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АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ПЕДАГОГИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ

ENGLISH FOR PEDAGOGICAL SPECIALITIES

Под редакцией С. Н. Степановой

*Учебное пособие
для студентов высших
педагогических учебных заведений*



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Пособие направлено на совершенствование навыков чтения и перевода литературы по педагогическим специальностям на английском языке; развитие навыков аудирования, говорения и письма; овладение базовой терминологией в сфере образования.

Для студентов педагогических вузов.

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ПРЕДИСЛОВИЕ

Пособие предназначено для студентов педагогических вузов, обучающихся как гуманитарным, так и естественно-научным специальностям.

Его целями являются: совершенствование навыков чтения и перевода литературы по педагогическим специальностям на английском языке; развитие навыков аудирования, говорения и письма; овладение базовой терминологией в сфере образования.

Задача пособия состоит в формировании языковой и коммуникативной компетенции, необходимой для дальнейшей профессиональной деятельности и осуществления деловых контактов.

Многолетний опыт работы авторов в педагогических вузах показал: чтобы добиться поставленной цели, преподаватель должен уделить особое внимание повторению и более углубленной проработке наиболее важных грамматических разделов, отбору определенного минимума лексических единиц общего и терминологического характера (с учетом словарного запаса, полученного в школе), целенаправленному подбору текстов и тем уроков. При подготовке пособия авторы старались максимально учесть эти требования.

В пособии используются тексты культурно-страноведческой и педагогической тематики (английский язык; школы, колледжи и университеты Великобритании и США; обучение детей в Великобритании и России; образование в России; подготовка учителей в Великобритании и США; учитель как личность; дети и родители; игры в жизни детей; праздники в Великобритании и США; театр и кино в Великобритании и США; английская и американская литература; достопримечательности Великобритании, США и России). Большинство из них основано на оригинальных английских и американских источниках. Они не только информативны, но и направлены на преодоление разрыва между интеллектуальным развитием студентов и их языковой компетенцией, имеют воспитательное значение, способствуют формированию личности будущего учителя.

Текстовый материал в пределах урока организован по иерархическому принципу: 1) два основных текста описательного характера; 2) один диалогический текст; 3) дополнительные тексты описательного характера, служащие для отработки языковых на-

выков и умений, завершения активизации языкового материала и формирования речевых умений.

Пособие состоит из 19 уроков (Lessons). Весь материал рассчитан на два семестра. Число часов, необходимых для изучения каждого урока, определяется преподавателем в зависимости от интенсивности курса обучения. Учебным планом предусмотрено проведение практических занятий, контрольных и самостоятельных работ.

Работу над уроками рекомендуется строить следующим образом:

- 1) речевая тренировка с помощью подстановочных грамматических таблиц и выполнение грамматических упражнений;
- 2) чтение и перевод текстов по теме урока с разбором новых грамматических и лексических явлений;
- 3) выполнение упражнений, служащих для активизации фонетического и лексического материала;
- 4) выполнение упражнений, направленных на проверку понимания прочитанных текстов;
- 5) беседа по текстам;
- 6) обсуждение темы урока;
- 7) ролевая игра.

В начале каждого урока приводятся подстановочные грамматические таблицы и предтекстовые грамматические упражнения (Grammar Exercises), направленные на первичное закрепление грамматических явлений, встречающихся в текстах данного урока, и обеспечивающие коммуникацию общего характера. Грамматический материал пособия соответствует программе по практической грамматике для студентов педагогических специальностей и включает основные времена глагола в активном (действительном) и пассивном (страдательном) залоге, сведения об артикле, существительном, прилагательном, предлоге и др. При объяснении правил преподавателям рекомендуется также использовать дополнительную литературу¹.

После грамматических упражнений даны два основных текста, в которых излагается тема урока. Затем вводятся новые слова и словосочетания (Vocabulary Notes), которые закрепляются при помощи специальных послетекстовых упражнений (Vocabulary Exercises). Цель фонетических упражнений — научить студентов правильно произносить новые слова и словосочетания. Лексические упражнения (приведите русские/английские эквиваленты данных слов и словосочетаний; переведите предложения на русский/английский язык, обращая внимание на данные слова, и др.) способствуют закреплению новых лексических единиц и разви-

¹ Например: Качалова К. Н., Израилевич Е. Е. Практическая грамматика английского языка. — М.: Юнвес, 2006.

тию коммуникативной компетенции с использованием лексики урока.

Далее предлагаются упражнения, направленные на развитие умения понимать прочитанное и совершенствование навыков перевода и письма (Comprehension Exercises) (ответьте на вопросы, используя новые слова урока; найдите в тексте и переведите абзацы, в которых говорится о...; найдите в каждом абзаце ключевые слова; найдите информацию, свидетельствующую о..., и др.).

В начале заключительного раздела, посвященного беседе по содержанию основных текстов и обсуждению темы урока (Conversation and Discussion), дан тематический список слов и словосочетаний (Topical Vocabulary), знание которых позволит совершенствовать навыки устной и письменной речи. Студенты выполняют упражнения на связное изложение (перескажите содержание текста, следуя плану; составьте резюме одного из основных текстов урока; воспроизведите данный диалог и составьте аналогичный, используя слова и словосочетания по теме урока, и др.), после чего переходят к творческому использованию грамматического и лексического материала данного и предыдущих уроков при обсуждении культурно-страноведческих или педагогических тем по специальности и в ролевых играх.

В пособии имеются и другие упражнения. Кроме того, из перечисленных видов упражнений не все встречаются в каждом уроке. Однако все они направлены на овладение навыками чтения и перевода литературы по педагогической специальности; развитие навыков аудирования, говорения и письма; совершенствование коммуникативной компетенции студентов.

LESSON ONE

THE ENGLISH LANGUAGE

Table 1

The Construction THERE IS/ARE

	There	is	a book	on the table.	
		are	books some books	on the desk. in the bag.	
	There	is no is not isn't	book a book	on the table. on the desk. in the bag.	
		are no aren't	books any books		
Is	there		a book	on the table?	Yes, there is. No, there isn't.
Are			books any books	on the desk? in the bag?	

GRAMMAR EXERCISES

1. Using Table 1 make as many sentences as you can.

2. Translate into Russian paying attention to the construction *there is/are*.

1. There is a newspaper on the table. 2. What books are there on the table? 3. There is a picture in my sister's flat. 4. Are there any doctors in the room? 5. There are some chairs in the hall. 6. Is there a cinema round the corner? 7. There's a new restaurant in King Street. 8. Is there any university in that town? 9. There are many fine buildings in Moscow. 10. Is there a mistake in this sentence? — No, there isn't. 11. Is there any time for reading? — Yes, there is.

3. Make the sentences negative and interrogative according to the Model.

Model: There is a blackboard in our classroom. — There is no blackboard in our classroom. Is there a blackboard in your classroom?

1. There are some English books on the table. 2. There are many mistakes in your dictionary. 3. There's a new grammar rule in Lesson

Seven. 4. There is a telegram on the table. 5. There is too little water in the jug.

4. Choose the correct form of the verb to be.

1. There (is, are) a large TV in my room. 2. There (is, are) three windows in my classroom. 3. There (is, are) a table and four chairs in my sister's room. 4. There (is, are) a school here. 5. There (is, are) very many children in the park. 6. There (is, are) many people in the street. 7. There (is, are) a lot of snow outside the window. 8. There (isn't, aren't) any copybooks on this table. 9. There (is, are) interesting films on TV. 10. (Is, are) there any supermarkets in your town?

Table 2

The Present Simple Tense

		I We You They	read		news- papers books magazines	every day. in the morning. in the evening.	
		He She (It)	reads				
		I We You They	do not don't	read			
		He She (It)	does not doesn't				
	Do	I we you they	read		news- papers books magazines	every day? in the morning? in the evening?	Yes, I do. No, I don't.
	Does	he she (it)					Yes, she does. No, she doesn't.
When	do	I we you they	read		news- papers? books? magazines?		I read them in the morning.
	does	he she (it)					She reads them in the evening.
What	is	there	on the table?	There is a book on the table.			
	are			There are some books on the table.			

5. Put questions to the italicized words according to the Model.

Model: There is *a nice sofa* in your room. — What is there in your room?

1. There is *a nice garden* before your house.
2. There are *five chairs* in the room.
3. There are three mistakes *in my dictation*.
4. There is *a new cinema* near my house.
5. There are many animals *in the Zoo*.
6. There are *some Englishmen* at the conference.

6. Translate into English.

1. В нашем городе много школ и несколько университетов.
2. В этом году в нашем классе двадцать учеников, а не пятнадцать.
3. На столе много журналов? — Нет, только два.
4. На полке нет никаких тетрадей.
5. В этом журнале много интересных статей.
6. В этом тексте много новых слов.
7. Недалеко от нашего дома есть школа.
8. В театре много людей.
9. В этой контрольной работе есть несколько ошибок.

7. Answer the questions.

1. What is there on your table?
2. Is there a blackboard in the classroom?
3. Are there many tables in your classroom?
4. What is there in your classroom?
5. Are there many students at the lecture?
6. How many schools are there in your town?
7. How many pages are there in this book?

8. Make sentences using the following word combinations according to Table 2 and the Model.

Model: to speak English at the lesson — We always speak English at the lesson.

to live in this street; to go to the office by bus; to study a foreign language; to work hard at English; to read books in English; to get up at 7 o'clock; to work at the plant

9. Translate into Russian paying attention to the present simple tense.

1. I work at the office.
2. We read, write and speak English during our lesson.
3. Her sister lives in Moscow.
4. Does she sometimes meet friends at the office?
5. Do you have lessons in the morning?
6. Where does this teacher work?
7. He doesn't speak English, he speaks French.
8. Does your sister often go to the theatre?
9. You always look very happy.
10. He thinks he is right.

10. Make the sentences negative.

1. Tom plays football on Saturday.
2. They go for a walk in the evenings.
3. He gets up early in the morning.
4. My cousin works in hospital.
5. Your sister studies at college.
6. I drink coffee in the evening.
7. The baby sleeps well at night.
8. He lives in England.
9. They do their homework in the afternoon.

11. Put questions to the italicized words.

1. Mr Black usually walks his dog *early in the morning*. 2. My best friend lives *in Walton Street*. 3. I want *a lot of good advice*. 4. My friend goes *to school* in the morning. 5. He *helps his mother every day*. 6. His brother plays the piano *very well*. 7. It takes me *an hour* to translate such a text. 8. They go *to discos very often*.

12. Translate into English.

1. Мой сын не живет в Москве. 2. Мой друг изучает два иностранных языка. 3. Майкл знает французский очень хорошо. 4. Какие книги ты читаешь? 5. Обычно мы гуляем по вечерам. 6. Где работают твои родители? 7. Мне требуется несколько минут, чтобы добраться до работы. 8. Вечером я обычно встречаю своих друзей. 9. Кто живет в Англии? 10. Вы любите получать письма? 11. Как часто вы готовите уроки вместе? — Мы делаем это каждый день.

13. Learn the following English proverbs and sayings. Think of situations where you could use them.

1. A good name is better than riches. (Добрая слава лучше богатства.) 2. Handsome is as handsome does. (Красив тот, кто красиво поступает.) 3. Politeness goes far, yet costs nothing. (Вежливость ценится дорого, но ничего не стоит.) 4. A friend in need is a friend indeed. (Друзья познаются в беде.)

Text 1 THE ENGLISH LANGUAGE

Though there are almost three thousand languages in the world, English is the most universal. It is the **official language** in over forty countries. We use English in international business, science and medicine. About 400 million people speak English as a mother tongue (700 million speak Chinese, 200 million speak Russian and 100 million speak German).

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

English is everywhere. It is on signs, clothing, soft drinks and other goods around the world. In spite of their **popularity**, the English words and phrases are not always welcome. Some people think that the use of

the English words is **dangerous** for the purity of their native language. But it goes without saying that English is still an international language. Some people believe that business would run more smoothly if everyone **spoke** the same language.

Languages have changed and disappeared throughout the history. This change is inevitable. But English words will continue to pop up everywhere, whether some people like it or not. English nowadays is the language of business, diplomacy and international relations. Most educated people speak English fluently. In most schools children start to learn English just from the first grade.

Join the people who want to speak English perfectly and you will **gain** a great **advantage** over others.

Text 2

WELCOME TO ENGLISH COURSES IN LONDON

If you want to speak English fluently, you can join our **courses** called "Angloschool". Our main building is not far from the centre of London. We have 20 years of experience in planning courses in English for foreigners of some 60 nationalities.

At the teacher training college we have the most creative, talented and highly qualified teachers. We have the latest **teaching aids**, such as **language laboratories** and **listening centres**.

You'll enjoy a lively, relaxed atmosphere, perfect for learning the language. Don't miss the chance! We offer:

- General English for Adults
- Bilingual Secretarial Courses for 3, 6, 9 months
- Summer Holidays Courses for Adults
- Funny English Courses for Children
- Excursions, Visits, Sports, Social Activities
- Accommodation in English Families, Hotels

If you want to visit us, telephone and arrange an appointment. We will be delighted to welcome you to the school, show you the school's facilities and tell you about our teaching system.

VOCABULARY NOTES

official language *n* официальный язык, *e.g.* English is an official language in many countries of the world.

be used использоваться, *e.g.* English is used almost everywhere.

be borrowed (from) заимствоваться (из), *e.g.* The words which are borrowed from English can be used without changes.

popularity *n* популярность, *e.g.* In spite of their popularity, the English words and phrases are not welcome.

be dangerous (for) быть опасным (для), *e.g.* Some people think that English is dangerous for the purity of their native language.

speak (spoke, spoken) *v* говорить; **to speak English fluently** говорить на английском языке бегло/свободно владеть английским языком, *e.g.* If you want to speak English fluently, you must work hard.

gain advantage добиться преимущества, *e.g.* You will gain a great advantage over others if you can speak English fluently.

courses *n pl* курсы; **language courses** языковые курсы, *e.g.* Language courses can be either for adults or for children.

teaching aids *n pl* средства обучения; **language laboratories and listening centres** языковые лаборатории и лингафонные центры, *e.g.* Our University has got all teaching aids for learning English — language laboratories and listening centres.

VOCABULARY EXERCISES

14. Pronounce correctly.

though, thousand, language, science, medicine, tongue, Chinese, German, hotel, signs, clothing, popularity, dangerous, inevitable, diplomacy, advantage, courses, foreigners, adults, excursions, facilities

15. Read the words paying attention to the pronunciation of the letters and combinations of the letters in bold type:

a) **speak, teach, read, mean, stream, weak, east, feast, deal, appeal;**

b) tell, centre, attend, letter, spend, enter, get, set, fellow, credit.

16. Translate into Russian paying attention to the new words.

1. A lot of English courses are glad to welcome you and give you good knowledge of English. 2. Some people don't want to lose the purity of their native language. 3. It goes without saying that English is an official language and it is used everywhere: in business, science, medicine. 4. There are many words in Russian which are borrowed from the English language. 5. Nowadays you can choose different language courses: they can be either for adults or for children. 6. Linguistic schools have got all teaching aids: good libraries, language laboratories and listening centres. 7. You'll gain a great advantage if you are good at English.

17. Complete the sentences using the following words, word combinations and expressions: is used, in spite of, courses, a great advantage, laboratories, fluently, teaching aids, popularity, are borrowed, listening, popular.

1. A lot of new words ... from English. 2. If you can speak English well, you gain ... over others. 3. Do you go to any English ... ? 4. The

English language is very ... 5. Our department of foreign languages has various ... : language ... and ... centres. 6. English ... everywhere; its ... is obvious (очевидный). 7. Can you speak English ... ? 8. ... many textbooks in English, it is not easy to find a good one.

18. Paraphrase using the Vocabulary Notes.

1. My friend is in better situation: he can speak English well. 2. Many medicine terms are taken from the English language. 3. Our language centre uses various teaching facilities. 4. Some people are sure that English is doing more harm than good to the Russian language. 5. These English lessons are for adults.

19. Translate into English.

1. Английский — официальный язык во многих странах мира. 2. Английский язык используется везде: в бизнесе, науке, медицине. 3. В русском языке много слов, которые были заимствованы из английского языка, например: сода, теннис, аэропорт и другие. 4. Некоторые люди думают, что использование английского языка является опасным для чистоты родного языка. 5. Если вы пользуетесь лингафонным кабинетом и другими средствами обучения, вы будете говорить по-английски бегло. 6. Несмотря на мою занятость, я посещаю лингвистические курсы два раза в неделю.

