущий культурный центр; всемирно известный оркестр; проходить по всей Великобритании, ежегодный фестиваль; на более или менее постоянной основе; давать представления; гонимое дело; хорошо известный во всем мире; наряду с; театральная группа; хорошо укомплектованный отдел (библиотеки); иметь мировую славу; перенимать что-либо; прибыльный бизнес; подавляющее большинство; увлеченные читатели; год за годом; термин подразумевает...

CLASSROOM ACTIVITIES (2)

- 16.** Answer the teacher's questions based on exercise 14.

GRAMMAR EXERCISES

Sentence patterns with the Infinitive

The Attribute (определение)

the first the second the last	to do sth
e.g. He was the first to guess the truth.	
somebody nobody anything someone nowhere	to do sth
e.g. I have nothing to give you.	

thing man time place book	to do sth
e.g. It is not the right time to discuss the subject.	

17. Paraphrase as in the model:

Model: T – Susan was the last *who left the gallery*.
 St – Susan was the last *to leave the gallery*.

18. Paraphrase using the Passive Infinitives.

Model: – The film *which will be shown* at the festival has already won several prizes.
 – The film *to be shown* at the festival has already won several prizes.

1. There was a long argument over the play which they were going to stage. 2. The concert hall that will be built there will hold 2,500 people. 3. The conference, which will be held in May, will raise a number of important issues. 4. All the stories, which will be published in this collection, will belong to one literary trend. 5. The pictures that will be displayed at the exhibition belong to modern artistic schools. 6. The concert that will be broadcast tomorrow will attract millions of TV viewers in different countries. 7. The library that will be built on the site of the old plant will become the cultural centre of the town. 8. The actress who will be nominated for the Oscar has already won several awards in Europe.

TEXT 1. Culture and the Arts.

Cross-cultural Notes:

1. **MBE (Member of the Order of the British Empire)** – кавалер ордена Британской империи 5-й степени.
2. **Bach [bɑːx], Johann Sebastian (1685–1750)** – Иоганн Себастьян Бах, выдающийся немецкий композитор и органист.
3. **the Royal National Eisteddfod [aɪs'teɪdvəd] (of Wales)** – Королевский национальный айстедвод (Уэльса) – официальное название уэльского ежегодного музыкального фестиваля валлийских певцов, музыкантов и поэтов (часто молодых).

4. **Edinburgh International Festival** — Эдинбургский фестиваль; ежегодный международный музыкальный и театральный фестиваль, который проводится в Эдинбурге с 1947 года, обычно в августе — сентябре.
5. **Rudyard Kipling** ['rʌdjəd'kiplɪŋ], **T.S. Eliot**, **William Golding** — английские писатели XX века, лауреаты Нобелевской премии. **Редьярд Киплинг** — автор сборников рассказов “Книга джунглей” (*The Jungle Book*), романа “Свет погас” (*The Light That Failed*) и др.; **Томас Стернс Элиот** — поэт, драматург, автор пьесы “Убийство в соборе” (*Murder in the Cathedral*), сборников стихов “Житейский опыт старого опоссума в познании кошек” (*Old Possum's Book of Practical Cats*) и др.; **Уильям Голдинг** — автор романов “Повелитель мух” (*Lord of the Flies*), “Наследники” (*The Inheritors*) и др.

Phonetic Notes:

sculpture ['skʌlptʃə]
 minority [maɪ'nɔrɪti]
 phantom ['fæntəm]
 romance [rou'mæns]

Birmingham ['bæ:mɪŋəm]
 profound [prə'faʊnd]
 Manchester ['mæntʃəstə]
 Nobel [nou'bel / 'noubel]

visual ['vɪzjuəl]
 annual ['ænjuəl]
 profile ['prɒfaɪl]
 chapel ['tʃæpəl]

* * *



The arts is an ‘umbrella’ term for literature, music, painting, sculpture, crafts, theatre, opera, ballet, film, etc. *Art*, or *fine arts*, is often used to refer to those arts which use space, but not time, for their appreciation (such as painting and sculpture).

The word *culture* has two meanings. It may be used to mean ‘way of life’. But many people also use it as a synonym for ‘the arts’.

* * *

1. People in Britain have widespread access to the arts, covering drama, music, opera, dance, cinema and visual arts, and London is one of the world’s leading cultural centres. Most other big towns and cities have arts facilities and some, such as Birmingham and Manchester, also have world famous orchestras.

About 500 professional arts festivals take place across Britain each year. Some are celebrations of national cultures, such as the Royal National Eisteddfod of Wales which was instituted in 1880. In Scotland the annual Edinburgh International Festival is the largest arts festival of its kind in the world. Pop and rock is by far the most popular form of music in Britain, and British groups continue to achieve international success. There are some 1,800 cinema screens in Britain with attendances of around 2 million a week.

2. Hundreds of thousands of people are enthusiastically involved in one or other of the arts, but (in typically British fashion) with a more-or-less amateur or part-time status. For example, every town in the country has at least one 'amateur dramatics' society, which regularly gives performances and charges no more than enough to cover its costs. All over the country thousands of people learn handicrafts (such as pottery) in their free time, and sometimes sell their work in local craft shops. There are thousands of musicians of every kind, performing around the country, some amateur British choirs, such as the Bach Choir of London and King's College Chapel Choir in Cambridge, are well known throughout the world.

3. The theatre has always been very strong in Britain. Its centre is, of course, London, which has around 100 theatres showing musicals, modern dramas, classical plays, and comedies. Successful plays can sometimes run without a break for many years. Musical, such as *Cats* and *The Phantom of the Opera*, are the most popular attractions along with the work of the subsidized theatre companies, the Royal National Theatre and The Royal Shakespeare Company. The Globe Theatre, where William Shakespeare performed, has been reconstructed near its original London site.

4. Classical music in Britain is a minority interest. Despite this low profile, thousands of British people are dedicated musicians and many public libraries have a well-stocked music section. Several British orchestras, soloists, singers, choirs, opera companies and ballet companies, and also certain annual musical events, have international reputations.

In the 1960s, British musicians had a great influence on the development of world music. The Beatles and other British groups were responsible for several innovations which were then adopted by popular musicians in the USA and the rest of the world. These included the writing of words and music by the performers themselves, and more active audience participation. Since the 1960s, popular music in Britain has been an enormous and profitable industry. The Beatles were awarded the honour of MBE for their services to British exports. Within Britain, the total sales of the various kinds of musical recordings are more than 200 million every year – and the vast majority of them are of popular music.

5. Although the British are comparatively uninterested in formal education, and although they watch a lot of television, they are enthusiastic readers. In the 20th century nine Nobel Prizes for literature were won by nine British authors including Rudyard Kipling (1907), T.S. Eliot (1948) and Sir William Golding (1983). Although many of the best 'serious' British writers manage to be popular as well as profound, the vast majority of the books that are read in Britain could not be classified as 'serious' literature. For example, the distinctly British genre of detective fiction is regarded as entertainment rather than literature – but it is entertainment for intelligent readers. There are many British authors, mostly female, who write novels which are sometimes classified as 'romances' but which are actually deeper and more serious than the term often implies. They continue to be read, year after year, by hundreds of thousands of people.

ACTIVE VOCABULARY 1

1. **literature** ['lɪt(ə)rɪtʃə] — 1. литература (особ. художественная литература): e.g. She is studying 18th century French literature. 2. литературная деятельность, профессия: e.g. He is engaged in literature. / **literary** — литературный: e.g. literary style/language
2. **art** — 1. искусство; **a work of art** — произведение искусства: e.g. Several priceless works of art were badly damaged when the palace was bombed. / **the art of talking** — искусство поддерживать беседу / **the arts** [Note the article!] — искусство (различные виды искусства, включая литературу, музыку, театр, кино, живопись, скульптуру, архитектуру) / **(the) Fine Arts** — изящные искусства, изобразительные искусства: живопись, скульптура, архитектура (*syn.* **visual arts**): e.g. The Fine Arts Museum in Brussels has a rich collection of European paintings. 2. (*pl.*) **arts** [Note the absence of the article!] — гуманитарные науки: e.g. He was a student of the faculty of arts of the local university. / **artist** ['ɑ:tɪst] — 1. художник, живописец: e.g. The exhibition of works by young artists was a great success with the public. 2. творческий работник, артист: e.g. an opera artist; 3. мастер своего дела, артист: e.g. This cook is an artist. / **artistic** [ɑ:'tɪstɪk] — артистический, художественный; артистичный: e.g. She comes from a very artistic family — her mother is a designer and her brother is an architect. / **artistic skill** — художественное мастерство: e.g. The young painter's artistic skill was praised by the critics.
3. **culture** ['kʌltʃə] — культура: e.g. He is a man of considerable (little) culture. / **physical** ['fɪzɪkl] **culture** — физическая культура / **cultural** ['kʌltʃ(ə)r(ə)l] — культурный: e.g. cultural achievements — достижения в области культуры / **(un)cultured** — (*кляжи.*) (не)культурный, (не)развитой, (не)образованный
4. **craft** [krɑ:ft] — ремесло: e.g. a school for arts and crafts; **handicraft** — ремесло, ручная работа / **craftsman** — ремесленник, искусный мастер
5. **to dedicate** ['dedɪkeɪt] (sth to sb/sth) — 1. посвящать: e.g. Andrew Mason dedicated his life to medicine. (*syn.* **to devote** [dɪ'vəʊt] — посвящать, отдавать себя целиком: e.g. She intends to devote the next ten years to her charitable work. 2. заполнять время чем-либо, посвящать чему-либо: e.g. Algernon dedicated his days to pleasure / **dedicated** — посвященный, преданный (идее), увлеченный (работой): e.g. The lifeboat service is run by a team of dedicated volunteers (*syn.* **devoted** [dɪ'vəʊtɪd] — преданный, верный, нежный, любящий: e.g. He is a good man devoted to his wife and children) / **dedication** [ˌdedɪ'keɪʃn] — преданность (идее), одержимость; увлеченность (работой): e.g. His dedication to the theatre was amazing. (*syn.* **devotion** — преданность кому-либо/чему-либо: e.g. She had given her husband years of devotion and support.)
6. **stock** — запас, фонд, ассортимент: e.g. The government hopes that stocks of coal are large enough to last the winter. / **to be in/out of stock** — иметься в наличии