COMPREHENSION EXERCISES

20. Answer the questions using the Vocabulary Notes.

1. How many languages are there in the world? 2. What words which are borrowed from English can we find in Russian? 3. Do you agree with the statement that English is everywhere: on signs, clothing, soft drinks and other goods? 4. Why do some people think that English is dangerous for their native language? 5. From what form do children start learning English? 6. Where can you study English besides schools? 7. Why are linguistic courses good for mastering fluent English?

21. Read Text 1 and find the key sentences in each paragraph.

22. Match the two parts of the sentences using Text 1.

- | | |
|--|---|
| 1. English is the official | a. can be found in other languages. |
| 2. Words from no other language | b. everywhere: on signs, clothing, soft drinks and other goods. |
| 3. Hundreds of words borrowed from English | c. language in over forty countries. |
| 4. Nowadays you can find English | d. are borrowed more often than from English. |

- | | |
|--|---|
| 5. In spite of the popularity of the English words, they | e. can be dangerous for the purity of the native language. |
| 6. Some people believe that a great number of borrowings | f. is still the international language. |
| 7. But, no doubt, English | g. are not always welcome. |
| 8. It goes without saying that business | h. and you will gain a great advantage over others. |
| 9. Today English is the language of | i. would run more smoothly if everyone spoke the same language. |
| 10. In most schools children start | j. join different English courses. |
| 11. Join the people who want to learn English | k. to learn English from the first grade. |
| 12. If you want to speak English fluently, you can | l. business, diplomacy and international relations. |

23. Find and translate the passages dealing with:

- a) the latest teaching aids;
- b) a lively relaxed atmosphere;
- c) the courses called "Angloschool".

24. Read Text 2 and complete the sentences.

1. The English courses have the most ... , ... and highly ... teachers.
2. The foreign language courses have got the latest ... , ... , such as language ... and ... centres.
3. You get a lively, ... atmosphere for learning English.
4. We offer: ... English for adults; ... secretarial courses; ... holidays courses for adults; ... English courses for children.
5. You get the ... in English families and hotels.

CONVERSATION AND DISCUSSION

Topical Vocabulary

an official language; the most used language; to speak English as a mother tongue; to be borrowed; an international language; a language expert; to speak English fluently and perfectly; a situational language; aspects of English (grammar, lexicology, phonetics); to be good at pronunciation; to get a good working knowledge of a language; a language teacher; an accent; to make a mistake; to learn (learnt, learnt) a language; a foreigner

25. Retell Text 1 using the plan from Ex. 21.

26. Retell Text 2. Give your own commentaries.

27. Combine these two texts into one logically built-up topic.

28. Speak out your own attitude to English using the Topical Vocabulary.

- Discuss the problem of English words borrowed into Russian. Is it good or bad?
- How are you going to use English in your future work?
- Discuss the problem of teaching English at schools. What school age is appropriate for starting English?

29. Read and discuss the text.

WHAT A LANGUAGE!

This story is about three Frenchmen who lived for some time in England. The first Frenchman once heard someone shout: "Look out!" He was at a hotel when he heard these words. He put his head out of the window and a bucketful of water fell on him.

The second Frenchman was once on a ship and heard the captain shout: "All hands on deck!" He put his hands on the deck and someone walked on them.

The third Frenchman wanted to visit a friend of his. When he came to the door of the house, he knocked. A maid opened it. He said: "Is Mr Brown in?" The maid answered: "He isn't up yet. Come back in half an hour." When he came after half an hour, the maid said: "He's not down yet." He said: "If he's not up and he's not down, where is he?" The maid answered: "Oh, it's simple. When I say he's not up, I mean he has not got up, and when I say he's not down, I mean he has not come downstairs."

30. Answer the questions.

1. Why is the text called "What a Language!"? 2. Explain each misunderstanding between the Frenchmen and the Englishmen. 3. What can you say about English on the whole?

31. Retell the text.

32. Discuss the questions.

1. What is the most important thing to learn in English? 2. Can you think of something in English that is not important to learn? 3. How important is it to speak correctly? 4. What is the most difficult aspect of English for you? Why do you think so? 5. What is the easiest aspect of English for you? Why do you think so? 6. What is the most interesting aspect of English for you? 7. What is the most boring aspect of English for you? 8. Do you think that musical people are good at learning pronunciation? 9. What is the best way to learn pronunciation (grammar, vocabulary)? 10. How long does it take to get a good working knowledge of a language? 11. Do you prefer British English, American English, or another kind of English? Why? 12. Do you think it is possible to learn a foreign language perfectly?

33. Read the dialogue between the participants of the conference "English Is Around Us" (Mr Black and Mrs Mock). Be ready to act out the dialogue in class.

Mr Black: You insist on the idea to use English everywhere if possible: even to substitute some Russian words with English ones.

Mrs Mock: Yes, you are right. English has become the most used language in the world. I'd like to point out that nowadays every educated person speaks English fluently. All respected companies employ people only with English language knowledge.

Mr Black: We've got a bit of problem here, you see. English is not our native language and we mustn't drop down our own words. There are a lot of labels, advertisements, announcements which are given to us, the Russians, in English. What is the idea of it? I'm sorry to disagree with you but it's ridiculous.

Mrs Mock: Ridiculous? Not in the least. English is an international language. It is soft and beautiful. Besides this language helps us to be in the centre of the world's activity ...

Mr Black: Look, I'm sorry to interrupt you, but English popularity is dangerous for the purity of the Russian language. I'm sure we even must eliminate English as the official language and save our native one.

Mrs Mock: I have to say it, but we look at this problem from different points of view. We don't share our thoughts on the question. That's why our further conversation is out of the sense, isn't it?

Mr Black: Oh, all right. Let's go to our colleagues and join them.

34. Discuss the dialogue and speak out your thoughts about popularity of the English language.

35. Writing a letter.

Each student is to write an official letter to some language company where he/she describes his/her experience in learning English; his/her views on the role of English in the modern world. The students write these letters and put them into the "postbox". At the end of the game the "representatives" (представители) from the company together with the teacher analyse the letters and announce the winners.

36. Role-playing.

Situation: Discussion of the problem "English at school: the process of teaching English and the best age for starting it".

Characters:

1. Helen Sotnikova, aged 22, a language teacher, just graduated from the University. Very energetic, full of modern approaches for teaching English. She is sure that the best age for starting English is the age of the kindergarten. Exaggerates the role of English in modern society.

2. Anna Plavskaya, aged 49, teacher of English. Sticks to the idea that the most important things in teaching English are reading and writing.

She doesn't like the latest tendencies to teach English in primary school. Anna is sure that not everybody has the ability to learn a foreign language, that's why she pays her attention mostly to the advanced pupils.

3. Oleg Zubin, aged 36, a director of the English club. Interested more in money received from his students than in the quality of the knowledge given by his club. He is sure that the effective way to learn language is the accelerated courses (his programme is called "English in Two Months"). Believes that English is worth paying money for.

4. Andrey Izmailov, aged 40, teacher of English in the University. Tried many methods in teaching English. Believes that speaking is the main aspect of English; gives interesting lessons, full of discussions, problematic questions. Uses a lot of video and audiomaterial at the lesson, provokes students to speak and take part in different discussions. He is against accelerated courses and shares the idea of gradual material presenting. He thinks the best time for starting English in the form of games and plays is primary school.

LESSON TWO

THE EDUCATIONAL SYSTEM OF GREAT BRITAIN

Table 1

Nouns in the Plural

a cat — cats	a box — boxes
a dog — dogs	a dress — dresses
a car — cars	a potato — potatoes
a factory — factories	a day — days
Remember!	a knife — knives
a shelf — shelves	a leaf — leaves
a wife — wives	a life — lives
Special Cases:	
a child — children	a sheep — sheep
a man — men	a deer — deer
a woman — women	
a foot — feet	
a tooth — teeth	
a goose — geese	
a mouse — mice	
this picture — these pictures	it is — they are
that picture — those pictures	

GRAMMAR EXERCISES

1. Give the plural form of the following nouns:

a baby, a mouse, a star, a tooth, a deer, a cup, a wife, a stamp, a knife, a match, a flag, a story, a shelf, an egg, a lemon, a man, a goose, a street, a word, a woman, a mountain, a brush, a queen, a flower, a leaf, a foot, a dress, a sister, a doctor, a child, a teacher

2. Change the sentences according to the Model.

Model: I often see **a deer** in our park. — I often see many **deer** in our park.

1. We usually meet **this family** in the cinema. 2. There is **a plate** of apples on the table. 3. He reads **a book** in the evening. 4. There is **a man** round the corner. 5. This is **a lion**. 6. It is **a house**. 7. She always cleans her **room**. 8. I meet **a child** on the way home. 9. Mr Black often eats **a cake**

for tea-time. 10. This device (устройство) catches a mouse. 11. It is a goose.

3. Give the plural form of the following word combinations:

this magazine; that match; that window; this egg; that sandwich; this knife; this stamp; this poster; that wall; that mountain; this lady; this mouse; that deer; that child; this tooth; that dress; this banana; this doctor

4. Change the sentences into plural.

1. There is a dog in the garden. 2. Is there any plate on the table? 3. There is a sheep in the garden. 4. There is a child in the room. 5. There is no potato in the soup. 6. Is there a mouse in the house? 7. There is a goose on the grass. 8. There is no match on TV today.

5. Pair work.

Prepare cards with nouns in the singular. Put them in a box. Ask your partner to choose any card and give the plural form of the word on the card.

Table 2

The Past Simple Tense

		I You He/She (It) We They		worked lived taught		
		I You He/She (It) We They	did not didn't	work live teach	in Moscow in London in the village	last month. last year. a year ago.
	Did	you he/she (it) we they		work live teach	in Moscow in London in the village	last month? last year? a year ago?
Where	did	you he/she (it) we they		work live teach		last month? last year? a year ago?
When	did	you he/she (it) we they		work live teach		in Moscow? in London? in the village?

6. Give the past simple form of the following verbs.

keep, meet, finish, graduate, put, work, be, fall, begin, start, leave, live, get, come, help, translate, run, read, write, build, do, ring, remember, see, wash, know

7. Write the text in the past simple tense.

On Monday we have six lessons. The first lesson is English. At this lesson we write new words and do some speech exercises. Mike goes to the blackboard. He speaks about his hobbies and interests. Mike gets "five". Nick does not get a "five" because he does not know the lesson. After the second lesson I go to the canteen. I eat a sandwich with hot tea. After school I don't go home, I go to my friend and we watch TV together. Then I leave my friend for home.

8. Make negation according to the Model.

Model: Boris woke up early yesterday. — No, you are wrong. Boris didn't wake up early yesterday.

1. At the railway station he met his friends. 2. They walked very quickly. 3. Last week she passed her exams. 4. A year ago we went to London. 5. Yesterday my friend came home late. 6. She took a taxi yesterday. 7. Mary liked to play chess. 8. Last week she wrote a funny story about her pet. 9. We enjoyed the party yesterday. 10. The weather was fine the day before yesterday.

9. Put questions to the italicized words.

1. My brother *drank coffee five minutes ago*. 2. He graduated from the University *three years ago*. 3. Mike left *his room* an hour ago. 4. They worked *at home* yesterday.

10. Put the verbs in brackets either into the present simple or the past simple tense.

1. My brother (to wash) his face every morning. 2. Tom always (to eat) breakfast. Yesterday he (not to eat) breakfast because he (to get) up late. 3. Queen Elizabeth II (to be born) in 1926. 4. I (to go) to bed at ten o'clock every day. 5. Yesterday he (not to go) to work. 6. Yesterday he (to walk) to his office. 7. I (not to have) History lesson every day. 8. My mother always (to take) a bus to get to work. 9. After dinner I (to be) very thirsty. 10. Who (to paint) the world-known picture "Mona Lisa"? 11. I (to be) very busy last summer and (not to go) anywhere. 12. They (to enjoy) the party yesterday? 13. What you (to buy) at the shop the day before yesterday? 14. How often you (to go) to the dentist's?

11. Translate into English.

Моя подруга Аня пришла ко мне в субботу после работы. Мы решили повторить правила перед диктантом. Я люблю заниматься

с Аней. Она много читает и хорошо знает английский язык. Мы повторили слова и прочитали тексты. Мы закончили работать в девять часов. «Я хочу пойти в кино и посмотреть новый фильм. Хочешь пойти со мной?» — спросила Аня. «С удовольствием, — ответила я. — Моя сестра смотрела его на прошлой неделе, и он ей очень понравился». Мы пошли в кино в десять часов. Фильм был очень интересный. Так как мы пришли домой поздно, Аня осталась у нас. В воскресенье погода была хорошая и мы поехали за город. После обеда мы вернулись домой. Наши друзья пригласили нас в театр, и мы с удовольствием приняли их приглашение.

12. Write short stories on the following topics using the past simple tense:

1. My last day off.
2. Last English lesson.
3. My last birthday party.

Text

THE EDUCATIONAL SYSTEM OF ENGLAND

The educational system and the types of schools **vary** from region to region as each area or town has its own **Local Education Authority**. The Local Education Authority is **responsible for** financing the schools in its area. It **employs** teachers and other staff, **provides** and maintains buildings, **supplies** equipment and material.

Although each school decides its own **curriculum**, they must include certain **compulsory subjects**. These core subjects are Mathematics, English, Physical Education and Social Education.

Schooling is compulsory for children from 5 to 16. Primary education includes **infant schools** and **junior schools**. At five the child **attends** infant school. At seven he moves to junior school. In **primary schools** teachers **encourage** children to read, write and do basic mathematics.

At eleven the child attends **secondary school**. In secondary school pupils are taught according to their academic abilities. The most able will follow academic courses, while those of lesser abilities will follow practical courses as well as the main subjects.

At the age of 16 pupils **take** school-leaving **examinations** in several subjects. After these examinations the pupil can choose his way: to continue his study or to leave the school for colleges of further education.

There are forty-seven universities in Britain and thirty polytechnics, plus 350 colleges of higher education (some of them train teachers). At the end of the study at higher education **establishments** the students get the bachelor's degree in Art or Science.

The most famous universities are Oxford and Cambridge. They are famous for their academic excellence.

TALK ABOUT EDUCATION IN ENGLAND

— Good morning, ladies and gentlemen! My name is Mark Dawson. I'm going to answer your questions.

— Good morning, Mark. Please, tell us about nurseries in England, your country.

— There is no law which provides for education of the underfives. About 47 per cent of three- and four-year-olds receive their education in nursery schools or classes. In most of the cases parents or voluntary bodies organize such groups.

— Thank you, Mr Dawson. And what can you say about primary education?

— Well, primary education in my country consists of infant and junior schools. The children do not have academic subjects, but they are taught to read, write and do some simple mathematics.

— It is clear, thank you. Your system of secondary education has changed a lot since 1970. Earlier the children took the eleven-plus examinations after the primary school and those who did it well went to grammar schools, the rest of the children went to some other types. Now it is different. The children can choose any nearest school to study. Do you like such a situation?

— Yes, of course. Our children are free now to choose any school they want. Besides it is very important to send your child to the school which is near your house. Parents don't waste their time on a long way to school as it used to be.

— We are thankful to you, Mr Dawson. It is always pleasure to speak to a native-English speaker and get information out of the first hands.

VOCABULARY NOTES

vary *v* менять(ся), варьировать(ся), *e.g.* Market prices often vary;
various *adj* различный, разный, *e.g.* I'll give you various exercises on this rule; **variety** *n* разнообразие, разновидность, *e.g.* You must have more variety in your food.

Local Education Authority *n* местный орган образования, *e.g.* Each area or town of England has its own Local Education Authority.

be responsible (for smth/smb) *v* быть ответственным (за что-л./кого-л.), *e.g.* Parents are responsible for their children.

employ *v* нанимать на работу, *e.g.* They employ teachers and other staff; Who employed him? He is not responsible for this job!

supply *v* снабжать, *e.g.* The Local Education Authority supplies schools with equipment.

provide *v* снабжать, обеспечивать, *e.g.* His father provided him with education.

curriculum *n* расписание, *e.g.* Free schools decide their own curriculum.

subject *n* предмет; **compulsory subject** обязательный предмет, *e.g.* All schools must include compulsory subjects.

infant school *n* дошкольное учреждение, детский сад, ясли, *e.g.* English children go to infant schools when they are five.

junior school *n* младшие классы (средней школы), *e.g.* At the age of seven children go to junior schools.

attend *v* посещать, присутствовать, *e.g.* All children over seven attend school in our country.

primary school *n* начальная школа, *e.g.* In primary schools children study English, Mathematics and other subjects.

take (took, taken) an examination (an exam) сдавать экзамен(ы), *e.g.* Students take exams twice a year.

encourage *v* ободрять, поощрять, *e.g.* The teacher encourages the child for good marks.

secondary school *n* средняя школа, *e.g.* Children go to secondary schools at the age of eleven.

establishment *n* учреждение, заведение, *e.g.* What educational establishments are there in your town?