(ассортименте) / быть распроданным: e.g. Are there any of the blue shirts in stock? — I am sorry, they are out of stock.

7. **an event** [ɪ'vent] — событие, происшествие, случай: e.g. It was a great event which changed his life. / **current affairs/events** — текущие события: e.g. The students discussed the recent summit meeting in the current events class. / **eventful** — полный событий, богатый событиями (**uneventful** — скучный, однообразный): e.g. When Marilyn Monroe ['mærlɪn'mɒnrəʊ] died, the press was anxious to uncover every aspect of her eventful career.
8. **influence (on/over)** ['ɪnfluəns] — влияние, воздействие (на): e.g. Teachers have considerable influence over what is taught in the classroom. / **to influence sb/sth** — оказывать влияние, воздействовать; влиять на кого-либо/что-либо: e.g. A whole generation of painters was influenced by Monet's [mə'nei(z)] style. / **influential** [ˌɪnflu'ɛnʃəl] — влиятельный, важный: e.g. Larry Hanks runs a highly influential art magazine that is widely read by art dealers. / He is one of the most influential figures in the government.
9. **to adopt sb/sth** [ə'dɒpt] — 1. усыновлять, удочерять: e.g. Edgar Poe was brought up by Mr. Allan and his wife but was never legally adopted. 2. принимать, усваивать: e.g. The resolution was adopted by the UN Security Council. 3. перенимать: e.g. In Orwell's novel *Animal Farm* the old pig warned other animals not to adopt human habits.
10. **to participate** [pɑ:'tɪsɪpeɪt] — принимать участие: e.g. Our employees are encouraged to participate in the decision making process. (*syn.* **to take part / to be involved in**: e.g. Many famous pop-stars took part in the recording of the song "We are the World", to raise money for Ethiopia. / It was a big scandal. A lot of politicians were involved.) / **participation** [pɑ:,tɪsɪ'peɪʃən] — участие: e.g. Audience participation is a vital part of pantomime. / **participant** [pɑ:'tɪsɪpənt] (**in sth**) — участник (чего-либо): e.g. All participants in the race should give their names to the starter.
11. **award** [ə'wɔ:d] — награда: e.g. The award for this year's best actress went to Meryl Streep. / **to award sb sth** — награждать кого-либо чем-либо; присуждать кому-либо что-либо: e.g. She has been awarded a scholarship to study at Oxford. / **to award sb ___ first prize** — награждать кого-либо первой премией [*Note: Русскому его наградили соответствует пассивная форма he was awarded a medal/order/prize или he received an award for sth.*]
12. **honour** ['ɒnə] — 1. честь; **in the honour of** — в честь кого-либо: e.g. The company held a party in the honour of Mr. Jones who retired after 45 years of service. 2. почет, уважение: e.g. She did us the honour of attending the opening of the exhibition. — Она оказала мне честь своим присутствием на открытии выставки. / **honorable** ['ɒn(ə)rəb(ə)l] — честный, благородный, уважаемый: e.g. honourable conduct, deeds.

13. **enthusiasm** [ɪn'θju:ziæzəm] — энтузиазм, воодушевление: e.g. I feel no enthusiasm for this work. / **enthusiast** — энтузиаст: e.g. Robert is a sports enthusiast. / **enthusiastic** [ɪn,θju:zi'æstɪk] — восторженный, полный энтузиазма: e.g. We explained our plans, and he was very enthusiastic about them. / **an enthusiastic theatre-goer** — страстный поклонник театра
14. **to imply** [ɪm'plaɪ] — 1. подразумевать, предполагать,: e.g. Drama implies conflict. She didn't actually say that she had been there, but she certainly implied that she had. 2. означать: e.g. What do his words imply? / **implication** [ˌɪmplɪ'keɪʃən] — скрытый смысл, значение: e.g. She said very little directly, but a great deal by implication.
15. **low/high profile** ['prəʊfaɪl] — (не)популярность, (не)разрекламированность: e.g. Despite its low profile the exhibition was visited by hundreds of devoted art lovers. / **to have / to keep a high profile** — быть на виду, пользоваться популярностью; привлекать к себе внимание, находиться в центре внимания, событий; занимать резкую/решительную позицию: e.g. He is attracting most of the criticism, partly because of his high political profile at the moment. / **high-profile (adj.)** привлекающий к себе внимание, находящийся в центре внимания, событий; престижный: e.g. He has a high-profile job as the president's personal spokesman (представитель). / **to have / to keep a low profile** — держаться в тени; не пользоваться популярностью; занимать сдержанную позицию; избегать общественного внимания: e.g. The government is trying to keep a low profile on this issue. / **low-profile (adj.)** — находящийся в тени, занимающий сдержанную позицию; непрестижный: e.g. They won't be able to raise enough money for this low-profile project.

Expressions

along with sth — наряду с (чем-либо), вместе с (чем-либо/либо): e.g. Along with children grown ups came to see the play.

to have a run (of) — идти, быть в репертуаре (о пьесе, фильме и т. п.): e.g. The play had a run of three months.

COMPREHENSION EXERCISES

19. Paraphrase, explain or translate:

1. explain: 'The arts' is an 'umbrella' term for literature, music, ...
2. translate: But many people also use it as a synonym for 'the arts'.
3. explain: Most other big towns and cities have *arts facilities*...
4. explain: Some are *celebrations of national cultures*...

5. paraphrase: Some are celebrations of national cultures, such as the Royal National Eisteddfod of Wales which *was instituted* in 1880.
6. paraphrase: Pop and rock is *by far the most popular form* of music in Britain, and British groups *continue to achieve international success*.
7. translate: *There are some 1,800 cinema screens in Britain with attendances of around 2 million a week*.
8. paraphrase: Hundreds of thousands of people *are enthusiastically involved in one or other of the arts*.
9. explain: ... which regularly gives performances and *charges no more than enough to cover its costs*.
10. translate: All over the country thousands of people learn *handicrafts* (such as pottery)...
11. translate: *The theatre has always been very strong in Britain*.
12. paraphrase: Musicals ... are *the most popular attractions*...
13. explain: Classical music in Britain is *a minority interest*.
14. paraphrase: *Despite this low profile*, thousands of British people are dedicated musicians...
15. translate: ... thousands of British people are *dedicated musicians*...
16. translate: The Beatles and other British groups *were responsible for several innovations*...
17. paraphrase: Although the British are comparatively uninterested in formal education ... *they are enthusiastic readers*.

20. Answer the teacher's questions.

HOME ACTIVITIES (2)

21. a) Open the brackets using the correct forms of the verbs. 

The arts and television

Interest in the arts in Britain used _____ (1 – to confine) to a small elite. Compared with fifty years ago, far more people today _____ (2 – to read) books, _____ (3 – to visit) art galleries, _____ (4 – to go) to the theatre and _____ (5 – to attend) concerts. Nevertheless, the fact _____ (6 – to remain) that most British people prefer their sport, their television and videos, and their other free-time activities to anything 'cultural'. There are now only a quarter of the number of cinema seats in Britain as there were in the 1960s. This _____ (7 – can/to explain) by the popularity of television. In fact, television _____ (8 – to take) an increasingly important supporting role in the arts. The making of some high-quality British films _____ (9 – only/to be possible) because of the financial help of Channel 4. The BBC regularly _____ (10 – to commission) new works of music for the proms. Television drama and comedy _____

(11 – to help) to keep hundreds of actors in work. Moreover, television _____ (12 – actually/can/to help) to promote other art forms. When a book _____ (13 – to dramatize) on television, its sales often _____ (14 – rocket). The most spectacular example of this _____ (15 – to occur) in the late 1960s. *The Forsyte Saga*, a series of novels by John Galsworthy, _____ (16 – to be) out of print for several decades. When an adaptation _____ (17 – to show) on the BBC, half a million copies of the book _____ (18 – to sell).

b) Get ready to discuss the text in class.