VOCABULARY EXERCISES

13. Pronounce correctly.

vary, authority, equipment, encourage, Mathematics, nurseries, voluntary bodies, successfully, choose, staff, compulsory

14. Read the words paying attention to the pronunciation of the letters in bold type:

- a) finance, provide, primary, highest, design, symbolize, divide;
- b) curriculum, infant, junior, Britain, admission, addition, mint.

15. Make sentences from the following words and translate them into Russian:

1. Authority, necessary, schools, Local, provides, equipment, Education, with. 2. Schools, children, from the age of 7 to 16, must, attend. 3. Who, in, school, taught, your, English? 4. Teachers, primary schools, to study, encourage, in, different, things, children. 5. Different, after, pupils, secondary school, establishments, enter, higher. 6. What, nursery play groups, finances, organization, these? 7. What, responsible, you, for, are? 8. A, we, gave, lesson, good, him. 9. Teacher, a, good, various, of, methods, teaching, uses, at, lesson, the. 10. Education, employ, Local, teachers, Authorities, other, and, staff.

16. Complete the sentences using the following words: *attend, vary, responsible, variety, finance, able, encouraged, establishments, provided, taught.*

1. Some voluntary bodies ... this boarding school (школа-пансион).
2. Schools are ... for the educational process. 3. Last year our teachers visited London and saw many educational ... there. 4. ... of exercises makes this textbook very interesting. 5. My parents ... me with good education. I'm very thankful to them. 6. The most ... students get scholarship (стипендия). 7. The Mr Brown's lessons are very interesting and we want to ... them. 8. His help ... me to finish this project. 9. After the university I ... History at the college. 10. Nowadays school programmes ... very often.

17. Translate into English using the Vocabulary Notes.

1. Вчера я присутствовала на уроке физики (Physics lesson) и видела много интересных опытов (experiments). 2. Майк — очень ответственный человек. Ты можешь взять (нанять) его на работу. 3. Наше местное управление образования финансирует этот проект. 4. Его звонок воодушевил меня. 5. В каком высшем учебном заведении учится ваш сын? 6. Сама жизнь преподнесла им хороший урок. 7. Кто сможет перевести этот текст на английский язык? 8. Мы были ответственны за проведение праздника в начальной школе. 9. Наш университет принимает студентов на разные факультеты и отделения.

COMPREHENSION EXERCISES

18. Read Text and break it up into several parts. Make up a plan giving a title to each part of the text.

19. Complete the sentences.

1. Schooling is compulsory for children 2. At five the child
3. In primary school teachers 4. In secondary school pupils
5. The most able

20. Answer the questions using the Vocabulary Notes.

1. Do the educational system and types of schools vary from region to region? 2. What is the Local Education Authority responsible for? 3. What are the core subjects at schools? 4. What age is compulsory for schooling? 5. What types of schools does primary education consist of? 6. Do children go to secondary school at ten or eleven? 7. Who follows academic courses? 8. What establishments of higher education are there in England? 9. What degree do students get after graduating from the university? 10. What are the most famous universities in Britain? What are they famous for?

21. Correct the statements if they are wrong.

1. The educational system and types of schools vary from region to region. 2. The Local Education Authority employs workers and other staff, provides and maintains sports grounds, supplies food and drinks. 3. The core subjects are Physical Training, Music and Art. 4. Schooling is compulsory for children from 7 to 16. 5. Primary education includes infant and junior schools. 6. At 14 the child goes to secondary school. 7. The most able children take more academic courses while those of lesser abilities follow practical courses as well as core subjects. 8. After final examinations at secondary schools pupils can enter the Universities.

22. Find the following words and word combinations in Text and Dialogue:

высшее образование; степень бакалавра гуманитарных или естественных наук; детские сады; закон; дети, которым меньше пяти лет; трех- и четырехлетки; начальное образование; среднее образование; выбирать; как это было раньше; мы очень благодарны; всегда приятно; носитель английского языка

CONVERSATION AND DISCUSSION

Topical Vocabulary

Stages of Education: compulsory; preschool; primary; secondary; further; higher; a university; a college of education; a technical college

Education Policy: administration; schooling; full-time education; part-time education; a Local Education Authority; to be responsible for national education policy; a National Curriculum

Management: a head teacher (master); a staff; to employ teachers; to provide and maintain buildings; to provide grants; a governing body

23. Answer the questions using the Topical Vocabulary.

1. What stages of education in Great Britain do you know? 2. Is schooling compulsory in that country? 3. Can you name the types of higher educational establishments in England? 4. How do they call head teacher? 5. What body can employ teachers, provide and maintain buildings, provide grants and approve curriculum?

24. Retell Text using the plan from Ex. 18, the new words and expressions of the lesson.

25. Memorize Dialogue and act it out.

26. Read the letter.

A LETTER TO ANN KUZNETSOVA FROM HER ENGLISH PEN-FRIEND KATE HUDSON

Dear Ann,

Thank you for writing to me. In your last letter you asked to tell something about English schools. Well, here it is.

In England there are schools run by the Government. These schools are known as State schools and parents do not pay. They are financed by public funds. Ninety per cent of children in England attend a state school.

There are also private schools. Parents pay for their children. They are known as Independent schools.

In my school the children wear a school uniform and carry their homework and packed lunch in a school bag. School begins at 8:55 am. The duty teacher blows a whistle and the children line up in their class groups. They wait quietly for the teacher to send them to their classrooms. In the classroom the children empty their bags and put their homework in the marking trays/boxes. Our classrooms are large and every classroom has its own resource area: there is a CD-ROM computer, overhead projector, white board and flip chart. Also we have a well equipped music room where class and individual lessons are held.

We have an Opportunity centre for individual and small group work with learning support assistances. Our pupils can take books from our reference library.

Sometimes we organize different holidays and we have an amazing school hall for them. Moreover we have own swimming pool and playground.

Well, I believe you get a full picture of our schooling. Will you write to me about yours?

See you, looking forward to your letter, Kate Hudson.

27. Discuss this letter with your partners. What new information have you learned about English schools?

28. Writing a letter.

Kate Hudson is looking forward to Ann's answer. Take the part of Ann and write about our typical school. Use the Topical Vocabulary and the words from the letter.

29. Be ready to speak on the educational system in England. Draw the scheme of the system to be more precise (точный).

30. Role-playing.

Imagine that some of you are Englishmen who know very little about schools in Russia. The others are teachers from Russia who are

interested in the system of education in Britain. They meet and compare the two systems. Find their merits (преимущества) and disadvantages (недостатки). Agree or disagree with your partner's statements. Use the Topical Vocabulary and the phrases below:

True ... but ...

I've got some reasons to disagree.

This is my way of looking at it.

On the one hand ... on the other hand ...

Yes, I agree entirely here.

Not in the least!

That's a good point.

Just the other way round!

That's exactly what I think.

LESSON THREE

ENGLISH SCHOOLS

Table 1

The Future Simple Tense

	I We	will (not) won't shall (not) shan't	visit go	my friend to the museum	this evening. next Saturday.
	You He/She They My friends	will (not) won't	read go translate see	this book to the concert the text the film	tomorrow. on Sunday. next week. next month.
Will Shall	I we		close phone	the window Carol	in ten minutes? on Friday?
Will	you he/she they		go meet talk	to England you about their walk	in half an hour? for your holiday? tomorrow evening?

GRAMMAR EXERCISES

1. Using Table 1 make as many sentences as you can.

2. Put questions to the missing parts of the sentences.

1. They will discuss 2. Then she will 3. ... friend will live in the country. 4. Next week he will go to see 5. You will give him this letter 6. You will come back to Moscow to 7. He will stay there 8. It will take me ... to get there. 9. We will not come to school tomorrow because 10. You will not visit London

3. Make the sentences negative.

1. They will go to the theatre on Sunday. 2. I will be there tomorrow. 3. He will come to see her next week. 4. We shall go to England next summer. 5. I will buy this book if I have enough money. 6. She will read the letter in the evening. 7. They will be able to translate this article next week if you help them. 8. You will see this play next month. 9. It will take them a lot of time to do this work. 10. He will return home next year. 11. We will see this film if we have free time.

Adverbial Clauses of Time and Condition

	I We You He/She They	will (not) won't shall (not) shan't	go play have	for a walk football lunch in the garden in the library the text		the weather is fine. (?) my friend comes. (?) the sun is shining. (?) it doesn't rain/ it rains. (?)
Will Shall	I we		work translate		if when	
Will	you he/she they					

4. Make the sentences interrogative.

1. You will come to see me next Saturday. 2. He will go to school tomorrow. 3. If you translate this text into English, he will use it. 4. They will play tennis next summer. 5. If he is in London now, she will meet him. 6. We will be there next week. 7. She will work in the library on Tuesday. 8. I will leave for Italy next month. 9. It will take her an hour to get to the theatre. 10. He will talk about it next Saturday. 11. When my friends come to Moscow, we will see many places of interest. 12. You will know your examination results soon.

5. Put the verbs in brackets into the correct form.

1. He (to visit) these places next summer. 2. We (to be) back in five minutes. 3. I think they (to go) to France next year. 4. How she (to get) there? 5. If nothing (to happen), I (to be back) on the 3rd of May. 6. They say he (to spend) his holidays there. 7. If all (to go) well, she (to finish) school in June. 8. How long you (to stay) there? 9. It (to take) her a long time to visit him. 10. We (to wait) when you (to make up) your mind. 11. You (to see) them tomorrow. 12. I not (to know) when John (to come) to us. 13. We (to invite) lots of people to our family party.

6. Translate into English.

1. Они пойдут в кино в воскресенье. 2. Посмотрите этот фильм, если у вас будет свободное время. 3. Позвони ему в 7 часов вечера, пожалуйста. 4. На каком языке она будет говорить? 5. Я прочитаю эту книгу на следующей неделе. 6. Мы встретимся с ним завтра. 7. Куда вы поедете летом? 8. Я уверена, что вы все поймете, если внимательно слушаете учителя. 9. Я не увижу ее, если она вернется в июле. 10. Они будут здесь через час, если поезд не опоздает. 11. Ей понравится наш подарок. 12. Моя подруга напишет мне письмо, когда у нее будет свободное время. 13. Не беспокойся, все будет хорошо.

Degrees of Comparison of Adjectives

The Positive Degree

This classroom	is	small. large. high.
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The Comparative Degree

This classroom	is	smaller larger higher		than	the hall. the library. the laboratory.
My sister		more	beautiful intelligent talkative		his friend. my cousin. our aunt.

The Superlative Degree

This classroom	is	the	smallest largest highest	of all.
My sister		the most	beautiful intelligent talkative	

good bad little much } many }	better worse less more	the best the worst the least the most
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1. This city is **older than** that one.
2. This film is **as interesting as** that one.
3. This river is **not so/as wide as** that one.

7. Give the degrees of comparison of the following adjectives:

cold, hot, difficult, great, little, bad, heavy, short, large, wide, beautiful, small, much, few, deep, tall, long, many, warm, wet, high, good, interesting

8. Complete the sentences.

1. English is not so difficult as 2. This text is easier than 3. This film is as interesting as 4. His report is better than 5. This book is as new as 6. Autumn is not so cold as 7. February is shorter than

9. Read and translate the word combinations.

the best school; the worst student; the hottest place; the most difficult test; the least piece; the deepest river; the most interesting results

10. Read about the largest, the longest, the deepest, the highest things in the world from the famous *Guinness Book of World Records*. Give the superlative degree of the adjectives in brackets.

1. The (long) sea voyage is one of 19,860 miles from a point 150 miles from Karachi, Pakistan, to a point 200 miles north Kamchatka. 2. The (large) of the world's seas is the South China Sea with an area of 1,148,500 square miles. 3. The (high) waterfall (водопад) in the world is the Angel Falls in Venezuela with a total drop of 3,212 feet. 4. The (cold) place on Earth is the Pole of Cold, Antarctica. 5. The (hot) place is Dallol, Ethiopia. 6. The world's (wet) place is Kanai, Hawaii. 7. The (heavy) bell in the world is the Tzar Kolokol, made in 1733 in Moscow. It weighs 216 tons, is over 19 feet high, and its (great) thickness is 24 inches.

11. Read the text. Give the correct degree of comparison of the adjectives and adverbs in brackets.

A HOLIDAY FOR MARTIN'S GRANDPARENTS

Julian and Martin were visiting Martin's grandparents, and they were not sure what to talk about.

"There has been (little) rain this week," Martin said. His grandfather came into the room and put a hand to his ear.

"What's that you say?" he asked.

"We've had (few) rainy days and (much) sun," Martin said loudly.

"Oh, yes," the old man said. "It's funny. Your grandmother and I want to spend our holidays at a place that has the (many) sunny days and the (little) wind. At our age we have the (much) time and the (little) money for the holidays. Perhaps we'll go to Dover or Bournemouth or Windermere."

"Oh, that's interesting," Julian said. "You'll get the (few) cold days at Bournemouth, won't you? I'm sure it has (little) wind than Dover and most certainly Windermere has the (little) fine weather of those three."

"What did she say?" asked Martin's grandfather again.

"She says Bournemouth has (little) wind and Windermere has the (much) bad weather," his wife said.

"Hm," said grandfather, "when we visited Bournemouth in mid-sixties, it rained (much) heavily than usual and I saw (much) television in one week than I've seen ever since."

"Oh," Martin thought, "and it takes (little) time and (little) money to go to Dover." And he began to think about taking them to Dover in his car. They can travel (much) comfortably than in a train.

(From *Success with English* by G. Broughton)

12. Translate into English.

1. Мария — моя лучшая подруга. 2. Какая река самая длинная? 3. В России погода не такая теплая, как в Англии. 4. Париж меньше, чем Лондон? 5. Февраль — самый короткий месяц года. 6. Моя сестра выше меня. 7. Английский язык труднее, чем немецкий? 8. Последний рассказ в этой книге не такой интересный, как первый. 9. Какие месяцы года самые холодные?

13. Learn the following English proverbs and sayings. Think of situations where you could use them.

1. Two heads are better than one. (Одна голова хорошо, а две лучше.) 2. Better late than never. (Лучше поздно, чем никогда.) 3. He laughs best who laughs last. (Хорошо смеется тот, кто смеется последним.) 4. Honesty is the best policy. (Нечестно живешь — себя подведешь.)

Text 1

PRIMARY EDUCATION

English children must go to schools when they are five. First they go to infant schools where they learn first steps in reading, writing and using numbers. The curriculum for “strong” and “weak” groups is different.

When children leave the infant school, at the age of seven, they go to junior schools. Their school subjects are English, Mathematics, History, Geography, Nature Study, Swimming, Music, Art, Religious Instruction and Organized Games.

When children come to the junior school for the first time, they are divided into three “streams” — A, B and C — on the basis of their infant school marks or sometimes after a special test. The **brightest** children go to the A stream and the least **gifted** to the C stream.

In primary schools pupils are mostly taught by a class teacher who teaches all subjects. Methods of teaching vary, but there is a balance between formal lessons with the teacher at the front of the classroom and activities in which children work in small groups round a table with a teacher **supervising**.

The junior classroom often looks like a **workshop**, especially when the pupils are working in groups making models or doing other practical work.

The School Year

Schools usually divide their year into three “terms”, starting at the beginning of September.

Autumn Term	Christmas holiday (about 2 weeks)	Spring Term	Easter holiday (about 2 weeks)	Summer Term	Summer holidays (about 6 weeks)
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In addition, all schools have a "half-term" (= half-term holiday), lasting a few days or a week in the middle of each term.