Translate into English using the infinitives.

A. 1. Кто первым поднял этот вопрос? 2. Я не могу решить, какую книгу выбрать для доклада. 3. Объясните мне, пожалуйста, как это делается. 4. Он последним изменил свое отношение к этому вопросу. 5. Рита спросила меня, как устроить эту встречу. 6. Я уверен, что факты, которые будут упомянуты в его докладе, вызовут всеобщий интерес. 7. Люди, которых пригласят на конференцию, должны принять активное участие в ее работе. 8. Спорить было не о чем. 9. Мы остановились, чтобы передохнуть. 10. Станция была расположена достаточно близко, чтобы дойти туда пешком. 11. Это интересный фильм, который можно посмотреть. 12. Он хочет следующим сделать доклад о творчестве Г. Грина. 13. Он единственный упомянул об этом факте.

B. 1. Джек Лондон много работал в библиотеках, изучая творчество других писателей, чтобы улучшить свой *литературный язык*. 2. Искусство поддерживать беседу – одно из профессиональных умений дипломата. 3. *Музей изобразительных искусств* в Москве был основан профессором И. В. Цветаевым, отцом известной русской поэтессы Марины Цветаевой. 4. По окончании *гуманитарного факультета* Эдинбургского университета Мэгги начала работать *литературным консультантом* в газете "Гардиан". 5. Дэвид Ливингстон *посвятил* всю свою жизнь исследованию Африки. 6. В последнее время *литературные критики* стали *уделять* больше внимания *детской литературе*. 7. Последняя книга этого писателя *уже распродана*. 8. Это был день, *богатый событиями*. 9. В докладе министр осветил *текущие политические события* в стране. 10. Поэзия Байрона *оказала большое влияние* на творчество А. Пушкина, М. Лермонтова и других русских и европейских поэтов. 11. Участники партийной конференции *приняли резолюцию* в поддержку кандидата на пост президента. 12. Все знали профессора Шэннона как *достойного человека, преданного науке*.

Get ready to retell Text 1.



Step II

CLASSROOM ACTIVITIES (3)

24 Answer the teacher's questions based on exercise 21.

GRAMMAR EXERCISES

The Infinitive

25 Paraphrase as in the model:

Model: T – The director hopes that they will stage the musical soon.
St – The director hopes *to stage* the musical soon.

26 Complete the sentences using the infinitives.

Model: T – Who told him ...?
St – Who told him *to learn* that poem?

27 React as in the model using the hints and the Infinitive:

Model: St-1 – I hope you didn't tell anyone about my plans. They were supposed to be a secret. (not to worry / I didn't mean ...)
St-2 – Don't worry. (You needn't worry.) I didn't mean *to tell anyone about your plans*.

1. Young Smith will be playing the leading part in *Romeo and Juliet*. (not / to imagine / the director has chosen ...) 2. An invitation to the fancy dress ball from the Prescotts? What has come over them? (to be surprising / I didn't expect ...) 3. The manager is very firm about punctuality. (to be a bore / he makes ...) 4. Clara has been terribly inefficient lately. I doubt whether she'll keep her job in the orchestra much longer. (to be afraid / the conductor may ask ...) 5. The owner of the club is interested in two particular singers. (to be sure / they may want ...) 6. John shouldn't have kept this secret. (probably / he didn't mean ...) 7. We can't afford to waste time discussing the matter. (to know / it's not the time ...)

28. Say in reported speech using the verbs from the box.

Model: T – “Do not bathe when the red flag is flying,” the notice said.

St – The notice *warned not to bathe* when the red flag was flying.

to remind
to direct

to invite
to instruct

to advise
to tell

to beg
to ask

1. Bert's wife left him a note saying “Don't forget to lock the door.”
2. “Passengers should check in at the airport 30 minutes before take-off,” stated a notice at the air terminal.
3. “I hope you'll have another drink before you go,” said my old friend.
4. “Pay attention to what you are doing,” the teacher said to me.
5. “Please don't tell my husband that the picture is so expensive,” she said to her friend.
6. “Would you like to join me for dinner?” I said to Kevin.
7. “You should take a more optimistic view of the matter,” my friend said.
8. “Make your way to Waterloo Station, and wait under the main clock,” the letter said.

VOCABULARY EXERCISES

29. Repeat the teacher's sentence and add a sentence logically connected.
(*artistic, to dedicate, to devote, eventful, influential, to adopt, implication*)

30. Paraphrase using the active vocabulary of the unit.

1. Who else *took part* in the work of the Consultative Meeting?
2. Quite a *lot of things happened last month*: Cecily got married, Fred graduated from college, Nelly had a baby.
3. The parcel was delivered *together with* the bill.
4. The new film *has been on for about a week* but it is still difficult to get the tickets for it.
5. What were the factors that *made you* take the job?
6. It is a *great pride and pleasure* to have the Queen at the concert.
7. Their failure to reply to our letter *suggests* a lack of interest.
8. I don't think we should *give* any more time to this question.
9. His experience and skill enabled Jonathan to get this *prestigious* job in the PR department of a big oil company.

31. Complete the sentences.

1. If you decide *to dedicate* yourself to literature...
2. If the book you need *is out of stock*...
3. ... *was an event* of great significance.
4. When the resolution *is adopted*...
5. If we *don't reach* the station in ten minutes...
6. If you want *to achieve* fluency of speech in English...
7. A person who is *an enthusiastic theatre-goer*...
8. Although the musical *has had a long run*...
9. The company will be able *to keep a high profile* if ...

32. Answer the teacher's questions. (*literary, to devote, art, artist, artistic, to influence, influential, event, eventful, to award*)

33. Translate into English.

34. Make sentences according to the model:

Model: Charles Dickens, a great English writer, wrote *Oliver Twist*.

great	well-known	writer	poet
prominent	outstanding	novelist	playwright

British	<ol style="list-style-type: none"> 1. George Gordon Byron 2. William M. Thackeray 3. George Bernard Shaw ['dʒɔ: dʒ' bə: nəd 'ʃɔ:] 4. Somerset Maugham ['sʌməsɪt' mɔ: m] 5. John Galsworthy ['dʒɔn' gɔ: lzwə: ðɪ] 6. Walter ['wɔ: ltə] Scott 7. Graham Greene ['greɪəm' gri: n] 8. Oscar Wilde ['ɔskə' waɪld] 	<ol style="list-style-type: none"> a. <i>The Importance of Being Earnest</i> b. <i>Ivanhoe</i> ['aɪvənhou] c. <i>Chylde Harold's Pilgrimage</i> ['tʃaɪld'hærəldz'pɪlgrɪmɪdʒ] d. <i>Pygmalion</i> [pɪg'meɪljən] e. <i>Vanity Fair</i> ['væntɪ'fiə] f. <i>The Moon and Sixpence</i> g. <i>The Quiet American</i> h. <i>The Forsyte Saga</i> ['fɔ: sət'sɑ: gə]
American	<ol style="list-style-type: none"> 1. Ernest Hemingway ['ɜ: nɛst'hemɪŋweɪ] 2. Jack London 3. Theodore Dreiser ['θi: ədə'draɪzə] 4. Mark Twain 5. Fenimore Cooper ['fenɪmə'ku: pə] 6. Francis Scott Fitzgerald ['frænsɪs'skɒt'fɪts'dʒerəld] 7. Ray Bradbury 8. Edgar Allan Poe ['edgə'ælən'pou] 	<ol style="list-style-type: none"> a. <i>The Adventures of Tom Sawyer</i> b. <i>The Bells</i> c. <i>The Great Gatsby</i> d. <i>Marcian Chronicles</i> ['mɑ: ʃjən'krɒnɪklz] e. <i>A Farewell [fə'wel] to Arms</i> f. <i>Martin Eden</i> ['mɑ: tɪn'i: d(ə)n] g. <i>An American Tragedy</i> ['trædʒɪdɪ] h. <i>The Pioneer</i> [paɪə'nɪə]

35. Translate into English.

1. Стихотворение Эдгара По "Колокола" было переведено на русский язык известным русским поэтом Бальмонтом. Позже оно было положено на музыку (to make into music) выдающимся русским композитором Рахманиновым. 2. Мюзикл "Моя прекрасная леди" (*My Fair Lady*) поставлен по (основан на) пьесе Бернарда Шоу "Пигмалион". 3. Многие критики считают, что Грэм Грин был последним выдающимся английским классиком XX века. 4. Фрэнсис Скотт Фитцджеральд, автор романа "Великий Гэтсби", был одним из наиболее известных писателей "потерянного поколения" (the lost generation). 5. Пьеса Оскара Уайльда "Как важно быть серьезным" была недавно поставлена одним из театров Санкт-Петербурга и имела большой успех. 6. В "Марсианских хрониках" Рэй Брэдбери предсказал многие проблемы, с которыми должно столкнуться (to face) человечество в будущем. 7. Роман Джона Голсуорси "Сага о Форсайтах" приобрел новую популярность среди читателей после того, как он был экранизирован (to make into a film / to screen) и показан по телевидению.

HOME ACTIVITIES (3)

36. Translate into English. 

1. Поэзия *выдающегося* английского поэта-романтика (Romantic poet) Джорджа Гордона Байрона *оказала большое влияние на культуру* 19-го века как в Европе, так и в США. Многие молодые поэты *перенимали его литературный стиль* и даже манеру одеваться. Его стихотворения были переведены на иностранные языки. Среди русских переводчиков его произведений были *великие русские поэты* Пушкин и Лермонтов. 2. Вальтер Скотт считается "отцом исторического романа". Его книги основаны на реальных *исторических событиях*. Многие поколения читателей восхищаются романом "Айвенго", в котором описывается борьба англо-саксов против норманнских завоевателей. Герой романа — человек чести, который оказывается вовлеченным в борьбу *влиятельных вельмож (noblemen)*. 3. *Известный английский писатель* Сомерсет Моэм начинал свою карьеру как врач. Позже он бросил медицину и *посвятил себя литературной деятельности*. 4. В романе "Луна и грош" Сомерсета Моэма многие эпизоды основаны на реальных фактах из жизни и творчества известного французского *художника* Поля Гогена (Paul Gauguin). 5. Жизнь Эрнеста Хемингуэя была *богата событиями*. Во время первой Мировой войны Хемингуэй был водителем санитарной машины (ambulance) на итальянском фронте и *был награжден медалью*. Он был ранен (to wound [wu:nd]) и провел несколько месяцев в госпитале. Позже он описал свои военные впечатления в романе "Прощай, оружие". В 1954 году Хемингуэй *был награжден Нобелевской премией*. Эрнест Хемингуэй однажды сказал: "Вся американская литература 20-го века происходит из одного источника — романа Марка Твена "Приключения Гекльберри Финна" (*Huckleberry Finn*). 6. Романтические произведения Фенимора Купера, такие как "Пионер", "Следопыт" (*The Pathfinder*) и другие, описывают *события* в Америке в то время, когда её ещё только покоряли белые поселенцы. 7. С молодости Сергей Дягилев был страстным *поклонником театра*. Его *преданность русскому искусству* восхищала современников как в России, так и за рубежом.

37. a) Open the brackets using the verbs in the proper forms. 

In Britain, the 19th century _____ (1 — can/to call) the age of Victorian prose. It _____ (2 — to dominate) by Charles Dickens and William Makepeace Thackeray, the two greatest writers of the school of critical realism.

Charles Dickens _____ (3 — to consider/to be) the greatest of all the 19th century British writers. His high reputation _____ (4 — to rest) on his creation of a number of memorable, often odd characters and above all on his ability as a storyteller to make his readers _____ (5 — to laugh and cry). Dickens used his novels _____ (6 — to portray) the sufferings of the working class at the time of the Industrial Revolution.

Most of his books first _____ (7 – to appear) as serials in magazines. Each week or month, Dickens had _____ (8 – to write) another chapter of his story. He _____ (9 – to write) fast and sometimes _____ (10 – to change) the stories if the public _____ (11 – not/to like) the previous chapter or particularly liked certain characters. His books _____ (12 – still/widely/ to appreciate). Among the best-known novels by Dickens _____ (13 – to be) *Oliver Twist*, *The Pickwick Papers* (*The Posthumous Papers of the Pickwick Club*), *David Copperfield* and others.

The greatest creation of William Thackeray _____ (14 – to be) Becky Sharp, the main character of his novel *Vanity Fair*. She _____ (15 – to be) agreeable, selfish and entirely immoral, and her only aim _____ (16 – to be/to rise) in the world. The novel _____ (17 – to satirize) the pretensions of the upper-middle class and _____ (18 – to consider/to be) one of the best English novels.

b) Get ready to discuss the text in class.

CLASSROOM ACTIVITIES (4)

38. Answer the teacher's questions based on exercise 37.

GRAMMAR EXERCISES

The Infinitive

39. Paraphrase as in the model using the infinitive:

Model: T – Judy went to the bookstore so she could buy herself a new thriller.
St – Judy went to the bookstore *to buy* herself a new thriller.

Revision

40. Translate into English.

Это случилось, когда Джон оказался в своем родном городе после того, как прожил 20 лет в Нью Йорке. Он увидел огромную толпу, которая собралась у гостиницы, где он остановился и не сразу понял, что происходит. На площади перед гостиницей было так много народу, что ему пришлось проталкиваться к входу. У входа стояли двое полицейских, которые пытались сдерживать толпу (to hold back sb). "Что случилось?" – поинтересовался Джон. "Разве вы не знаете, сэр? – улыбнулся в ответ полицейский. – В наш город приехала мисс Флора Стерлинг, получив-

шая премию “Оскар”. Это событие огромного значения для всех нас. Она ведь родом из нашего города. Сегодня мэр дает обед в ее честь.” В этот момент Джон услышал, как кто-то восторженно воскликнул: “Мы любим тебя, Флора!” Джон увидел, как из гостиницы вышла красивая элегантная женщина и направилась к автомобилю. Неожиданно она остановилась и улыбнулась Джону. “Ты что, не узнал меня, Джонни? Я же Фанни Ноуздроп, которая сидела с тобой за одной партой.” “Неужели это ты, Фанни? Ты невероятно изменилась!” — с восхищением воскликнул Джон. “И имя другое,” — добавил он. Мисс Стерлинг рассмеялась: “Двадцать лет назад я взяла сценический псевдоним (stage name). Я помню, как ты всегда смеялся надо мной и говорил, что мне следует поменять фамилию.”

4.1 a) Read the text opening the brackets and using the verbs in the proper forms.

After inventing dynamite in 1866, Swedish-born Alfred Nobel ... (1 — to become) a very rich man. However, he ... (2 — to foresee) its universally destructive powers too late. Nobel ... (3 — to prefer/not/to remember) as the inventor of dynamite, so in 1895, just too weeks before his death, he ... (4 — to create) a fund ... (5 — to use) for awarding prizes to people who ... (6 — to make) worthwhile contributions to mankind. Originally there ... (7 — to be) five awards: literature, physics, chemistry, medicine and peace. Economics ... (8 — to add) in 1968, just sixty-seven years after the first awards ceremony.

Nobel's original legacy of nine million dollars ... (9 — to invest), and the interest on this sum ... (10 — to use) for the awards.

Every year on December 10, the anniversary of Nobel's death, the awards (gold medal, illuminated diploma, and money) ... (11 — to present) to the winners. Sometimes politics ... (12 — to play) an important role in the judges' decisions.

Americans ... (13 — to win) numerous science awards, but relatively few literature prizes.

Nobel Prizes for the sciences ... (14 — to win) by over 70 British scientists, more than any other country except the United States. Some well-known winners ... (15 — to be): Sir Alexander Fleming (1945) for discovering penicillin; Francis Crick, James Watson and Maurice Wilkins (1962) for the discovery of the structure of DNA; and, more recently, Sit James Black (1988) for his work in the field of physiology and medicine. Nine Nobel Prizes for literature ... (16 — to win) by British authors including Rudyard ['rʌdjəd] Kipling (1907), T.S. Eliot (1948) and Sir William Golding (1983). The 1998 Nobel Peace Prize ... (17 — to award) to John Hume MP (Member of Parliament) and David Trimble MP for helping to find a peaceful solution to the conflict in Northern Ireland.

b) Answer the teacher's questions.

VOCABULARY EXERCISES

42. Paraphrase using the active vocabulary.

1. The two firms have very different corporate *ways of behaving*.
2. The gold medal *was given* to Mr. Brown for outstanding services to the industry.
3. Meryl Streep won the best actress *prize*.
4. We are here today *to pay a tribute to* the men and women who gave their lives for their country.
5. The increase in the inflation level *means* that wages are rising too fast.
6. The Professor has stressed that his comments do not *suggest* criticism of the study.
7. The programme has been so successful that *it has been shown for five years*.
8. Mr. Gibson *received the highest prize* for his film.