Text 2

SECONDARY EDUCATION

Formerly, at the age of eleven children went to a **grammar school** or **secondary modern school**. At present, the state school system has changed at the secondary school level to provide, in place of grammar and secondary modern schools, a single **comprehensive school** system, where children, at every age, find their own level according to ability. Formerly, children took an exam at the end of their primary education. Then they continued their education at secondary modern or grammar schools. At secondary moderns pupils received a more practical education. At grammar schools the emphasis was academic.

Now about 90 % of all secondary schools are comprehensive. Pupils go there automatically, regardless of intelligence. However, some comprehensive schools do not have the full range of academic courses for six-formers. Pupils can go either to a grammar school or to a six-form college to get the courses they want.

Parallel to the state system, there is a private education system. **Private schools charge fees** for education. Many private schools are also **boarding schools**, at which pupils live during the term time.

Since 1988, most sixteen-year-olds have taken the **General Certificate of Secondary Education** (GCSE) in five, ten or even fifteen subjects.

The exams are taken as individual subjects, so a pupil may take as many subjects as ability and time permit, and **success** or **failure** in one subject will not influence another.

Pupils going on to higher education or professional training usually take **A level** examinations in two or three subjects. These require two more years of study after GCSE, either in the sixth form of a secondary school or in a separate sixth-form college. Other pupils may choose **vocational** subjects such as tourism, secretarial and building skills. **Subsidized** courses in these subjects **are run** at colleges of further education.

VOCABULARY NOTES

strong *adj* сильный, e. g. There are many subjects for strong pupils in infant schools.

weak *adj* слабый, *e.g.* These weak pupils study less subjects.
stream *n* поток, *e.g.* In junior schools pupils are divided into streams.
bright *adj* умный, *e.g.* The bright children study in the A stream.
gifted *adj* способный, *e.g.* The least gifted pupils go to the C stream.
supervise *v* наблюдать, *e.g.* There are some activities in which children work in small groups and a teacher supervises.
workshop *n* мастерская, *e.g.* In primary schools junior classrooms often look like workshops.
term *n* семестр, *e.g.* Autumn term starts at the beginning of September.
grammar school *n* грамматическая школа, *e.g.* Formerly, pupils went to grammar school when they were eleven.
secondary modern school *n* средняя современная школа, *e.g.* At present, there are few secondary modern schools in Great Britain.
comprehensive school *n* общеобразовательная школа, *e.g.* Comprehensive schools combine all types of secondary education.
private school *n* частная школа, *e.g.* The state does not control private schools.
fee *n* плата; **charge a fee** *v* взимать плату, *e.g.* Private schools charge a fee for education.
boarding school *n* школа-интернат, *e.g.* At boarding schools pupils live during the term time.
certificate *n* свидетельство, *e.g.* Soon he will get a certificate.
General Certificate of Secondary Education (GCSE) *n* свидетельство об общем среднем образовании, *e.g.* The General Certificate of Secondary Education is a nationwide exam system.
A level (Advanced level) *n* повышенный уровень, *e.g.* A two-year course leads to Advanced level in two or three subjects.
success *n* успех, *e.g.* Success in one subject does not influence another.
failure *n* неудача, *e.g.* His failure in English didn't influence Maths.
vocational *adj* специальный, профессиональный, *e.g.* Some pupils may choose vocational subjects such as tourism, secretarial and building skills.
subsidized *adj* финансируемый, субсидированный, *e.g.* Colleges of further education have subsidized courses in vocational subjects.
be run *v* быть включенным, предусмотренным, *e.g.* Subsidized courses in some vocational subjects are run at colleges of further education.

VOCABULARY EXERCISES

14. Pronounce correctly.

secondary, term, stream, level, general, advanced, strong, charge, fee, comprehensive

15. Read the words paying attention to the pronunciation of the letters in bold type:

- a) education, supervise, tutor, opportunity, unit, duty, use, popular;
b) success, study, subject, summary, adjustment, public, run, fun, lucky.

16. Give the Russian equivalents of the following word combinations:

to send a child to school; nursery schools; to divide children into groups according to their mental abilities; strong pupils; to look like a workshop; the brightest children; the least gifted children; boarding schools; a comprehensive school

17. Give the English equivalents of the following word combinations:

младшие классы; слабый ученик; школьные предметы; учиться в средней школе; учебные курсы; свидетельство об общем среднем образовании; повышенный уровень

18. Match the Russian words in the left column and their English equivalents in the right column.

успех	failure
наблюдать	subsidize
свидетельство	success
финансировать	certificate
неудача	supervise

19. Translate into Russian. Pay attention to the verb *to fail* and the noun *a failure*.

1. She has failed in English this year. 2. Speak to her without a fail. 3. His memory fails him. 4. The book is a failure, isn't it? 5. Have you ever failed in an exam? 6. They will never fail. 7. Ring her up without a fail. 8. He has saved the concert from being a failure. 9. Has she failed to make friends with them?

20. Translate into English using the verb *to fail* and the noun *a failure*.

1. Жаль, что он не сумел убедить их. 2. Учитель не ожидал провалов на экзамене. 3. Обязательно позвони своим родителям. 4. Пожалуйста, не подведите ее. 5. Я уверен, что у тебя не будет провала на экзамене по математике. 6. Детям не удалось спеть эту песню на концерте. 7. Вам удалось посмотреть этот интересный спектакль?

COMPREHENSION EXERCISES

21. Answer the questions using the Vocabulary Notes.

1. When do English children begin to go to primary school? 2. Why are English children divided into groups? 3. What subjects do pupils learn in junior schools? 4. How many teachers are children taught by in

primary schools? 5. What types of secondary schools do you know? 6. Are all schools free in England? 7. When do pupils take the General Certificate of Secondary Education? 8. Do pupils going on to higher education take A-level examinations in two, three or five subjects?

22. Read Text 1. Find and translate the passages dealing with:

- a) infant schools;
- b) junior schools;
- c) primary school;
- d) the school year.

23. Find the key words in each paragraph of Text 1.

24. Read Text 2. Find information to prove that:

1. At present, the state school system has changed. 2. Pupils go to comprehensive schools automatically. 3. Formerly, children took an exam at the end of their primary education. 4. Parallel to the state system, there is a private education system. 5. At present, there are two nationwide exam systems.

25. Make up a plan of Text 2. Write out the key sentences for each point of your plan.

CONVERSATION AND DISCUSSION

Topical Vocabulary

Types of Schools: state; private; independent; nursery; infant; junior; secondary grammar; secondary modern; comprehensive; first; middle; upper; mixed (co-educational)

Examinations: General Certificate of Education; Certificate of Secondary Education; Ordinary level; Advanced level; to take an exam; to pass an exam

26. Give the summary of Text 1 using the Topical Vocabulary.

27. Discuss Text 2 using the plan from Ex. 25 and the new words and expressions of the lesson.

28. Read, translate and be ready to act out the following dialogue. Pay special attention to the verb to fail.

Harry: How was the examination, Dick?

Dick: Not too bad. I think I passed in English and Mathematics. The questions were very easy. How about you, Harry?

Harry: The English and Maths papers weren't easy for me. I hope I haven't failed.

Dick: I think I failed the multiple-choice test. I could answer sixteen of the questions. They were very easy. But I couldn't answer the rest. They were too difficult for me.

Harry: Tests are awful, aren't they?

Dick: I hate them.

Harry: Oh, cheer up! Perhaps we didn't do so badly. The fellow next to me wrote his name at the top of the paper.

Dick: Yes?

Harry: Then he sat there and looked at it for three hours! He didn't write a word.

(By L. Alexander)

29. Make up and act out a suitable dialogue using the new words and expressions of the lesson.

30. Read the text and discuss the advantages/disadvantages of a free school.

FREE SCHOOL

You mustn't smoke or wear make up. You must do your homework on time. You mustn't fight in the playground. Even if you like school, it seems that someone is always telling you what to do.

This is why a lot of children don't like school. And now a few teachers believe this is why some kids don't learn. People learn better and faster when they have more choice in what they learn, and when and how they learn it.

At free school, people believe that school should teach what the children need and want to learn. School should help a child to think for himself.

There is no punishment for missing school. But many kids spend more time here than other children spend in ordinary schools. The kids complain if holidays last longer than two weeks.

There are no compulsory lessons. Each child has one adult who follows his progress through the school. Together they decide what he needs to learn next, and the child does this in his own time.

A lot happens outside school. They visit local factories, markets, shops, fire and police stations. They talk to people about their jobs, ask strikers why they're on strike (to be on strike — бастовать), ask their neighbours what they want the local government to do for them. They visit exhibitions, go roller-skating and horse-riding, make trips to the country or the sea and go camping.

Special subjects like photography, metalwork, pottery (керамика) etc are organized by working adults. Practical skills like painting and repairing a house are all done as part of the maintenance of the school. But there are very few free schools in England.

(Adapted from *Club*)

31. Read the text and compare free and independent schools, their advantages and disadvantages.

INDEPENDENT SCHOOL

An independent school receives no money from public funds and so charges fees and may also have private endowments (пожертвования). All independent schools must be registered by the Ministry of Education. In addition schools may apply for inspection of Her Majesty's inspectors in order to be recognized as efficient.

The most notable independent schools are the so-called public schools. A public school is often, although not necessarily a boarding school. The usual age of entry to a public school for boys is 13 and the leaving age — 18. There are some girls' public schools such as Rodean modelled to a certain extent on the public school for boys.

32. Speak about the Russian system of education and the most important changes it undergoes.

33. Write a letter to the teacher you liked most of all. Use the vocabulary of the lesson.

34. Translate the sentences into Russian. Develop each statement into a situation using the new words.

1. Most young people have several choices open to them when they leave school. One of them is to be a teacher.

2. Children need as much help in their work as possible.

3. Teachers should make lessons more interesting for pupils.

35. Discuss the topics.

1. Preschool education.

2. English primary schools.

3. Secondary education in England.

4. An ideal pupil; an ideal school teacher.

5. Most people have only one or two good teachers throughout their lives.

36. Work in pairs or small groups. Talk about your school life using the following examples:

... went to local secondary school.

... didn't wear uniforms.

... wore jeans.

... did a lot of sports.

... had many clubs at school.

37. A. Do you remember your first day at school? Describe your feelings selecting adjectives from the following list:

happy, unhappy (about), excited (about), sorry (for), sad (about), upset, frightened, proud (of), angry (about), worried, shy

B. What did you particularly like about life at primary/junior school? What did you dislike? Discuss your likes and dislikes. Talk about the teachers, pupils, lessons, the school building, classrooms.

C. Give a talk on the way children are admitted to school and go from the primary to the secondary school in Russia.

38. Role-playing.

Your English pen-friend invited you to visit London and come to the school where he works. Now you are at school. Your friend, his colleagues and you speak about English and Russian schools.

- Ask your partners some questions to obtain information about education in his/her country, e.g.:

Are schools free or fee-paying?

What are the stages and ages of pupils in the school system?

What qualifications can pupils get at school?

How do pupils get to the university?

- Prepare a talk on the strengths and weaknesses of the education system in Russia and England.

39. Read and retell the joke.

NOTHING TO LEARN

Little Jack spent his first day at school and returned disappointed. "What did you learn?" was his aunt's question. "We didn't learn anything," replied the boy. "Well, what did you do in that case?" "We didn't do anything. There was a woman who didn't know how to spell some very simple words and I told her how."

LESSON FOUR

TEACHING YOUNG CHILDREN

Table 1

The Present Continuous Tense

	I	am (not)		
	He/She My brother His friend	is (not) isn't	speaking reading writing playing going learning	English. a book. a letter. the piano. to school. a poem.
	We You Her sisters	are (not) aren't		
Is	her sister their teacher his friend		doing walking playing having watching	exercises? in the park? football? a test? TV?
Are	the students the children			

GRAMMAR EXERCISES

1. Using Table 1 make as many sentences as you can.

2. Write participle I of the following verbs and read them aloud:

add, get, study, go, live, look, stay, travel, give, talk, write, hurry, offer, taste, buy, begin, have, dine, prefer, bring, work, pass, take, pay, say, listen, come, forget

3. Put the verbs in brackets into the present continuous tense.

1. She (to play) the piano. 2. They (to go) home. 3. He (to work) in the laboratory. 4. The children (to prepare) their homework. 5. We (to learn) English. 6. I (to write) a letter to my parents. 7. Our teacher (to give) the lesson. 8. I (to make) a report. 9. My father (to sit) and (to read) a newspaper. 10. She (to dine).

4. Make the sentences negative.

1. They are going to the cinema on Sunday. 2. She is reading an interesting book now. 3. He is playing tennis at this moment. 4. The gardener is cutting down a tree. 5. The shopkeeper is selling modern

things. 6. My parents are returning home. 7. Her friends are talking about their party. 8. The pupils are writing the test. 9. The child is crying.

5. Make the sentences interrogative.

1. She is writing a letter in the study. 2. He is walking to school now. 3. We are travelling to London with friends. 4. They are working in the garden at this moment. 5. John is coming home alone. 6. Our teacher is telling us a new story. 7. Pupils are listening to their teacher. 8. I am having breakfast now.

6. Put the verbs in brackets into the present simple or the present continuous tense.

1. The sun (to set) late in summer. 2. Who (to make) that terrible noise? 3. How you (to feel)? 4. Where you (to go)? 5. I (to hurry) to the university. 6. Switch on the light, it (to get) dark. 7. I (not to know) what you (to want). 8. What you (to look for)? 9. I often (to lose) my spectacles. 10. He always (to buy) lottery tickets, but seldom (to win). 11. What time you usually (to get up)? 12. ... you still (to sleep)? 13. What the children (to do) now? 14. They (to watch) an interesting film on TV. 15. I (to like) it.

7. Translate into English using the present simple or the present continuous tense.

1. Кого вы ждете? — Я жду свою подругу. 2. Завтра мы идем в театр. 3. Маленькие дети едят 5—6 раз в день. 4. Что ты делаешь? — Я делаю домашнее задание. 5. Не шумите. Студенты сдают экзамены. 6. Позвоните позже, она сейчас занимается. 7. Посмотрите, как ярко светит солнце. 8. Я не понимаю, вы говорите очень тихо. 9. Вы слышите, кто-то плачет? 10. Я слушаю очень внимательно, но ничего не слышу. 11. Мы изучаем английский язык в университете. 12. Говорят, что они приезжают завтра. 13. Где вы живете? 14. Осенью птицы улетают в теплые страны, а сейчас они возвращаются обратно. 15. Студенты занимаются в лаборатории три раза в неделю, а сегодня они слушают английские тексты.

8. Put questions to the missing parts of the sentences.

1. They are going to see ... 2. ... brother is learning English now. 3. Pupils are discussing ... 4. She is coming back to London ... 5. We are waiting for them because ... 6. Children are going to ... 7. They are sitting in ... 8. ... is writing a letter now. 9. Pupils are having English ...

9. Read the text and put the verbs in brackets into the present simple or the present continuous tense.

Today more and more high school graduates (to go) to college. Most young people (to choose) their course of studies for themselves, rather than (to have) their parents tell them what career to choose.

For example, Jack's father (to practise) medicine. Even though he (to want) his son also to become a doctor, he (not to insist) that Jack

study medicine when he (to leave) high school. He (to think) that Jack must make his own mind about what he (to want) to be. His wife, on the other hand, (to disagree) with him. She (to think) that Jack should become a doctor so he can (to become) a partner with his father.

Jack isn't sure that he (to want) to study in college. One day he (to feel) that he'd like (to become) an engineer. However, the next day he (to feel) that perhaps he should study business management. Right now he (to study) chemistry, biology and physics, all of which will (to be useful) if he (to decide) to study medicine in college. Jack (to need) these courses so he (to work) hard every night. At the moment he (to fail) both chemistry and biology, but unfortunately he (not to pass) physics. Eventually, he (to hope) to pass the course, but he (to have) no chances. He (to take) private lessons from a college friend. Jack (to like) his father's attitude, and he (to be grateful) that his father (not to force) him to become a doctor too. In some countries parents often (to decide) what careers their children will follow — especially their sons.

Table 2

The Articles

a, an неопределенный артикль (относит к классу)	the определенный артикль (индивидуализирует)
1. Один, какой-то, любой: Here is a book for you.	1. Этот, вот тот: That's the book you like.
2. Впервые упомянутый: Suddenly I heard a loud cry .	2. Повторно упомянутый: ... The cry came from a dark yard.
3. Один из ряда однотипных: Pushkin is a great Russian poet .	3. Единственный в своем роде: Pushkin is the most famous poet in Russia.
4. Единичный представитель или экземпляр рода: My brother planted an oak-tree .	4. Весь род в целом через название одного предмета: My favourite tree is the oak .
	5. Человек или предмет, которому в данной фразе сопутствует любое определение, выделяющее его из ряда однотипных: The girl in a green coat and a hat is my sister.