43. Translate into English.


44. Describe the people listed below using the suggested words and word combinations.

1. **Anton Chekhov (1860–1904):** outstanding; playwright ['pleɪraɪt]; to be born; Taganrog; to practise medicine; literary activities; to adopt a pen-name; to devote; to influence; development; literature; culture; to admire; artistic skill; ordinary; the Moscow Art Theatre; in the honour.
2. **Piotr Ilyich Tchaikovsky (1840–1893):** great; composer; to be born, Votkinsk; the Urals region; music pieces; to be a success; Moscow and St. Petersburg; to influence; folk music; to retire; Klin; to live an uneventful life; to contribute; world culture; *Swan Lake*; *Nutcracker*, *The Queen of Spades*; Eugene ['ju:dʒi:n] *Onegin*; a professor of Moscow Conservatory; since 1958; to hold an International Contest; in the honour of.
3. **Karl Brullov (1799–1852):** prominent; artist; to be born; St. Petersburg; a skilled craftsman (father); to devote; painting; to graduate from; the Academy of Arts; to award; the gold medal; academic style; to win a scholarship; to study in Italy; romantic school; artistic skill; portrait painting; landscape; exhibitions; *The Last Day of Pompeii* [pɒm'peɪ]; to win admiration.
4. **Albert Einstein ['aɪnstam] (1879–1955):** great; mathematical physicist; to be born; Germany; the Nazi ['nɑ:tsɪ]; to come to power; to move to the USA; to discover; the theory of relativity [ˌrelə'tɪvɪtɪ]; a dedicated scientist; an enthusiastic lover of music; to award; the Nobel Prize.
5. **Louis ['lu:ɪ] Armstrong (1900–1971):** prominent; musician; to be born; New Orleans ['nju:ˈɔ:lɪnz]; poor family; Afro-American; to contribute to; development; culture; to devote; jazz music; artistic skill; to admire; to influence; generation.

6. **Charlie Chaplin** ['tʃɑ:lɪ'tʃæplɪn] (1889–1977): outstanding; actor; film director; to be born; Britain; poor family; to move to; the USA; eventful life; to devote; *The Gold Rush*; *City Lights*; to satirize ['sætɪraɪz]; industrial society; “little man”, to triumph ['traɪəmf] over circumstances; to award; the Oscar (1952, 1972).
7. **Rudyard Kipling** (1865–1936): prominent; to be born; Calcutta; to influence; Indian folklore ['fouklɔ:]; to get an education; England; a journalist; to devote; literature; *The Jungle Book*; along with; children's literature; poetry; literary activities; to award; the Nobel Prize.
8. **Sir Christopher Wren** ['krɪstəfə'ren] (1632–1723): famous; architect ['ɑ:kɪtekt]; to be born; a professor of astronomy; Oxford University; along with; architecture ['ɑ:kɪtektʃə]; to have great mathematical and engineering skill; the Great Fire of London (1666); to be engaged in; to design; the central part of the City of London; St. Paul's Cathedral.

HOME ACTIVITIES (4)

45: Listen to the text *The Creative Impulse*. Read it after the speaker and get ready to answer the questions (exercise 48).

46: a) Complete the sentences with the words and expressions from the box. Learn the new words from the box. 

popular	horror books	book clubs	demonstrated
fans	enthusiastic	reading habits	romances
borrowed	significant	instead	indicates
increased	different	exemplified	tend

Reading Habits in Britain

A recent survey into people's _____ (1) has shown that the most _____ (2) type of book for men is thrillers, while for women it is romance [rou'mæns]. This is shown by the fact that 46% of men read _____ (3) and 53% of women read _____ (4). A minority of both sexes read factual books; only two in ten men and one in ten women read this type of book. A third of the women surveyed read mysteries, while only a quarter of men read them.

The most _____ (5) readers are those who read romances. A _____ (6) number of them read more than five books a month. Amongst the mystery _____ (7), women read more than men. This is _____ (8) by the fact that seven out of ten women read more than three books a month, while only 20% of men read more than two.

By far the largest proportion of books are _____ (9) from a library. _____ (10) are becoming more popular. This is _____ (11)

by the fact that membership of these clubs has _____ (12) by 10% over the past ten years.

In conclusion, the survey _____ (13) that men and women have _____ (14) reading tastes. Women also _____ (15) to read more than men. However, neither men nor women buy many of the books they read, choosing to borrow them _____ (16).

b) Get ready to discuss the text in class.

a) Open the brackets using the correct forms of the verbs. 

That's Publicity

Paul Morris, a publicity agent, told Allison: "Look, you're a clever girl. You _____ (1 - to write) a novel that _____ (2 - to publish) and is going to be a best-seller. You are smart enough with words but I want you _____ (3 - to be) extra smart when you _____ (4 - to give) this interview. That's publicity. Publicity _____ (5 - to use / to create) an illusion about a place, a thing or a person. It is a means of selling goods that _____ (6 - modal / to be) a hotel room in Miami, a box of soap or a human being. We _____ (7 - to sell) you, Allison, because if we _____ (8 - to do) it well enough we _____ (9 - to sell) copies of your book. What we _____ (10 - to do) is _____ (11 - to make) you into a very special person. One that millions of people _____ (12 - to recognize). In twenty minutes you are going _____ (13 - to interview) by Jane Dodge. Her show is on in the morning but she has all her interviews _____ (14 - to tape)..."

"...And now, ladies," Jane said into a microphone, "it gives me great pleasure _____ (15 - to introduce) all of you to a little girl I _____ (16 - to meet) several years ago in New England. Her name is Allison Mackenzie and she is only nineteen. But my little friend _____ (17 - modal / to fool) quite a few of us. She is the author of the sensational new best-seller, *Samuel's Castle*, and, girls, if you _____ (18 - not / to read) this marvellous book yet, let the dishes _____ (19 - to go) and _____ (20 - to run) to your bookstore. Well. Good morning, Allison..."

When it was over, all Allison _____ (21 - to want / to get) out of the hot studio and into the fresh air.

"Paul," Jane Dodge said, "leave a copy of that book for me, _____ (22 - tag - request)?" Paul _____ (23 - to take) a copy of *Samuel's Castle* from his briefcase and _____ (24 - to put) it on Jane's desk.

"_____ (25 - you / not / to read) it?" Allison asked. Jane _____ (26 - to look) at her in astonishment and then _____ (27 - to burst) out laughing. "Sweetie," she said. "I don't have time _____ (28 - to read) anything!"

CLASSROOM ACTIVITIES (5)

48. Write a translation dictation.

49. Discuss the problems raised in exercises 46–47.

TEXT 2. The Creative Impulse.**Cross-cultural Notes:**

1. **Achilles** [ə'ki:lɪ:z] – Ахиллес, Ахилл, в “Илиаде” Гомера один из храбрейших греческих героев, осаждавших Трою. Его мать, желая сделать сына бессмертным, погрузила его в священные воды Стикса; лишь пятка, за которую она его держала, не коснулась воды и осталась уязвимой. Ахиллес погиб от стрелы Париса, поразившей его в пятку. Отсюда выражение “ахиллесова пята” (Achilles heel) – уязвимое место.
2. **S.E.** (*abbrev.*) – юго-восточная часть Лондона (south-east).
3. “**Good afternoon, Bullfinch,**” said Mrs Forrester. – К прислуге обычно обращаются по имени или по фамилии, не прибавляя слов Mr/Mrs/Miss/Ms.
4. **Hyde Park** – Гайд-парк – самый известный лондонский парк; вместе с примыкающим к нему Кенсингтонским садом (Kensington Gardens) занимает площадь в 250 гектаров. Открыт для публики с 1635 года.
5. **Hyde Park Corner** – Гайд-парк Корнер, площадь в Лондоне, считается самым оживленным перекрестком в Лондоне.
6. **Edgar Allan Poe** [ˈpou] (1809–1849) – Эдгар (Аллан) По, американский писатель-романтик, критик, родоначальник детективного жанра, автор рассказов “Убийство на улице Морг”, “Золотой жук” и др.

Phonetic Notes:

Achilles Statue [ə'ki:lɪ:z'stætʃu:]

ma'am [mæm]

* * *



The Creative Impulse

After W.S. Maugham

When Mrs Forrester's first detective story "The Achilles Statue," was published, she had reached the age of fifty-seven, and the number of her works was considerable. Her books, however, did not sell, though they were highly praised by the critics.

A lot of people wanted to be invited to the parties she gave every Saturday, but only a few were among her guests. The only person who spoiled these parties was Mr Albert Forrester, her husband. All her friends considered him a bore. Albert was an ordinary businessman. Mrs Forrester, however, always knew how to put to shame anyone who tried to make fun of him in her presence.

The event that had such a great influence on Mrs Forrester's literary activities happened towards the end of one of her parties. She was talking, when suddenly there came a noise as if something heavy had fallen.

"Well, Carter, what is it?" Mrs Forrester asked the maid. "It's the new cook's box, ma'am," answered the maid. "Mrs Bullfinch went away this afternoon." "Does Mr Forrester know about it?" Mrs Forrester asked, for matters like that were his responsibility. "Mr Forrester's gone, ma'am," answered the maid. "He said I was to give you this letter when you asked for him."

Mrs Forrester read the letter and cried out: "Oh, how unfair! how terrible!" "What is it, Mrs Forrester?" asked Mr Simmons, her agent. "Read it", she said. "Just read it."

Mr Simmons put on his glasses, and read this:

My Dear,

Mrs Bullfinch needs a change and has decided to leave, and as I do not wish to stay on without her I'm going, too. I have had all the literature I can stand and I am sick and tired of art. Mrs Bullfinch does not care about marriage but if you wish to divorce me, she's willing to marry me.

I've hired a new cook instead of Mrs Bullfinch and I hope you will be pleased with her. Mrs Bullfinch and I are living at 411, Kennington Road, S.E.

Albert.

The silence that followed was broken by Mr Simmons, who said: "You must get him *back*. A dancer or a lady of title wouldn't do you any harm, but a cook would finish you."

"But I can't fight with my cook for him?" Mrs Forrester cried out.

"You will go and see him tomorrow, won't you?" asked Mr Simmons. Mrs Forrester didn't answer for some time and finally said: "For my art's sake, not for mine."

It was rather late in the afternoon of the next day when Mrs Forrester set out on her journey to Kennington Road. It did not take her long to find the house she wanted. When the door opened, she recognized her cook. "Good afternoon, Bullfinch," said Mrs Forrester. "I wish to see your master."

Mrs Bullfinch hesitated for a second, then held the door wide open. "Come in, ma'am." Mrs Forrester went in quickly and there was Albert sitting by the fire. "How are you, my dear?" said Albert cheerfully.

Mrs Forrester gave him her best smile. "I'm not angry with you, Albert, but a joke's a joke and should not be carried too far. I've come to take you home."

"Then I think you're wasting your time, my dear," said Albert. "Nothing will ever make me live with you again. You're literary and I'm not. You're artistic and I'm not. You're a good woman in your own way, but not suitable for me. Mrs Bullfinch wants me to retire. My partners will buy me out, and I shall have an income of just under nine hundred pounds. There are three of us, so it gives us nearly three hundred a year each."

"How am I to live on that? You know very well that my books don't bring me any money." cried Mrs Forrester.

And just then Mrs Bullfinch suddenly asked: "Why don't you write a good detective story?" Mrs Forrester burst out laughing: "What a wild ideal I have never read a detective story in my life."

"I love a detective story," said Mrs Bullfinch. "Give me a lady in evening dress lying dead on the library floor and I know I'm going to enjoy it."

"Personally, I prefer a respectable gentleman with a gold watch chain, lying dead in Hyde Park," said Albert. "We can give you all the advice you need, my dear," added Albert, smiling kindly at Mrs Forrester. "I've read hundreds of detective stories."

"You!"

"That's what first brought Mrs Bullfinch and me together."

Mrs Forrester rose to her feet. "You've been surrounded for thirty years with all that was best in English literature and all this time you've been reading detective novels!" She walked downstairs and then to the tram stop. A tram pulled up at the stop and she got in.

Wondering what time it was, she looked up at the man sitting opposite her and suddenly started: there was a respectable looking gentleman wearing a gold watch chain. It was the very man Albert had described lying dead in Hyde Park. He asked the conductor to stop and she saw him go down a small, dark street. Why? At Hyde Park Corner she suddenly made up her mind to get out. She felt she must walk. As she passed the Achilles Statue she stopped for a minute and looked at it. After all Edgar Allan Poe had written detective stories.

She reached her flat at last, opened the door and went into the drawing-room.

"Oh, I've kept you waiting so long!" she cried out. "Well," the friends said. "Did you manage to get hold of him?"

"My dears, I've got something quite wonderful to tell you, I'm going to write a detective story. I'm going to raise the detective story to the level of art. It came to me suddenly in Hyde Park. It's a murder story and I shall call it "The Achilles Statue".

"But what about Albert?" somebody asked.

"Albert?" repeated Mrs Forrester.

"Then you haven't seen Albert?"

"My dear, I forgot all about him." She gave a laugh. "Let Albert keep his cook. I can't bother about him now. I'm going to write a detective story."

"My dear, you're too, too wonderful" said one of the friends.

ACTIVE VOCABULARY 2

1. **to create** [kri'eit] — создавать, творить: e.g. Dickens created many wonderful characters in his novels. / **creative** [kri'eitiv] — творческий, созидательный: e.g. Painting is a creative process. / **creation** [kri'eifn] — созидание, создание, творение: e.g. The government is to provide more money for job creation. / **creature** ['kri:tʃə] — создание, творение, живое существо: e.g. Lily was a lovely creature.
2. **to consider** — 1. рассматривать, обсуждать, обдумывать: e.g. We are considering going to Canada. 2. полагать, считать: e.g. They considered themselves (to be) very important. / **consideration** — 1. рассмотрение, обсуждение; **to be under consideration** — находиться на рассмотрении: e.g. The proposals are still under consideration. / **to take sth into consideration** — принимать что-либо во внимание: e.g. When marking Tom's examination papers, the teacher took his long illness into consideration. / **considerable** [kən'sidərəbl] — значительный, большой, важный: e.g. It was a matter of considerable importance to all of us. He won a considerable sum of money.
3. **praise** — похвала, (pl.) восхваления: e.g. Give your child plenty of praise and encouragement. / **to praise** [preiz] — хвалить, ценить, превозносить: e.g. The painting of St. Basil's Cathedral was highly praised.
4. **ordinary** ['ɔ:dn(ə)ri] — 1. обычный, обыкновенный: e.g. Did the President meet any ordinary Russians? 2. заурядный, посредственный: e.g. The inside of the house is rather ordinary.
5. **care** ['keə] — 1. забота, попечение: e.g. The baby was left in his aunt's care. 2. внимательность, тщательность, осторожность: e.g. He was choosing his words with great care. / **to take care of sb/sth** — заботиться о ком-либо/чем-либо: e.g. Who is going to take care of the children while you are away? / **to care** — проявлять внимание, интерес к кому-либо/чему-либо; не быть безразличным: e.g. Only Ed cared enough to come and talk to her. / **to care about** — интересоваться чем-то, считать что-либо важным: e.g. No one seemed to care about her feelings. / **to care for** — испытывать любовь, дружеские чувства к кому-либо; ; любить что-либо; хотеть чего-либо: e.g. Jim cares a lot for his little sister.

I don't care much for classical music. Would you care for a cup of coffee? / **careful** — 1. заботливый, внимательный: e.g. Be careful of your health. 2. старательный, тщательный: e.g. After careful consideration, the committee gave the prize to a children's book. 3. осторожный, осмотрительный: e.g. She has always been careful with money. / **careless** — небрежный, невнимательный; беспечный, беззаботный: e.g. Try not to be so careless next time!

6. **instead** [ɪn'sted] (of sb/sth // doing sth) — вместо, взамен (чего-либо): e.g. If Harry is not well enough to go with you, take me instead. He has been playing all afternoon instead of getting on with his work.
7. **to hesitate** ['hezi,tet] (about) — 1. колебаться, сомневаться: e.g. He hesitated a moment, and then knocked on the door. I hesitated about taking the position. 2. стесняться (в отрицательных предложениях): e.g. Don't hesitate to call me if you need any help. / **hesitation** — колебание, сомнение, нерешительность, неуверенность: e.g. Without a moment's hesitation, he answered 'yes'.
8. **wild** [waɪld] — 1. дикий, нецивилизованный: e.g. He lived for two years among the wild tribes of Polynesia. 2. девственный, дикий (о местности): e.g. To the west lay a wild mountainous region. 3. бурный, буйный, необузданный, неистовый: e.g. The famous ballet dancer appeared on the stage to the wild cheers of the audience. / **wildlife** ['waɪld,laɪf] (*uncountable*) — живая природа; животные, птицы, рыба в естественном состоянии: e.g. The country's new laws protect wildlife and their habitats ['hæbi,tæt(s)] (место распространения, среда обитания). / **wilderness** ['wɪldənəs] — 1. дикая местность, девственная природа: e.g. The travellers were struck by the Alaskan wilderness. 2. заброшенное место: e.g. The garden has become a weed-infested wilderness.
9. **to surround** [sə'raʊnd] — окружать, обступать: e.g. After the performance, the singer was surrounded by an admiring crowd. / **surroundings** — среда, окружение; окрестности: e.g. Our new surroundings are a lot more friendly than we expected.