10. Insert the articles *a, an, the* where necessary.

1. I'd like to have ... coffee for breakfast. 2. Christie is ... well-known English writer. 3. Can you play ... piano? 4. We often go to ... theatre and to ... cinema. 5. What ... pity they can't come to see us. 6. Are you going to ... country on ... Saturday? 7. ... earth goes round ... sun. 8. To tell ... truth, I didn't expect to see you here.

11. Insert the article *the* where necessary.

1. ... Thames flows through ... London. 2. ... United Kingdom includes ... Great Britain and ... Northern Ireland. 3. ... lake Baikal is the deepest one in the world. 4. ... Urals are not very high. 5. Where is ... John's coat? 6. ... Pacific is the largest ocean on our planet. 7. ... Everest is the highest mountain in the world. 8. I went to ... France last year, but I haven't been to ... Netherlands yet.

12. Read the text and use the proper articles.

Robert Robinson, my old acquaintance, worked at ... plant in Detroit. There ... technical school was started for advertising reasons. ... newspapers stressed ... fact that ... school would be open to all ... workers "regardless of colour". Robinson's life before he came to that school had been full of ... hardships.

His home was in one of ... southern states where he had become ... instrument-maker. ... unemployment caught up with him, and he went to Detroit where ... newspapers promised ... employment. In Detroit ... new period in his life began: ... endless search for ... work. He managed to enter ... technical school. He was ... only coloured student there. ... newspapers made ... most of it and even featured his photograph at ... work. ... papers, however, did not mention ... fact that he was paid less than ... white workers, and they kept quiet about ... animosity (злoбa) that he was met with every morning.

13. Read and memorize the poem.

POOR MOTHER

Your father is working
All day, without shirking,
To pay for the clothes that you wear;
Your mother is mending
All day, and attending
To you, with the kindness of care.
And so, while you are playing,
Think of your father, who's paying,
And mother, who's working so hard.

(By Gelett Burgess)

14. Find in the poem the sentences in the present continuous tense.

Text 1

THE NATIONAL CURRICULUM

In 1988, for the first time in British history, a **National Curriculum** was introduced. The National Curriculum tells pupils which subjects

they have to study, what they must learn and when they have to take **assessment** tests.

Between the ages of 14 and 16, pupils study for their GCSE (General Certificate of Secondary Education) exams. Pupils must take English Language, Maths and Science for GCSE, as well as a half GCSE in a foreign language and Technology. In addition, they must also be taught **Physical Education**, Religious Education and Sex Education, although they do not take exams in these subjects.

At the age of 16, pupils can **leave** school. If pupils **stay on**, they usually take A (Advanced) levels, AS (Advanced Supplementary) levels or GNVQs (Greater National Vocational Qualifications). It is quite common to combine, for example, two A levels with one AS level, or one A level with one GNVQ.

Pupils taking A levels study traditional subjects such as French, Physics or History. To go to university, pupils usually need two or three A levels.

AS levels are the same standard as A levels, but only half the **content**; AS-level German pupils take the A-level German Language exam, but do not take the A-level German Literature exam.

GNVQs are vocational qualifications. Pupils usually take one GNVQ in subjects such as Business, **Leisure** and Tourism, Manufacturing, and Art and Design. One GNVQ (an advanced level) is equal to two A levels.

The Time Table of the Fifth-form Pupils of St Mary's Comprehensive School

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.30--8.40	Registration	Registration	Registration	Registration	Registration
8.40--9.00	Assembly	Assembly	Assembly	Assembly	Assembly
9.00--9.45	French	Technology	SE	Art	RE
9.45--10.30	French	Science	Maths	Art	IT
10.30--11.15	Science	Science	Maths	French	Science
11.15--11.30	Break	Break	Break	Break	Break
11.30--12.15	Maths	History	English Literature	Science	Technology
12.15--1.00	Maths	History	English Literature	Science	Technology
1.00--2.00	Lunch	Lunch	Lunch	Lunch	Lunch
2.00--2.45	English	Art	PE	History	English
2.45--3.30	English	Art	PE	English	English

SE = Sex Education; RE = Religious Education; IT = Information Technology; PE = Physical Education

VICTORIA AT SCHOOL

Victoria goes to Carlton Hill Primary School. The school is about ten or eleven years old. Altogether there are only about 100 children in the whole school. There are four classes with about 25 children in each. Vicky is in an **introductory class**, which means her class has some five-year-olds. When Vicky **reaches** six, she will go into another class.

There are a lot of interesting things on the walls such as Alphabet posters, shapes, numbers, picture cards with words to learn, posters of animals, **paintings** done by the children.

There is a **nature table** with buds and flowers and a lot of books.

There is a lovely Wendy House, which takes up one corner of the room. It is **hand-made** out of wood. You can fit about six or seven children in without being **cramped** together. It is just like a miniature ideal home. Near where all the books are, there is a big carpet with an armchair where Vicky's teacher sits when she reads to them, and when they sing songs, all the children gather round her on the carpet.

VOCABULARY NOTES

National Curriculum *n* (национальная) программа, *e.g.* A National Curriculum was introduced in Britain in 1988.

assessment *adj* оценочный, *e.g.* Students have to take assessment tests.

Physical Education *n* физкультура, физическое образование, *e.g.* Pupils do not take exams in Physical Education.

leave (left, left) *v* оставлять, покидать, *e.g.* Pupils can leave school at the age of 16.

stay on *v* оставаться, *e.g.* Many pupils don't leave school, they stay on to continue their study.

content *n* содержание, *e.g.* AS levels are the same standard as A levels, but only half the content.

leisure *n* досуг, *e.g.* Leisure is very important in the life of pupils during their study.

introductory class *n* подготовительный класс, *e.g.* There are some five-year-olds in this introductory class.

reach *v* достигать, *e.g.* When she reaches six, she will leave an introductory class.

painting *n* рисунок, *e.g.* There are a lot of paintings done by children.

nature table *n* гербарий, *e.g.* There are many nature tables in this classroom.

hand-made *adj* ручной работы, *e.g.* This beautiful carpet is hand-made.

cramp *v* стеснять, *e.g.* Children are not cramped in this small wooden house.

VOCABULARY EXERCISES

15. Pronounce correctly.

reach, introductory, leisure, assessment, nature, cramp, national, curriculum, physical, education, paintings

16. Read the words paying attention to the pronunciation of the letters in bold type:

- a) nature, take, made, generation, vocational, state, range, take;
- b) cramp, hand, establishment, exams, expand, candidate, challenge.

17. Pronounce correctly and give the Russian equivalents of the following word combinations and expressions:

a National Curriculum was introduced; to take assessment tests; must be taught; to leave school; to take A levels; traditional subjects; half the content; an introductory class

18. Give the English equivalents of the following word combinations and expressions:

в школе около 100 детей; четыре класса по 25 человек в каждом; на стенах много интересных предметов; картинки, нарисованные детьми; игрушки ручной работы; дети собираются вокруг учителя на ковре; гербарий с цветами

19. Find pairs of synonyms in *a* and *b*:

- a) to leave, to unite, to start, to keep, to happen, to surprise, to love, to get;
- b) to adore, to depart, to obtain, to join, to astonish, to occur, to initiate, to preserve.

20. Find pairs of antonyms in *a* and *b*:

- a) to remember, to lend, to send, to buy, to end, to ask, to build, to lose, to fall, to give;
- b) to answer, to receive, to find, to take, to forget, to rise, to sell, to borrow, to begin, to break.

COMPREHENSION EXERCISES

21. Put the verbs in brackets into the correct form. Answer the questions using the Vocabulary Notes.

1. When a National Curriculum (to be introduced) for the first time?
2. What the National Curriculum (to tell) the pupils about?
3. In what subjects pupils (to take/not to take) exams?
4. What subjects pupils must (to be taught) without taking exams?
5. What (to mean) vocational qualifications?

22. Read Text 1. Find and translate the passages dealing with:

- a) GCSE;
- b) A levels;
- c) AS levels.

23. Look at the time table from Text 1 and answer the questions.

1. What time does school start and finish? 2. How many foreign languages do pupils study? 3. How much time do they spend going in for sport? 4. Can you compare this with the school time table in your country?

24. Read Text 2 and find the key sentences in each paragraph.

25. Give a title to the text.

I am a teacher from Moscow. I teach in a large school. There are many pupils in it.

It is a secondary school for the children from 11 to 17 years old. Our school is in a new modern building. There is a large playground there. In fine weather the children like to play outside during breaks. Very often sports competitions take place there, either in the spring or in the summer.

The classrooms of our school are very light and comfortable. There are classrooms for Mathematics, Physics, Literature, Chemistry, languages with all the necessary equipment. I am a teacher of English and I am very proud of the English Language classroom. There is a TV set, tape recorders and a good collection of English books. We often watch TV programmes in English or listen to the tapes. It helps us to master the language. Many of my students are members of our English language club. Besides our club there are the Young Mathematicians Society, Societies of Lovers of History and Literature, several sports clubs. The children can spend at school almost the whole day, staying after classes for their musical lessons and optional classes in different subjects. There is a good canteen and a reading room where students can prepare their homework. In general, there are all the facilities for good studies and rest.

26. Complete the sentences.

1. The classrooms of our school ... 2. Our school is ... 3. Very often sports competitions ... 4. We often watch ... 5. The children can spend at school ... 6. In general ...

CONVERSATION AND DISCUSSION

Topical Vocabulary

compulsory education; self-education; optional classes; a competition; equipment; a gym; a canteen; a cloak room; an assembly hall to recite; to arrange/hold; to attend; to compete; to pass a head teacher; a master; a monitor; a test; a term; a day book

27. Give the summary of Text 1 using the new words and expressions of the lesson.

28. Compare in writing the time tables of the fifth-form pupils of St Mary's comprehensive and a Russian secondary school.

29. Describe Vicky's classroom.

30. Retell Text 2 using the plan from Ex. 24 and the Topical Vocabulary.

31. Learn the dialogues. Make up similar dialogues of your own.

1. *Kate:* Hello, Helen!

Helen: Hi, Kate! Where are you hurrying?

Kate: To school. You know, we are meeting to go to the University today.

Helen: Why, what are you going to do there?

Kate: You see, I am a member of our optional class in Biology. Our professor wants to show us his lab.

Helen: It's very interesting, and what kind of work do you do there?

Kate: Generally, we take a deep study of certain topics and problems we are interested in. Sometimes we carry out experiments.

Helen: Oh, it's a serious work, isn't it? So, I see you have definitely made up your mind to take up biology as a career, haven't you?

Kate: I believe so. It really attracts me.

2. *Dan:* What form are you in now, Nelly?

Nelly: I am in the 11th form. This year I am leaving school. I am going to enter the University.

Dan: Then good luck to you. As for me, I am already a first-year student of the Faculty of Foreign Languages of the Teacher Training Institute.

Nelly: Glad for you. I wish you success in your studies.

32. Tell your classmates about the school you have finished.

33. Give your opinion of the poem *Poor Mother* and state its central idea.

34. Answer the question *What are you doing?* Imagine that you are:

a) at an English lesson;

b) in the dining room;

c) in the library.

35. Look out of the window and say what is going on outside.

36. Look around you. Notice as much as you can. Describe it.

37. Game *What Is He/She Doing?*

A student carries out some actions in front of the class. The rest of the students name these actions.

38. React to the requests.

1. Will you show me your work?
2. Will you give me a piece of advice?
3. Could you explain the rule?
4. Give me the dictionary, please.
5. Could I help you?

39. The passage below is a description of the beginning of a lesson. What would you say as a teacher in every situation?

1. It's Monday morning. You come to the classroom and notice that two boys are still outside in the corridor. ...
2. They come in but leave the door open. ...
3. At last everybody seems to be ready. You greet the pupils. ...
4. You have to find out who is on duty. ...
5. You ask who is missing. ...
6. You notice that Lucy is away and wonder why. ...
7. Somebody says that she has flu. ...
8. At that very moment Julia comes in. It's the second time she is late this week, so you make clear that you are angry. ...
9. At last you are ready to start the lesson. You want to start with reading something to the children. ...
10. You notice that Tim isn't attentive. ...
11. Then you continue the lesson. ...

Prompts: Open your books at page ... please. Who is on duty today? Stop fidgeting, please. Will you please close the door. Hey, you two boys, hurry up. Come in and sit down. Good morning, everybody. What's the matter with Lucy? Don't let it happen again.

40. Speak on the topics.

1. Education in England and Russia.
2. Optional classes.
3. Out-of-class activities.
4. Your/your friend's favourite subjects.

41. Role-playing.

You are a teacher at a primary school. A foreign teacher is visiting your school. He/she is going to ask you some questions about the school. Before talking, think about the following: number of children per class, number of teachers, when school starts/finishes, age of children in the class, what sort of pupils they are, how a school day is organized etc.

LESSON FIVE

ENGLISH UNIVERSITIES AND COLLEGES

Table 1

The Past Continuous Tense

	Our friend My cousin His sister	was (not) wasn't	reading a book listening to the radio having dinner playing chess	at that moment. when she rang me up. when he came.
	The boys	were (not) weren't		
Were	you they our friends		learning English playing the piano watching TV	when she returned? at that time? when he had supper?

Table 2

Prepositions of Time

at	five o'clock, half past two, night, noon, midnight, Christmas
on	Sunday, Monday, January the first, the ninth of May
in	May, June, July winter, spring, summer, autumn 1147, 1999, 2005 the morning, the evening, the afternoon, the North, the South

GRAMMAR EXERCISES

1. Using Tables 1 and 2 make as many sentences as you can.

2. Make the sentences negative.

1. The student was dreaming when the teacher asked him to answer.
 2. At six o'clock yesterday I was waiting for Jennie at the station. 3. Tom was crossing the street when I saw him. 4. Mary was shivering with cold waiting for a bus. 5. It was raining cats and dogs yesterday evening. 6. They were playing chess during the break. 7. That day the sun was shining brightly and the birds were singing merrily. 8. We were sitting and talking about our children.

3. Make the sentences interrogative.

1. He was skating yesterday from five till nine o'clock. 2. She was reading the whole evening yesterday. 3. He was writing the article all the week. 4. We were working at this problem from two till three o'clock yesterday. 5. At that moment they were playing chess in the room. 6. They were sitting in a cafe for a long time. 7. All the evening my mother was watching TV. 8. While she was playing the piano, I was writing a letter.

4. Put the verbs in brackets into the past continuous tense.

1. It (to rain) when John went out. 2. I (to play) the piano when Mary came into the room. 3. Tom (to work) all day yesterday. 4. She (to write) a letter at that moment. 5. They (to learn) English at 4 pm yesterday. 6. He (to walk) home when he met her. 7. The baby (to eat) its dinner at that time. 8. They (to live) in England when the War began.

5. Put the verbs in brackets into the correct past tense.

1. He (to write) a letter when I (to see) him. 2. Harry (to do) his work while his brothers (to play) games. 3. We (to sing) a song when George (to come) into the room. 4. While the teacher (to give) a lesson, a small dog (to run) into the room. 5. My hat (to blow) off while I (to cross) the bridge. 6. He (to lose) his pocket book while he (to see) the sights of Rome. 7. When the phone (to ring), I (to work) in the garden. 8. Children (to listen) to the teacher when they (to hear) the noise in the street.

6. Translate into English.

1. Когда я пришла, они обедали. 2. Когда мы катались на лыжах, начал идти снег. 3. Вчера я занималась английским языком с семи до девяти часов вечера. 4. В полночь он все еще работал. 5. Она долго сидела в гостиной с письмом в руках. 6. Они ждали нас около часа. 7. Когда часы пробили десять, они все еще спали. 8. Мы познакомились, когда сдавали экзамены. 9. Дети играли в футбол, когда начался дождь. 10. Ученики готовились к контрольной работе, когда учитель вошел в класс.

7. Put questions to the italicized words.

1. *My friend* was playing the piano. 2. *We were listening* to the music during the break. 3. The farmer was working *in the fields* with his sons. 4. The small boy was ringing *the bell*. 5. The workman was painting the house when it *began raining*. 6. The cat *was sleeping* when the kittens wanted to play. 7. Some of them were looking *at the pictures* while the others were listening to the news. 8. The teacher was explaining *new* rules.