Expressions

to set out on a journey — отправиться в путешествие

to burst out laughing — рассмеяться

to get hold of sb/sth — схватить, найти, достать кого-либо/что-либо

50. Answer the questions.

1. What kind of books did Mrs. Forrester write? Why did people want to be invited to her parties? Why did Mr. Forrester spoil the parties? What was Mrs. Forrester's attitude to her husband? 2. What event had a great influence on Mrs. Forrester's literary activi-

ties? What did Mr. Forrester inform his wife about in the letter? What fact shows that he was a man of responsibility? 3. Why didn't Mrs. Forrester want to see her husband in Kennington Road? Why did her agent insist that she should do so? What did he imply by the phrase "A dancer or a lady of title wouldn't do you any harm, but a cook would finish you"? 4. What reasons did Mr. Forrester give for his decision to leave his wife? What were his further plans? What arguments did his wife give trying to explain why she could not survive without him? What did he suggest she should do for her living? 5. What did Mrs. Bullfinch suggest Mrs. Forrester should write? What did Mrs. Forrester think about the detective genre? What did she suddenly discover about her husband's literary tastes? How did his literary taste change Mr. Forrester's life? 6. Why did Mrs. Forrester go home by tram? Why did the sight of the man she saw in the tram strike her? What idea came to her mind as she was walking in Hyde park? 7. What news did she break to her friends when she reached home at last? Why did she pretend that she had not seen Albert? What did Mrs. Forrester explain about her further plans?

51. Give the Russian for:

to spoil a party; to consider sb a bore; to put sb to shame; there came a noise; I have had all the literature I can stand; you will be pleased with her; you are literary / artistic; my partners will buy me out; a respectable gentleman; to bring sb together; it was the very man; to make up one's mind; murder story; let Albert keep his cook; you are too, too wonderful.

52. Give the English for:

значительное количество; высоко ценить; высмеивать кого-либо; подобные вопросы, дела; ради искусства; широко распахнуть дверь; заходить слишком далеко (*о шутке*); трамвай подошел к остановке; она неожиданно вздрогнула; поднять детектив до уровня искусства; рассмеяться, усмехнуться; мне сейчас не до него.

VOCABULARY EXERCISES

53. Paraphrase using the active vocabulary.

1. The travellers *started out* at sunrise. 2. When we moved to a new district, we found *the neighbourhood* quite beautiful. 3. The silly girls were *crazy* about the famous film star. 4. When Holly heard the joke she *began to laugh*. 5. The article reports that *animals and plants* in that part of the country are in danger. 6. Barry stood at the door *not knowing what to do*: should he walk straight in or knock. 7. When we were leaving, Mrs. Bromley agreed to *look after* our garden. 8. There's no room for *indecision*. 9. Would you *like to have* a glass of wine? 10. Shall we give Molly a computer game for her birthday? — No, she is *indifferent to* computer games. 11. Alfred Jones *thought* himself to be quite an *average* man. 12. It is a matter of *great* importance to all of us. 13. One of the possibilities, *which is*

being discussed, is closing the street to private cars. 14. These hairstyles *were made* by 'Toni and Guy'. 15. Vince *seized* the rope and pulled it. 16. The Committee members *expressed strong approval* of the artistic talents of the students.

54. Repeat and add a sentence logically connected.

55. Translate into English.

HOME ACTIVITIES (5)

56. a) Complete the sentences with the words and expressions from the box.

Learn the new words from the box. 

Art Galleries

A.

St Petersburg	to add	to set up	hesitating
outstanding	subsidy	insurance	sugar refiner
be exhibited	initiated	artists	public
designed	collection	modern	the Thames
reflected	controversy	government	developed

Attempts _____ (1) some sort of 'national' gallery were first made in 1777 when it was suggested that the private collection of Britain's first Prime Minister, Sir Robert Walpole, should _____ (2) in public. While the government was _____ (3), Walpole's collection was sold to the Hermitage Museum in _____ (4).

The National Gallery was _____ (5) by a Russian emigre ['emigre], J.J. Angerstein. He had worked in the City of London, where he reformed the famous _____ (6) company, 'Lloyds of London'. Angerstein had an art collection of _____ (7) quality, mostly foreign paintings by _____ (8) such as Titian ['tɪʃən], Rembrandt and Claud Lorrain ['klaʊdlɔ:'reɪ]. When he died, he left much of the _____ (9) 'to the nation'. The government bought his house and opened it to the _____ (10) as the National Gallery in 1833. 'National' at this time meant 'paintings belonging to the nation', for it _____ (11) the cosmopolitan taste of a collector, not British artistry. When other collectors offered _____ (12) more works, a new building was _____ (13) in nearby Trafalgar Square. This is where the National Gallery stands today, receiving nearly £20 million a year in _____ (14) from the Government.

In March 1890, a _____ (15) called Henry Tate offered sixty paintings from his modern British collection to the Gallery. There was much _____ (16) over the Tate gift. At last a new gallery was built by _____ (17). It is now known as 'The Tate'. Like the National Gallery, it also gets around £20 million a year in _____ (18) grants.

As the Tate Gallery had started with several recent British works, it _____ (19) its collection in two directions – British work of all periods, and international _____ (20) art.

B.

creating	artists	benefactors	key
art	modern	addition	impact
raises	painting	splendid	generosity
contemporary	among		

The Tate Gallery, which opened in 1897, is the national gallery of British _____ (1) from the 16th century to the present day. It is also the national gallery of international _____ (2) art. The Tate is primarily funded by the state but _____ (3) substantial additional funds through the _____ (4) of sponsors and _____ (5).

The British Collection at the Tate aims to tell the history of _____ (6) in Britain from about 1500, with especially strong holdings of the _____ (7) who have had the most significant _____ (8). _____ (9) eighteenth-century figures such as William Hogarth ['hougɑ:θ], Sir Joshua ['dʒɔʃwə] 'Reynolds, Thomas Gainsborough ['geɪnzbəərə/'geɪnzbərou] and George Stubbs are present in force. In _____ (10) to the famous Turner Collection, there is an important group of works by his great _____ (11) John 'Constable, and William Blake is represented by a _____ (12) assemblage of works in all media, _____ (13) them his experiments with "fresco" and colour printing.

By continuing to collect the art of the present, the Tate Gallery can be sure of _____ (14) a great museum of the art of the late 20th century and 21st century.

b) Get ready to discuss the text in class.

57. Translate into English.

1. Мы уже месяц уговариваем Дэвида вступить в местное Общество защиты *дикой природы* (... Conservation Society), но он отказывается. – Не стоило тратить время. *Ему все безразлично.* 2. Самой длинной "мыльной оперой" на британском телевидении стала "Улица коронации" (*Coronation Street*), которую показывают уже более сорока лет. 2. Первый конкурс "Евровидение" прошел в 1956 году. Однако низкий

художественный уровень исполнения и голосование на основе политических принципов ставят под угрозу его репутацию как престижного музыкального события года. Самыми знаменитыми участниками конкурса была шведская группа "АББА" (ABBA). В 1974 году им была присуждена первая премия за песню "Ватерлоо" (Waterloo). 3. Джон Констебль создал новое направление (trend) в английской живописи. На его полотнах (in his canvases) обычные виды провинциальной Англии превращались в романтические пейзажи (landscapes). Картина "Телега для сена" (The Hay Wain) считается одним из лучших произведений мирового искусства. После успеха на парижских выставках творчество Констебля оказало большое влияние на развитие французского пейзажа (landscape painting). 4. Поль Гоген (Paul Gauguin ['pɔ:l'gou'gæn]) считается одним из основателей современного искусства. Хотя в молодости он был удачливым бизнесменом, искусство было единственным, что по-настоящему интересовало его. После того как он познакомился с Писсаро (Pissarro) и Сезанном (Sezanne), он не раздумывая бросил работу, семью и друзей ради того, чтобы полностью посвятить свою жизнь искусству. Известный английский писатель С. Моэм описал жизнь и творческую деятельность Гогена в романе "Луна и грош".

58. Get ready to retell Text 2.

CLASSROOM ACTIVITIES (6)

59. Answer the teacher's questions based on exercise 56.

GRAMMAR EXERCISES

Revision

60. a) Read the text opening the brackets and using the verbs in the proper forms.

The Lost Art of Old Masters

The blank spaces on the wall of the Frankfurt Schirn Gallery ... (1 – probably / more / to photograph) than the old paintings which ... (2 – to hang) there until last Thursday. That ... (3 – to be) the day when thieves ... (4 – to steal) two paintings by J.M.W. Turner, which were on loan from London's Tate Gallery. In fact, as theft ... (5 – to increase), empty walls ... (6 – to become) an increasingly familiar sight in Europe's galleries. The thieves are usually members of professional gangs who ... (7 – to study) the layout of their target in detail beforehand. They ... (8 – to become) better at overcoming the tightest security. The thieves of Frankfurt ... (9 – to wait) until the gal-

lery closed at 10 p.m., ... (10 – to overpower) the security guard before he ... (11 – can / to turn on) the alarm system and ... (12 – to escape) with the paintings to a waiting car. The pictures ... (13 – to value) at £37.7 million and, since they are too famous ... (14 – to sell), police ... (15 – to suspect) that the thieves ... (16 – to hold) them to ransom (выкуп).

£62,800 reward ... (17 – to offer) for information. Unfortunately European Union policy ... (18 – to make) it easier for thieves ... (19 – to cross) borders and harder for police ... (20 – to follow) them. ... (21 – to discourage) thieves, galleries may have ... (22 – to turn) themselves into high security fortresses.

b) Answer the teacher's questions.

VOCABULARY EXERCISES

61. Translate from English into Russian.

1. Her appearance *created* a sensation. 2. Can you *get hold of* Mike and tell him the meeting's postponed? 3. His heroism is *beyond praise*. 4. The police officer didn't notice anything *out of the ordinary*. 5. After serious *consideration* of all the issues, the school decided to expel (исключить) the three students. 6. He has never shown much *consideration* for his wife's feelings. 7. Time is an important *consideration* in this case. 8. Several *considerations* have influenced me in coming to a decision. 9. Mrs. Williams was a lovely *creature*. 10. He is a mere *creature* of the dictator. 11. He was rich and free from *cares* of every kind. 12. I shouldn't *care* for that man to be my doctor. 13. Take care of the pence and the pounds will take care of themselves. 14. A small vase of *wild flowers* was the only decoration of the room. 15. The party spent several years in the political *wilderness*. 16. The lifeboat service is run by a team of *dedicated* volunteers. 17. The beer festival is *an annual event* in that German city. 18. *In any event*, let me know your decision. 19. Heredity (наследственность) and environment are *influences* on character. 20. The government will encourage a wider *adoption* of the new strategy for pollution control. 21. She *has adopted* Japan as her home. 22. The warning carried an *implied* threat (угроза). 23. The entire marketing team is trying to *raise the author's profile*.


62. a) Skim through the text and say in one sentence what the text deals with. Answer the questions which follow.

fringe [frɪndʒ] – край, внешняя граница

Eugene O'Neill ['ni:l]; William Saroyan [sə'roɪən];

Tennessee [,tenə'si:] Williams

* * *

 (1.5 min.)


The Great White Way

The United States is an international centre of culture. Its major cities regularly host many concerts, art exhibitions and theatrical performances. Some of the world's greatest museums, orchestras, theatres and concert halls are located in the United States. Performances and exhibitions are usually very well attended. Tickets can be hard to get despite their high prices.

Broadway is New York's main theatre district even if all its theatres are not actually on the street of that name. Broadway is used to refer to mainstream productions: commercial, non-experimental ones, increasingly of musicals. Broadway is also referred to as the Great White Way. (It was called so by journalists after an unusually heavy snowfall in December 1901.) Likewise, the West End is used to refer to a style of production usually found in the West End of London, even if some West End theatres are geographically elsewhere.

More experimental, unusual work is referred to as off-Broadway in New York. Something even more experimental may be referred to as off-off-Broadway, or as the fringe elsewhere. The term 'fringe' originated at the Edinburgh festival in Scotland to indicate productions that were not part of the main programme. The over 350 off-Broadway theatres bring to mind American playwrights such as Eugene O'Neill, Arthur Miller, William Saroyan, Tennessee Williams and others.

To put on a Broadway show, whether it is a musical or a straight play, costs an enormous amount of money, at least four times more than in London. Success on Broadway is the sweetest thing that can happen to a name in show business.

* * *

1. Why is the USA considered to be an international centre of culture?
2. What is New York's theatre district?
3. What does the term 'Broadway' imply?
4. What is the indicator of success in show business?

b) Scan the text for details.

c) Answer the teacher's questions.



69 Discuss the following issues:

- The place of Russian culture in world cultural heritage (наследие).
- The place of art studies in school and university curricula.
- The role of arts in your future professional activities.

DO YOU KNOW THAT

- The first English book was printed in 1475 by William Caxton in Brugge [bru:ʒ], Belgium.
- In Shakespeare's time all women's parts were performed by the boys of the choir.
- The first English museum, was opened in 1683 at Oxford University. It was named Ashmolean [æʃ'mouljən] in honour of its founder, Elias Ashmole.
- The Academy Awards ('Oscars') supposedly got their name because they looked like the Uncle Oscar of Margaret Herrick, a lady who worked in the Academy film library.

HOME ACTIVITIES (6)

34 Translate into English.

1. Музей изобразительных искусств был открыт в Москве в 1912 году.

Этому событию предшествовали (to precede) несколько лет увлеченной работы трех энтузиастов: профессора Московского университета Ивана Цветаева, архитектора Романа Клейна и финансиста и мецената Юрия Нечаева-Мальцева.

В 1937 году музею было присвоено имя А. С. Пушкина.

Музей имеет богатую коллекцию произведений искусства древнего (ancient) Египта, картин русской и западноевропейской живописи и скульптуры.

Наряду с Эрмитажем, Третьяковской галереей и Русским музеем Музей изобразительных искусств имени А. С. Пушкина является частью мирового культурного наследия (heritage).

1. The Fine Arts Museum was opened in Moscow in 1912.

This event had been preceded by several years of dedicated work of three enthusiasts: Professor Ivan Tsvetayev of Moscow University, the architect Roman Klein and financier and benefactor Yuri Nechayev-Maltsev.

In 1937 the museum was named in the honour of A.S. Pushkin.

The museum has a rich collection of works of art of ancient Egypt, Russian and West European paintings and sculpture.

Along with the Hermitage, the Tretyakov Gallery and the Russian Museum, the Pushkin Fine Arts Museum is part of the world cultural heritage.

2. Сомерсет Моэм, известный английский писатель, прожил долгую и полную событий жизнь (1874–1965).

Он изучал медицину, служил в британской разведке, путешествовал по всему миру, был почетным членом различных организаций и университетов, писал рассказы, романы и пьесы.

В 1947 году Моэм учредил ежегодную премию для начинающих британских писателей.

Критики всегда ценили его мастерство рассказчика (narrative ['næɪrətɪv] skill).

Его жизненный опыт и глубокое проникновение в сущность человека позволили ему создать романы, рассказы и пьесы, которые до сих пор популярны у читателей многих стран.

2. Somerset Maugham, a well-known English writer, lived a long and eventful life (1874–1965).

He studied medicine in Heidelberg and London, served in the British Intelligence Service, travelled all over the world, was an honorary member of various organizations and universities, wrote short stories, novels and plays.

In 1947 Maugham established an annual award for beginning British writers.

Critics have always praised his narrative skill.

His life experience and deep insight into human nature enabled him to create the novels, stories and plays which are still popular with readers in many countries.



KEYS

Key — 46:

1 — reading habits; 2 — popular; 3 — horror books; 4 — romances; 5 — enthusiastic; 6 — significant; 7 — fans; 8 — demonstrated; 9 — borrowed; 10 — book clubs; 11 — exemplified; 12 — increased; 13 — indicates; 14 — different; 15 — tend; 16 — instead.

Key—56:

A. 1 — to set up; 2 — be exhibited; 3 — hesitating; 4 — St. Petersburg; 5 — initiated; 6 — insurance; 7 — outstanding; 8 — artists; 9 — collection; 10 — public; 11 — reflected; 12 — to add; 13 — designed; 14 — subsidy; 15 — sugar refiner; 16 — controversy; 17 — the Thames; 18 — government; 19 — developed; 20 — modern;

B. 1 — art; 2 — modern; 3 — raises; 4 — generosity; 5 — benefactors; 6 — painting; 7 — artists; 8 — impact; 9 — key; 10 — addition; 11 — contemporary; 12 — splendid; 13 — among; 14 — creating.

UNSUPERVISED EXERCISES WITH KEYS**Revision Test**

1. _____ making money, the company aims to set high standards of quality and design.
a. except
b. unlike
c. along with
d. besides
2. " _____ kind of you to visit us!" Jennifer exclaimed.
a. so
b. such
c. how
d. what
3. She could hardly _____ herself out of the chair.
a. raise
b. rise
c. arise
d. arouse
4. My main interest _____ in the development of new technology.
a. lay
b. lie
c. laid
d. lain
5. If there is a problem, we _____ the manufacturer directly.
a. suggest to contact
b. offer to contact
c. suggest contacting
d. offer contacting
6. Foreign _____ never really appealed to him until he retired.
a. journey
b. trip
c. voyage
d. travel
7. He has already tried to _____ sense into Liza.
a. say
b. tell
c. speak
d. talk
8. _____ half of the money will be provided by the government.
a. other
b. another
c. the other
d. others
9. I walked along the wall _____ close to the side.
a. remaining
b. keeping
c. holding
d. staying

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