8. Insert prepositions where necessary.

1. All the students of our group take part in the meeting ... the ninth of May. 2. Children go to school ... the morning and come back home ...

noon. 3. Our studies begin ... autumn. 4. My elder brother often comes ... home late ... night. 5. We are going to have a party ... tonight. 6. We have English lessons ... Mondays and Thursdays ... half past twelve. 7. My little brother was born ... 2000. 8. ... Christmas Englishmen have turkeys or geese for dinner. 9. Usually ... my birthday many friends and relatives come ... my house. 10. ... April the first all the students of our university celebrate Fool's Day.

9. Insert prepositions or adverbs where necessary.

1. First-year students work hard to master ... the language. 2. What mark did you get ... Literature ... entrance exams? 3. What mark have you got ... your report? 4. When did you make a report ... this book? 5. This student is very good ... Maths. 6. We decided to join ... the English club. 7. When the lecturer entered ... the room, the students kept silent. 8. We haven't seen you ... ages. 9. What kind of sports does he go ... ? 10. The students are very proud ... their university.

10. Translate into English paying attention to the prepositions.

1. Моя сестра работает в начальной школе. 2. Он родился в 1970 году зимой. 3. Мы встретились 1 января в прошлом году. 4. Он работает по вечерам и иногда приходит домой в полночь. 5. Они встретились днем на улице около кинотеатра. 6. По воскресеньям мы ходим в театр. 7. Она играет на пианино дома. 8. Мои родители познакомились во время войны. 9. Я занимаюсь английским языком в школе дважды в неделю. 10. Мой брат собирается поступать в университет через год.

11. Read the text and insert prepositions where necessary.

CHOOSING MUSIC TO LISTEN TO

Provide plenty ... variety in your choice ... music ... your child to listen ... and avoid trying to impose your own musical tastes. Children have a very short attention span when just listening ... music so choose short pieces.

Follow what you know children enjoy and watch ... signs that a piece has caught ... their attention.

Most children prefer music ... strong rhythms which suggest movement. If there are words, they need to be very clear ... a child to understand.

12. Insert prepositions where necessary.

Secretary: 2584253, Mr Brown's office.

George Build: Hello, can I speak ... David Brown?

Secretary: I'll see if he's ... the office. Who's calling?

George Build: George Build ... Green and Co.

Secretary: Hold ... please. Mr Brown is ... a meeting. Can I help you?

George Build: Well, we were ... the Singapore fair together. I'm ... London now. I'd like to see him.

Secretary: I don't think the meeting will go ... a long time. Shall I ask him to call you when he's free?

George Build: That would be very good ... him.

Secretary: Can I have your name again, please?

George Build: Oh, yes, it's George Build. B-u-i-l-d.

Secretary: And your number?

George Build: I'm staying ... the Lancaster Hotel, room 3451.

Secretary: Thank you, Mr Build. I'll pass your message ... Mr Brown.

George Build: Thank you very much ... your help. Bye-bye.

13. Match the parts of the sentences paying attention to the prepositions.

- | | |
|------------------------------|---------------------------|
| 1. I am not very good | a. for his bad behaviour. |
| 2. My sister is married | b. of waiting. |
| 3. He was sorry | c. to mine. |
| 4. This country is famous | d. from mine. |
| 5. She is responsible | e. to an Australian. |
| 6. I'm very interested | f. at Maths. |
| 7. They were tired | g. with people. |
| 8. Your dress is similar | h. of money. |
| 9. Your answer was different | i. in tennis. |
| 10. The room was crowded | j. for its lakes. |
| 11. I can't pay. I'm short | k. for the mess. |

14. Read the poem paying attention to the articles. Memorize it.

BIRDS

The peacock is silver,	And the owl a ghost.
The eagle is gold,	The crow is black
The wren is a stranger,	For the great fields of snow,
The robin is bold.	And the swan is sailing
The dove is a neighbour,	For the lakes of tomorrow
The blue-tit a guest,	
The swallow's a traveller	

(By Elena Fearn)

Text 1

UNIVERSITIES OF BRITAIN

Most big towns in Britain have both a university and a college of higher education. There are 91 universities in Britain and 47 colleges of higher education. Colleges of **higher education offer** both two-year

HND (Higher National Diploma) courses, as well as degree courses. Colleges offer courses in **teacher training**, courses in technology and some professions connected with medicine.

Universities are divided into three types: the old universities (Oxford, Cambridge and Edinburgh Universities), the 19th century universities such as London and Manchester Universities and the new universities. Some years ago there were also **polytechnics**. After **graduating from** a polytechnic a student **got a degree**, but it was not a university degree. **31 former polytechnics were given university status in 1992.**

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

Students may **receive grants** from their Local Education Authority to **pay for books, accommodation, transport and food**. This grant **depends on the income** of their parents. If students do not get a grant, parents are expected to pay for their children.

Students don't usually have a job during term time because the lessons, called lectures, seminars, classes or **tutorials** (small groups), are full time. However, many students now have to work in the evenings or during the holidays to earn more money, but it is now difficult to find such jobs. The result is that more students are dropping out, failing to finish their courses.

Most students **live away from** their home town, in flats or **halls of residence**, because the university is seen as a time to be independent, to live away from home and develop new interests.

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

Text 2

OXBRIDGE

Oxford and Cambridge are the two oldest and most prestigious universities in Britain. They are often called collectively. Oxbridge denotes an elitarian education. Many Oxbridge students come from public schools, and Oxbridge **graduates** go on to become influential and powerful in British society.

The **tutorial system** is one of the ways in which Oxford and Cambridge differ from all the other English universities. Every student has a **tutor** and as soon as you come to Oxford, one of the first things you do is to go and see your tutor. He, more or less, plans your work, suggests the books you should read and **sets** work for you to do. Each week you visit him, perhaps with two or three other students, and he discusses with

you the work that you have done, criticizes in detail your **essay** and sets you the next work.

The universities have over a hundred **societies** and clubs: dramatic societies, language clubs, philosophy societies, debating clubs, political clubs — in fact, for almost every activity under the sun. Both universities are **independent**.

Oxford and Cambridge universities consist of a number of colleges. Each college has its own character and individuality. Most of the colleges are built around courtyards, called **quads**, with lawns in the centre.

VOCABULARY NOTES

higher education *n* высшее образование, *e.g.* It is difficult for young people from poor families to get higher education in the USA.

teacher training *n* подготовка учителей, *e.g.* Some colleges offer courses in teacher training.

offer *v* предлагать, *e.g.* Universities usually offer a lot of courses.

polytechnic *n* политехнический институт, *e.g.* She studies at a polytechnic.

graduate from *v* окончить (вуз), *e.g.* He graduated from a polytechnic a few years ago.

get (got, got) a degree получить степень, *e.g.* After the University students get a degree.

former *adj* бывший, *e.g.* Former pupils often come to school to see their teachers.

be given university status получить университетский статус, *e.g.* Some institutes are given university status nowadays.

course of study *n* курс обучения, *e.g.* Courses of study are different in many universities.

Bachelor of Arts or Science *n* бакалавр гуманитарных или естественных наук, *e.g.* Full courses of study offer the degree of Bachelor of Arts or Science.

degree course *n* курс, заканчивающийся присвоением степени, *e.g.* Degree courses last 3, 5 and even 7 years in different universities.

receive a grant получать стипендию, *e.g.* Not all the students may receive grants.

pay for accommodation платить за жилье, *e.g.* If students live away from home, they have to pay for accommodation.

depend on the income (of smb) зависеть от дохода (кого-либо), *e.g.* Grants depend on students' parents income.

tutorial *n* практическое занятие, *e.g.* There are small groups of students at tutorials.

live away from *v* жить вдали от, *e.g.* Most students live away from their parents.

hall of residence *n* общежитие, *e.g.* Many students live in flats or halls of residence.

competitive *adj* конкурсный (*об экзамене*), *e.g.* The exams are competitive.

graduate *n* выпускник, *e.g.* College graduates may enter the university.

tutor *n* преподаватель, наставник (*в университетах Англии*), *e.g.* Tutors plan students' work.

set (set, set) *v* ставить, формулировать, *e.g.* Each student should set himself a task.

essay *n* очерк, сочинение, *e.g.* Teachers read and discuss students' essays in detail.

society *n* общество, *e.g.* There are many different student societies in each university in England.

independent *adj* независимый, *e.g.* Oxford and Cambridge are independent universities.

VOCABULARY EXERCISES

15. Pronounce correctly.

technology, century, university, graduate, status, medicine, dentistry, tutorial, residence, essay, individuality, courtyards, lawns, centre, science

16. Read the words paying attention to the pronunciation of the letters in bold type:

a) go, so, open, close, rose, home, note, associate, goal, dome;

b) offer, accomodation, competitive, college, sophomore, sorority.

✓ 17. Give the Russian equivalents of the following word combinations:

to graduate from the university; to get a degree; dentistry courses; a hall of residence; to receive grants; to pay for accommodation; to depend on one's income; competitive exams; a course in teacher training

✓ 18. Give the English equivalents of the following word combinations and expressions:

выпускники Оксфорда и Кембриджа; у каждого студента есть свой преподаватель; студенты получают задания раз в неделю; университеты состоят из нескольких колледжей; в каждом университете имеются различные студенческие общества; Оксфорд и Кембридж — независимые университеты

19. Make sentences using the following word combinations:

to make progress; to be good at; to be lucky; to join smth; to get a mark in (a subject); to make mistakes; to do homework; to go in for; to take an exam; to master the language; tutorial; to live away from

20. Translate into English using the Vocabulary Notes.

1. После окончания политехнического института или университета студент получает степень бакалавра. 2. Степень бакалавра в политехническом институте не соответствует университетской степени. 3. Курс обучения в университете длится 4 года или больше. 4. Студенты получают стипендии для оплаты стоимости учебников, жилья и питания. 5. Поскольку занятия продолжаются целый день, студенты работают по вечерам. 6. Колледжи предлагают курсы подготовки учителей и технические курсы.

COMPREHENSION EXERCISES

✓ 21. Read Text 1 and answer the questions.

1. What are the three types of universities in Great Britain? 2. What degrees do students get after finishing full courses of study? 3. What grants do students receive? 4. Why don't students have jobs during term time? 5. Why is the university life considered "an experience"? 6. What courses do colleges offer?

22. Find in Text 1 and translate the passages dealing with:

- a) types of universities;
- b) colleges;
- c) students.

23. Read Text 2 and find the key words in each paragraph.

24. Look through Texts 1 and 2. Find and translate sentences with the following word combinations:

Bachelor of Arts or Science; a Local Education Authority; to receive a grant; to give university status; to depend on the income of smb; teacher training; to pay for accommodation; degree course

CONVERSATION AND DISCUSSION

Topical Vocabulary

to enter the university; to graduate from the university; to study at ...; to get a degree; a grant; a Local Education Authority; to live away from home; accommodation; teacher training; a graduate; a tutorial system; to set the next work; a number of colleges; a society

25. Discuss Text 1 using the new words and expressions of the lesson.

26. Give the summary of Text 2 using the key words and the Topical Vocabulary.

27. A. Read the text.

TRAINING

Not all British students study full time at university or college. Many people combine their studies with work. Some companies release their staff for training one or two days a week or for two months a year. Large companies often have their own in-house training schemes.

The British government is very enthusiastic about such training schemes, in particular because so few people go to university. Only 25 per cent of the student population goes on to higher education.

If you are unemployed, there are two forms of training schemes: employment training for people who have been out of work for a long time and Youth Training Schemes for school-leavers who cannot find a job.

B. Find the main idea of the text.

C. Provide the details of the British training schemes.

28. Make a poster advertising training schemes.

29. Learn the dialogue. Make up your own dialogues using the Vocabulary Notes.

Ann: Kate?

Kate: Speaking.

Ann: This is Ann. Hello, my friend. I haven't heard from you for ages. How are you?

Kate: Oh, hello, Ann. I'm fine, thanks.

Ann: Wonderful. I hear you passed all your entrance exams with excellent marks. So you are a student now, aren't you?

Kate: Well yes, and what about you?

Ann: I wasn't so lucky at the exams, in fact. I got good marks in the main subjects: Physics and Maths.

Kate: Is it difficult to study Mathematics?

Ann: Rather. I spend a lot of time doing my home tasks. You've got to work hard to make good progress.

Kate: Do you have time to go in for sports?

Ann: Sure. I joined the university sports society, as I am fond of tennis.

Kate: As for me, I am a member of our English speaking club. I've joined our drama society. They say I'm rather good at acting.

Ann: Isn't it interesting? I should like to see you. Will you invite me to your club?

Kate: Certainly. See you soon.

Ann: So long, then.

30. Think of situations where you could use the following word combinations:

- a) to take an exam, to enter the university, to get a mark, to be lucky;
- b) to be good at, to make a report on, they say... .

31. Pair work. Think of stimulating phrases to which the following sentences are the replies.

1. You are lucky.
2. Certainly.
3. Sure.
4. Rather.
5. Pardon.
6. All right.
7. I should like to.
8. Sorry.
9. Just a moment.
10. How clever you are.
11. Not at all.
12. Willingly.
13. It's high time to do it.
14. Here you are.

32. Describe situations illustrating the following proverbs:

1. It is never late to learn.
2. Out of sight out of mind.
3. Easy come, easy go.

33. Curiosity Quiz. Answer the questions.

1. William Shakespeare, a famous English playwright, lived from 1564 until 1616. How many of his plays can you name?
2. The Beatles were one of the most popular groups in the 1960s. How many of the Beatles can you name?
3. Can you think of the names of any British composers or song writers?
4. What's the name given to a type of play where most of the words are sung?
5. Who uses an easel (мольберт) and a palette?

34. Speak on the topics.

1. Universities and colleges of Great Britain.
2. Oxbridge.
3. Students' life.

35. Role-playing.

You ask your friends what marks they got at the entrance exams and what subjects they study at the university. You wonder how often they work in the laboratory and whether the work helps them to correct their pronunciation. You'd also like to know if they take part in the work of the English club and what kind of work they do there.

LESSON SIX

EDUCATION IN RUSSIA

Table 1

The Future Continuous Tense

	I We	will (not) won't shall (not) shan't		dancing learning watching reading playing	round the fir tree during the party. English the whole day. TV at 7 o'clock in the evening. when parents come home. tennis tomorrow at 5 pm.
	You He She They	will (not) won't	be		
Will Shall	I we		be	dancing learning	round the fir tree during the party? English the whole day?
Will	you he she they			watching reading playing	TV at 7 o'clock in the evening? when parents come home? tennis tomorrow at 5 pm?

Table 2

Prepositions of Place

at	school, home, the lesson, the window, the cinema
by	the river, the door
in	the room, the corner, the yard, the tree, the street
on	the roof, the table, the ground, the corner
over	the sea, the country
through	the village, the forest, the park
along	the street, the road

GRAMMAR EXERCISES

- Using Tables 1 and 2 make as many sentences as you can.
- Make the sentences negative.

1. This time tomorrow they will be sitting in the train on their way to London. 2. They will be having English from 5 to 6. Don't phone

them. 3. Don't come at 7 pm. They will still be cooking at that time. 4. She will be having lunch with me at 2 o'clock on Sunday. 5. They will be playing the piano at the concert tomorrow evening. 6. I shall be having breakfast at 10 o'clock on Sunday morning. 7. My father will be working in his office at 6 o'clock tomorrow. 8. This time on Sunday our friends will be arriving. 9. He'll be watching the football at 8.30 this evening.

3. Make the sentences interrogative.

1. He will be sleeping when you come back tonight. 2. I shall be waiting for you at 7 o'clock. 3. This time tomorrow they will be leaving Tula for Moscow. 4. I shall be reading this book all day tomorrow. 5. The children will be watching TV till their parents come back. 6. It will be raining all day tomorrow. 7. At this time on Saturday my brothers will be playing football at the stadium. 8. He will be using my bicycle this evening. 9. This time next week I'll be swimming in the sea. 10. You will be passing the post office when you go to the shop.

4. Rewrite the sentences in the future continuous tense making the necessary changes.

1. My friend was preparing for her English lesson when I came. 2. At 12 o'clock she was still writing a letter to her cousin. 3. Was he waiting for you at the laboratory at 8 o'clock in the morning? 4. My sister was knitting all the evening. 5. My father was listening to the latest news when children began running in the room. 6. Were your friends playing chess at 9 o'clock in the evening? 7. My brother was repairing his computer when I called him. 8. It was snowing hard when I woke up that morning.

5. Put the verbs in brackets into the future continuous tense.

1. He (not to wait) for us at 6 o'clock tomorrow. 2. I (to translate) this article when my mother comes. 3. The conference (to take place) from 2 till 6 on Monday. 4. How long you (to stay) at your parents'? 5. At this time tomorrow I (to take) my examination. 6. I (not to work) at the library from 3 till 4 o'clock tomorrow. 7. I am afraid it (to snow) all day tomorrow. 8. Don't phone me at night, I (to sleep). 9. This time next week they (to go) to London. 10. On Sunday morning we (to watch) the animals in the Zoo.

6. Put questions to the italicized words.

1. I shall be thinking about you after your leaving. 2. They *will be having dinner* on the train while going to Paris. 3. He will be walking *to school* at this time tomorrow. 4. She will be writing *a letter* all the morning tomorrow. 5. We shall be learning grammar *during the lesson*. 6. I shall be translating the text *when you come home*. 7. Everybody will be listening to the speaker *very attentively* during that meeting.

8. *My children will be walking in the park from 2 o'clock until 4 o'clock in the afternoon.* 9. *He will be leaving the house at 7.30 tomorrow morning.* 10. *She will be writing a test this time on Monday.*

7. Put the verbs in brackets into the future continuous tense where possible.

Note. The future continuous is often used to express an action which is supposed or anticipated (to anticipate — предвидеть, предвкушать) in the future.

1. Will you have a cup of tea? — No, thank you. I (to have) lunch soon. 2. I hope I (to sleep) peacefully tonight. 3. Will you, please, wait a little? He (to come) home soon. 4. I expect you (to cook) dinner while I stay with your child. 5. I must go, mother (to wait) for me. 6. I can realize when I come home, my father (to read) a newspaper and mother (to cook) my favourite cake. 7. Don't leave us, we (to have) supper soon. 8. Don't worry, I (to wait) for you after lectures. 9. I suppose when my friend comes to my place, he (to tell) us funny stories again. 10. The teacher says that next time he (to explain) us everything about articles.

8. Translate the sentences into Russian.

1. Завтра я буду работать весь вечер. 2. Мы встретим их, когда они пойдут в институт. 3. Завтра мы будем проводить опыты с 2 до 5 часов. 4. Когда мы приедем в лабораторию, они будут показывать свои опыты. 5. Я буду гулять в парке с 7 до 8 часов. 6. Она будет делать уроки в 6 часов. 7. Мы не будем играть в шахматы весь вечер. 8. На следующей неделе в это время я буду купаться в море. 9. Завтра днем мы будем играть в теннис с 2 до 4 часов.

9. Insert prepositions where necessary.

1. The sky grew red ... the West. 2. I saw him ... the concert. 3. ... the evening when the snow was falling and the door closed, the children took seats ... the fire. 4. ... top of the mountain we saw a lot of snow. 5. Stars began to twinkle (мерцать) ... the dark sky. 6. It is pleasant to go to the country ... a warm summer day. 7. Late ... the afternoon they came to London. 8. It happened ... the very day of his arrival. 9. We arrived there late ... night.

10. Translate into English paying attention to the prepositions.

1. Мы обедаем в 3 часа. 2. Он никогда не опаздывает к обеду. 3. По утрам до завтрака мы купаемся в бассейне. 4. Что у нас сегодня на ужин? 5. Она отказалась от завтрака. 6. За обедом все будут говорить о новом директоре. 7. В конце завтрака я обычно пью кофе. 8. Садитесь к столу, ужин готов. 9. Очень полезно прогуляться после ужина. 10. Когда я спустилась к чаю, в комнате уже никого не было. 11. После обеда отдохни, а после ужина погуляй.

EDUCATION IN RUSSIA

Every **citizen** of our country has the **right to education**. This right is guaranteed by the Constitution. It is not only a right but a **duty** too. Every boy or girl must **get secondary education**. They go to school at the age of six or seven and must stay there until they are 14–17 years old. At school pupils study **academic subjects** such as Russian, Literature, Mathematics, History, Biology, a foreign language and others.

After **finishing 9 forms** of a secondary school young people can **continue their education** in the 10th and the 11th form. They can also go to a **vocational or technical school**, where they study academic subjects and **receive a profession**. A college gives **general knowledge** in academic subjects and a **profound knowledge** in one or several subjects.

After finishing a secondary, vocational, technical school or a college, young people can start working or **enter** a university. Universities **train specialists** in different fields. A course at a university usually takes 5 years. Many universities have **evening and extramural departments**.

They give their students an **opportunity without leaving their jobs**. Universities usually have **graduate courses** which give **candidate or doctoral degrees**.

Education in Russia is free at most schools. There are some private primary and secondary schools where pupils have to pay for their studies. Students of universities **get scholarships**. At many universities there are also departments where students have to pay for their education.

THE DAY OF KNOWLEDGE

In 1984 for the first time September 1 was **proclaimed National Day of Knowledge**.

This is because knowledge in Russia is very important for those who learn and especially for those who teach.

All the people in Russia have the right to education. Our country needs **qualified specialists, well-trained workers** and, on the whole, people of high intellectual potential. Certainly, school is responsible for the level of education of the young **generation**. Nowadays some changes have been introduced to school. It has become more open and democratic. There are computers and other technical **equipment** in many Russian schools. All this helps raise the general level of education. The **greatest role** in this process is played by the teacher who must get his pupils interested in his subject and in **getting knowledge** in general.

A teacher must be competent, intelligent, kind and clever, he must love and understand children.

On the Day of Knowledge pupils go on excursions to plants and factories, to the universities, libraries and many other different places to see practical use of knowledge in our country. They come to understand the necessity to study well, to get practical experience of work and to get deep knowledge in different fields of science.

VOCABULARY NOTES

citizen *n* гражданин, *e.g.* We are citizens of Russia.

right to education *n* право на образование, *e.g.* Citizens of our country have the right to education.

duty *n* обязанность, *e.g.* Students have not only rights but duties too.

get secondary education получить среднее образование, *e.g.* Pupils of our country must get secondary education.

academic subject *n* общеобразовательный предмет, *e.g.* Literature, Mathematics, Russian and others are academic subjects.

finish ... forms окончить ... классов, *e.g.* I finished 10 forms a few years ago.

continue one's education продолжить образование, *e.g.* After finishing a school pupils can continue their education where they dream.

vocational school *n* училище, ПТУ, *e.g.* At vocational schools students study academic subjects.

technical school *n* техникум, *e.g.* At technical schools students study not only academic but special subjects too.

receive a profession получить профессию, *e.g.* You can receive a profession both at vocational and technical schools.

general knowledge общие знания, *e.g.* A college gives general knowledge in academic subjects.

profound knowledge углубленные знания, *e.g.* At a technical school you can get a profound knowledge in several subjects.

enter *v* поступать, *e.g.* She wants to enter the Pedagogical University.

train a specialist (in smth) подготовить специалиста (в определенной области), *e.g.* Universities train specialists in different fields.

evening department *n* вечернее отделение, *e.g.* My brother studies at an evening department.

extramural department *n* заочное отделение, *e.g.* It's very difficult to work and study at an extramural department at the same time.

opportunity *n* возможность, *e.g.* Each student has an opportunity to study and work if he wants.

without leaving one's job одновременно работая, *e.g.* Each student has an opportunity to study without leaving his job.

graduate courses *n* аспирантура, *e.g.* After graduating from the University you may study at graduate courses.

candidate or doctoral degree *n* степень кандидата или доктора наук, *e.g.* Graduate courses can give you candidate and then doctoral degrees.

get a scholarship получать стипендию, *e.g.* Most students get scholarships.

Day of Knowledge *n* День знаний, *e.g.* The Day of Knowledge is celebrated on the 1st of September.

proclaim *v* провозглашать, объявлять, *e.g.* The Day of Knowledge was proclaimed in Russia in 1984.

well-trained *adj* хорошо обученный, *e.g.* Not all students become well-trained teachers.

generation *n* поколение, *e.g.* Young generation is fond of computers.

get knowledge получать знания, *e.g.* At school, children get knowledge in many subjects.

go (went, gone) on excursions ходить на экскурсии, *e.g.* Children often go on excursions to different interesting places.

necessity *n* необходимость, неизбежность, *e.g.* Pupils understand the necessity to study well.

experience *n* опыт, *e.g.* It's very important for each student to get practical experience of work.

VOCABULARY EXERCISES

11. Pronounce correctly.

receive, guaranteed, continue, general, knowledge, specialist, extra-mural, opportunity, degree, primary, without, phrase, college, job

12. Read the words paying attention to the pronunciation of the letters and combinations of letters in bold type:

- a) secondary, academic, continue, vocational, technical, courses;
- b) school, scholar, scholarship, scholastic, scheme, schematic.

13. Pronounce correctly and give the Russian equivalents of the following word combinations and expressions:

the right is guaranteed by the Constitution; not only a right but a duty too; pupils study academic subjects; to go to a vocational or technical school; a college gives general knowledge; to train specialists in different fields; education is free; students get scholarships

14. Give the English equivalents of the following words and word combinations:

право на образование; получить среднее образование; продолжить образование; подготовить специалиста; поступить в универ-

ситет; одновременно работая; аспирантура; присвоить степень кандидата; частная школа; получать стипендию

15. Make sentences using the following word combinations and expressions:

education is free; graduate courses; private schools; to enter the university; to train specialists; without leaving a job; to get a scholarship; an extramural department; secondary schools; a profound knowledge; to receive a profession; academic subjects

16. Translate into English using the Vocabulary Notes.

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

COMPREHENSION EXERCISES

17. Read Text 1 and answer the questions using the Vocabulary Notes.

1. What does the phrase "the right to education" mean? 2. Why is education a duty too? 3. What subjects do pupils study at school? 4. What can young people do after finishing the 9th form? 5. What subjects do young people study at technical schools and at colleges? 6. What can pupils do after finishing the 11th form? 7. What departments are there at universities and colleges? 8. Do children and young people have to pay for education in Russia?

18. Complete the sentences.

1. All people in Russia have 2. After finishing 9 forms of a secondary school 3. Young people can start 4. Universities train 5. Graduate courses give

19. Look through Text 1 and break it up into several parts. Give a title to each part of the text.

20. Read Text 2 and ask your partner questions covering the content of the text. Use the following phrases as starters:

Would you tell me ... ?

I hope you know

By the way, what/when ... ?

Why/where ... ?

How many ... ?

21. Look through Texts 1 and 2. Find and translate the sentences with the following word combinations:

to be guaranteed by the Constitution; secondary education; academic subjects; a vocational school; to receive a profession; a profound knowledge; extramural departments; graduate courses; to get scholarships; the right to education; the young generation; to get knowledge; the necessity to study; different fields of science; to get practical experience; to go on excursions; to train specialists in different fields

22. A. Read and translate the text.

PRIVATE SCHOOLS IN RUSSIA

In the Soviet Union most schools were state schools. Only very few children or the most talented ones could choose a school to go to. Most children were schoolchildren of local schools.

Now in Russia most kids still go to their local schools. But at the same time there is a choice of private schools and kindergartens. According to officials, Moscow has nearly one half of the private schools of the country.

According to the same officials, most of the private schools offer more courses and activities than state schools. They include foreign languages, training, horse riding and door-to-door transport. An important thing is individual attention. Now all people, however, share this opinion.

In 1996, there were 135,000 children to 6,800 teachers in the private schools of Moscow. At the same time in the state sector the classes are large and there is a shortage of teachers. But the tuition fees in private schools are very high. As a result most of the expensive private schools do not have enough pupils, and they cannot choose students on the basis of their knowledge and abilities.

One of the most important problems for Russian private schools is to find the right kind of teachers. Even the most qualified ones have sometimes troubles with the new approach to teaching. Very often a teacher must work with less than 10 pupils and must deal with each of them personally. Sometimes even the most qualified teachers cannot create the right relationship between a pupil, a parent and a teacher — a relationship where understanding must replace the barked command.

B. Find the main idea of the text.

C. Provide the details concerning Russian private schools.

CONVERSATION AND DISCUSSION

Topical Vocabulary

academic subjects; a scholarship; graduate courses; a candidate; profound; a degree; extramural; a specialist; an opportunity; a profession; well-trained; young generation
to continue; to train; to receive

23. Discuss Text 1 using your plan from Ex. 19 and the Topical Vocabulary.

24. Give the summary of Text 2 using the new words and expressions.

25. Study the list of qualities a good primary school teacher should possess. Read them in order of importance and discuss with other students.

A good primary school teacher

- a. has a lot of new ideas;
- b. encourages the children to learn happily;
- c. keeps in contact with parents of her or his pupils;
- d. works hard to be up-to-date in the subject;
- e. sets high standards;
- f. has a lot of patience and energy;
- g. is able to maintain discipline and order;
- h. is friendly and helpful to the colleagues;
- i. is kind;
- j. openly admits her or his mistakes;
- k. uses a lot of different materials, equipment and teaching methods to make the lessons interesting.

26. Read the text. Discuss the qualities pupils think necessary for the teacher.

Here is a list of the qualities that children wish their teachers to have.

Teachers should be understanding and patient; should listen to the pupils and give the pupils a chance to speak; should share more activities with children.

A teacher must establish links with parents, must be punctual for lessons; must recognize how important it is for a child to take the initiative in school work. *And above all the teacher must be kind.*

A teacher must praise pupils for good work because when a teacher praises a pupil, the pupil wants to carry on with it and does it better.

A teacher must honestly know his work; his particular subject. A good teacher studies constantly, perfects his knowledge. He should be deeply interested in what he teaches. A teacher must love children and respect them.

For ideas: kind, strict, just, generous, sincere, frank, democratic, communicative, creative, imaginative, interested, indifferent, instructive, serious, patient.

27. Read the text and write about the main character. Choose some of the following words: clever, witty, silly, selfish, naughty, polite, wise.

WHAT THE BOY WANTED

Jonathan Swift who wrote *Gulliver's Travels* had a friend who often sent him little presents. These presents were usually brought by the same boy. This boy always wanted to get something from Swift for his work. But Swift gave him nothing. One day the boy brought a new present to Swift. When the boy was let into the house, he walked quickly to the door of Swift's room, opened it and said: "Here is a present for you." Swift said: "My boy, I'll show you now what you must do and what you must say. You sit down in my chair." The boy sat down and Swift went out of the room. Soon he knocked at the door. "Come in," said the boy. Swift came in and said: "Your friend sent you his greetings and this small present. He asked you to take it." "Did he?" asked the boy. "I thank him very much. And here is some money for yourself." Swift understood what the boy wanted to say and began to laugh.

28. A teacher is reading a fairy tale to the class. A pupil comes in. He is late. Ask him some questions:

Why is he late? Is he all right? Is he ready for the lesson? Will he be late next time? Does he want to listen to a fairy tale with other children?

29. Learn the following English proverbs and sayings. Think of situations where you could use them.

1. Adversity is a great schoolmaster. (Несчастье — великий учитель.)
2. A word spoken is past recalling. (Сказанного не воротишь.)
3. Actions speak louder than words. (О человеке судят по его делам.)
4. A soft answer turns away wrath. (Мягкий ответ охлаждает гнев.)

30. Speak on the topics.

1. The system of education in Russia.
2. The Day of Knowledge in my school.
3. Advanced teachers and their methods of work.
4. Why I want to be a teacher.

31. Role-playing.

Make up a conversation between people who are for state schools and those who are against them. Use the following phrases:

I wonder what you can say about ...

I'm afraid you are not quite right.

I'm afraid that's wrong.

As far as I know ...

According to ...

Let me see ...

I heard that ...

LESSON SEVEN

AMERICAN SCHOOLS

Table

The Present Perfect Tense

	I We You They Alan and Paul	have (not) haven't	gone	to the university. to the shop. to the country. to the library. to school. to the park.	
	He/She Alex Jane Mother	has (not) hasn't			
Have	I we you they Alan and Paul		gone	to the university? to the shop? to the country? to the library? to school? to the park?	
Has	he/she Alex/Jane Mother				
	I We You They Alan and Paul	have already 've already	had	coffee. tea. news. a walk. a holiday. a party.	
	He/She Alex/Jane Mother	has already 's already			
	I We You They Alan and Paul	have not haven't	had	coffee tea news a walk a holiday a party	yet. today.
	He/She Alex/Jane Mother	has not hasn't			

GRAMMAR EXERCISES

1. Study Table and make as many sentences as you can.

2. Make the sentences negative and 'interrogative.

1. Nick has already seen this film. 2. I have already been to America. 3. The children have already read this book. 4. She has already had breakfast. 5. We have already been to this museum. 6. They have already learnt this poem. 7. Rosy has already visited her friend. 8. The girls have already done this work. 9. You have already prepared for your English lesson. 10. Your friends have already arrived. 11. Our teacher has travelled a lot. 12. I have already heard from Tom this month.

3. Write questions using the following word combinations and be ready to answer them:

Model: Have you ever been to New York?

to go on a tourist trip; to be in the mountains; to get lost in a strange place; to meet a famous person; to write a letter to a newspaper; to give an interview; to win something in lottery

4. Put questions to the italicized words.

Model: What has he seen in America?

When I have travelled through America, I have often asked myself *what sort of men those were whom I saw in trains or in the hotel*. I have often wondered *what their lives were, what they thought of and how they looked upon life*. Often I have tried to speak to them, but I have found no common (общий) language in which I could speak with them. They filled me with shyness (робость). Now that I have read "*The Main Street*" I feel that I am no longer unfamiliar with them. I can give them names. I know how they behave (to behave — вести себя) when they are at home and what they talk about. I have enriched (to enrich — обогащать) my knowledge of *human nature*. But the author of "*The Main Street*" has done something more than to describe the life of the people of a small town in the Middle West. He has described a *very curious* circumstance, the beginnings in America of the social distinctions (различия).

(After S. Maugham)

5. Answer the questions using the present perfect tense.

1. Have you ever been to St Petersburg? 2. Have you ever translated anything from English into Russian? 3. Have you ever read anything by Jack London? 4. Have you ever been to the Bolshoi Theatre? 5. Have you ever seen any of Shaw's plays? 6. Have you ever travelled by air? 7. Have you ever received letters from foreign countries? 8. Has it already stopped raining? 9. Has he ever driven a car?

6. Read the text and find all the verbs in the present perfect tense.

THE ENGLISH CHANNEL

Frenchmen call it "La Manche" — the sleeve (рукав) — but to the English the English Channel, is one of the world's most extraordinary pieces of water.

For centuries, the Channel has been Britain's defence against invaders (завоеватели). The sailors know it as perhaps the most dangerous sea channel in Europe.

Several armies have crossed the channel, but none have crossed for over nine centuries, although some have tried more recently.

Over the years, people have crossed it by balloon, canoe, parachute, waterskis, and by swimming! The British seem to enjoy using the strange methods of crossing the Channel, using everything from a car to a bed.

7. Put the verbs in brackets into the present perfect tense.

I (to see) the seven wonders (чудеса) of the world, and if there is an eighth, I (to see) it. I (walk) through public parks of every civilized and uncivilized country in the world. I (to sleep) in the finest beds of the finest hotels of the best cities of the best continents. I (to eat) the best foods on earth, I (to spend) long afternoons in the gardens of the richest people on earth, drinking green tea and reading novels. I (to play) poker with the Prince of Wales and billiards with the Countess of Strasbourg.

Seven of the wonders I (to see) but the only place is Beale Street.

(After W. Saroyan)

8. Put the verbs in brackets into the present continuous, the present perfect or the present simple tense.

1. My friend (to learn) German and now she (to study) French. 2. He (to lose) his key and (can) get into the flat. 3. They (not to look) at the newspaper today so they (not to know) the news. 4. At last you (to come). We (to be) here for an hour. 5. As far as I (to know), you (to make) good progress in English. 6. He (to be) angry with them lately. What (to happen) to him? 7. What you (to look for)? — I (to lose) my glasses and want (to find) them before it (to get dark). 8. She (to travel) a lot and (to see) many countries. She (to go) to Japan in a few days.

9. Translate into English.

1. Она уже сделала уроки. 2. Мы только что пообедали. 3. Дети уже выучили эту песню? 4. Мы еще не видели этот фильм. 5. У них сегодня было четыре урока. 6. Он еще не читал эту книгу. 7. Вы уже слышали эту новость? 8. Я только что купила этот подарок для моей подруги.

10. Make up dialogues of your own offering and refusing some food or drink according to the Model.

Model:

- Have an apple.
- No, thank you, I've just had one.
- Have a cup of tea.
- No, thank you. I've already had one.

11. Pair work. Do the questionnaire and check your real score.

WHAT ARE YOUR CHANCES THIS TERM?

1. Have you attended lectures?
 - a. all of them
 - b. half of them
 - c. none at all
2. Have you read the books on your list?
 - a. all the books
 - b. half of the books
 - c. just a few
3. Have you read any additional (дополнительный) material?
 - a. a lot
 - b. only a little
 - c. none
4. Have you made any notes (заметки) at the lectures?
 - a. very detailed notes
 - b. just the main points
 - c. none at all
5. Have you made any reports at the seminars?
 - a. at every seminar
 - b. only a few
 - c. none at all
6. Have you been active during the discussions at your seminars?
 - a. very active
 - b. just listening
 - c. sleeping through the discussions
7. Have you made any cribs (шпаргалки)?
 - a. a lot of them
 - b. just a few
 - c. none at all
8. Have you missed (to miss — пропускать) any classes?
 - a. a lot of them
 - b. just a few
 - c. none at all
9. Have you studied late into the night?
 - a. very often
 - b. not very often
 - c. never

10. Have you had your meals (еда) regularly?
 a. always
 b. only at weekends
 c. hardly ever
11. Have you kept fit (to keep fit — быть бодрым и здоровым) this term?
 a. fairly fit
 b. not really
 c. not at all

What is your score?

- | | | | | | |
|----------|----------|----------|-----------|-----------|----------|
| 1. a — 5 | 2. a — 5 | 3. a — 5 | 4. a — 5 | 5. a — 5 | 6. a — 5 |
| b — 1 | b — 2 | b — 3 | b — 4 | b — 3 | b — 2 |
| c — 0 | c — 0 | c — 0 | c — 0 | c — 0 | c — 0 |
| 7. a — 5 | 8. a — 0 | 9. a — 0 | 10. a — 5 | 11. a — 5 | |
| b — 1 | b — 3 | b — 2 | b — 1 | b — 3 | |
| c — 5 | c — 5 | c — 5 | c — 0 | c — 0 | |

- From 55 to 40. Don't worry. You are sure to pass.
- From 40 to 20. Take care. You'll pass only if you are very lucky.
- From 20 to 0. No chance at all, you are sure to fail at the exam.

12. Read the text and find all grammar mistakes.

A small schoolboy often wrote "I have went" instead of "I have gone".

At last his teacher said: "Stay after school this afternoon and write 'I have gone' a hundred times. Then you will remember it."

When the teacher came back, he found a letter from the boy on his desk. It said:

"Dear Sir,

I have wrote 'I have gone' a hundred times and now I have went.

Jim Stone."

Text 1

AMERICAN SCHOOLS

The American system of education differs from the systems of other countries. There are free, **state-supported**, **public schools**, which the majority of American children attend.

There are also private elementary and secondary schools where a fee is charged. Now public and private school distinctions are largely based on religious influences.

Most public schools are co-educational, that is, boys and girls study together, but a lot of the church-supported schools are for boys or girls only.

Compulsory education in the USA varies, according to the state, between 5 and 7 years of age, 6 being the most common; the age of exit varies between 16 and 18 years of age, the most common being 16. Secondary education in the USA is in **grades 7–12**.

Elementary (primary) and secondary (high) schools are organized on one of two bases: eight years of elementary school and four years of secondary school, or six years of elementary, three years of **junior high school** and three years of **senior high school**.

Elementary school children in the USA learn much the same subjects as do children of the same age in other countries. The program of studies includes English (reading, writing, spelling, grammar, composition), Arithmetic, Geography, History of the USA and elementary Natural Science. Physical Training, Music and Drawing are also taught. Some schools teach a modern language, such as French, Spanish or German.

The junior high school is a sort of halfway between elementary and secondary school. It continues some elementary school subjects, but it also introduces courses in Mathematics and Science, and usually gives students their first chance to study a foreign language. It usually comprises grades seven, eight and nine.

The high school prepares young people either for work immediately after **graduation** or for more advanced study in a college or university. The subjects studied in elementary school are studied in greater detail and in a more advanced form in high school. In addition a student can specialize in Home Economics, Chemistry and Physics, Music, Humanities etc.

All states and districts have set the secondary school graduation level as the completion of the 12th grade, and the common name for the secondary graduation qualification is the **High School Diploma**.

The USA have the shortest school year in the world, an average of 180 days.

Text 2

CHARTER SCHOOLS

Charter schools are public schools that are independent of any local school district. National **surveys** of charter schools have found high levels of **satisfaction** among parents, pupils and teachers associated with them. Charter schools were especially well **received** by **poor** and minority families.

Charter schools are a **movement** toward school reform that focuses on **improving** education, pupil autonomy and **choice**.

A charter school may be a **separate** school with separate funding, or it can be a school within a school. Typically, most new charter schools around the country are small.

The **quality** is **measured** by test **scores**. If the quality is good, the schools enjoy success. If it is not good, they'll fail and **lose** their financing — this is a powerful motive to offer a high-quality program. Charter schools are usually formed by a group of teachers, parents, and/or community leaders who want to **make contributions** to educational reform.

Anyone can write a **charter**, but they must have the **signatures** of 50 % of teachers at a school or a minimum of 10 % of the teachers in the school district that will receive the charter **submission**. The **timeline** for **approval** of a charter is from 30 to 60 days.

(From *City Schools* by D. Ravich, J. Viteritti)

VOCABULARY NOTES

state-supported *adj* финансируемый государством, *e.g.* The majority of American children attend state-supported schools.

public school *n* (бесплатная) средняя школа в США, *e.g.* Many American children study at public schools.

compulsory education *adj* обязательное образование, *e.g.* Education is compulsory in the USA.

state *n* штат, *e.g.* According to the state children attend elementary schools between 5 and 7 years of age.

grade *n* (*амер.*) класс, *e.g.* Secondary education in the USA begins in grade 7.

elementary (primary) school *n* начальная школа, *e.g.* In many states children begin to attend elementary schools at the age of 6.

secondary (high) school *n* средняя школа, *e.g.* American children attend secondary schools when they are in grades 7–12.

junior high school *n* (*амер.*) неполная средняя школа (7, 8, 9 классы), *e.g.* Children from poor families attend only junior high schools.

senior high school *n* (*амер.*) старшие классы средней школы (10, 11, 12), *e.g.* The senior high school prepares young people for more advanced study in a college or university.

graduation *n* окончание учебного заведения, *e.g.* Some young people begin to work immediately after graduation.

High School Diploma *n* (*амер.*) диплом о получении среднего образования, *e.g.* After the completion of the 12th grade, young people receive the High School Diploma.

charter school *n* чартерная школа (*школа, поддерживаемая правительством и управляемая родителями, компаниями и т.д., а не системой общеобразовательных школ*), *e.g.* Charter schools are independent of any local school district.

survey *n* обзор, *e.g.* There are many surveys of charter schools in New York.

satisfaction *n* удовлетворение, *e.g.* Surveys of charter schools have found high levels of satisfaction among parents, pupils and teachers.

receive *v* принимать, *e.g.* Many Americans received charter schools well.

poor *adj* бедный, *e.g.* A lot of children from poor families go to charter schools.

movement *n* движение, *e.g.* The charter schools are a movement toward school reform.

improve *v* улучшать, *e.g.* Charter schools try to improve education.

choice *n* выбор, *e.g.* Pupils of charter schools have more opportunities for choice.

separate *adj* отдельный, *e.g.* This school is separate.

quality *n* качество, *e.g.* The quality of many charter schools is good.

measure *v* измерять; **measure by scores** измерять посредством подсчета очков, *e.g.* The quality of charter schools is measured by test scores.

lose (lost, lost) *v* терять, *e.g.* Schools may lose their financing.

contribution *n* вклад; **make a contribution** вносить вклад, *e.g.* Charter schools make a contribution to educational reform.

charter *n* документ, разрешающий создание школы, *e.g.* Anyone can write a charter, but they must have the signatures of 50 % of teachers.

signature *n* подпись, *e.g.* They must have the signatures of 50 % of teachers at a school.

submission *n* подача, *e.g.* The submission of this document is very important.

timeline *n* график; срок, *e.g.* The timeline for approval of the charter is short.

approval *n* одобрение, *e.g.* The approval of the charter is very important for this school.

VOCABULARY EXERCISES

13. Pronounce correctly.

elementary, approval, state, movement, separate, timeline, submission, grade, signature, quality, separate, improve, poor, receive

14. Read the words paying attention to the pronunciation of the letters and combinations of the letters in bold type:

a) charter, **choice**, **charity**, **charge**, **challenge**, children, **church**, **change**;

b) graduation, **satisfaction**, **contribution**, **foundation**, **attraction**, **collection**.

15. Give the Russian equivalents of the following words and word combinations:

states; a grade; timeline; to improve the quality; the approval of the charter; signature; submission; a charter school; graduation; to receive

financing; survey; different movements; to measure; a separate choice; poor

16. Give the English equivalents of the following word combinations:

обязательное образование; (бесплатная) средняя школа в США; неполная средняя школа (7, 8, 9 классы); старшие классы средней школы (10, 11, 12); диплом о получении среднего образования; вносить вклад

17. Match the Russian words in the left column and their English equivalents in the right column.

удовлетворение	attend
выбор	graduation
посещать	survey
окончание учебного заведения	choice
обзор	satisfaction

18. Translate into Russian. Pay attention to the adjectives *private*, *personal*.

1. She goes to private doctors. 2. Their children go to private schools. 3. This is her personal opinion. 4. Do they live in a private house? 5. He likes to make personal contacts. 6. Is this property private? 7. These private letters are addressed to her. 8. Carrie's private life was a mystery. 9. Your private teacher is a good specialist.

19. Translate into English using the adjectives *private*, *personal*.

1. Только дети богатых людей учатся в частных школах. 2. Каково личное отношение их родителей к этому вопросу? 3. Не читайте его личные письма. 4. У них есть частный доктор? 5. Это ее личное дело.

20. Complete the text. Use the following words and word combinations: *high school diploma*, *education*, *public schools*, *levels*, *immigrants*, *pupils*, *children*.

SCHOOLS IN NEW YORK

Today New York City population includes more than 1.3 million school-age About 80 % of them attend the city's 1,100 In the early part of the twentieth century the city schools helped prepare ... children for American life, training most for jobs in commerce and industry and a favored few for higher Today pupil expectations are far higher and, indeed, the economy requires higher ... of education. College has become a necessity for most ... , not just for the talented elite. A ... has become a minimum requirement for today's youth.

(From *City Schools* by D. Ravich, J. Viteritti)

COMPREHENSION EXERCISES

21. Answer the questions using the Vocabulary Notes.

1. What are public and private school distinctions? 2. Are private schools popular now? 3. The conditions of teaching in private schools are the same as in public schools, aren't they? 4. What subjects does the programme of studies for elementary school children in the USA include? 5. How long is the school year in the USA? 6. Are charter schools private or public? 7. Children from rich families go to charter schools, don't they? 8. How is the quality of charter schools measured? 9. Why are charter schools formed? 10. Who can write a charter?

22. Circle Yes or No for the sentences based on Text 1. If the answer is No, give the correct sentence.

1. The American system of education differs from the systems of other countries.

Yes No

2. Now public and private school distinctions are largely based on religious influences.

Yes No

3. Compulsory education in the USA varies between 5 and 7 years of age, 5 being the most common.

Yes No

4. Secondary education in the USA is in grades 7–11.

Yes No

5. All states and districts have set the secondary school graduation level as the completion of the 10th grade.

Yes No

23. Read Text 1 and write out the key sentences of each paragraph.

24. Read Text 2 and ask your partners questions covering its content. Use the key words and the following phrases as starters:

Would you tell me ... ?

I hope you know ...

I think ...

Why/where ... ?

How many/much ... ?

By the way, what/when ... ?

25. Find and translate the passages dealing with:

- a) national surveys of charter schools;
- b) a movement toward school reform;
- c) the quality of education.

CONVERSATION AND DISCUSSION

Topical Vocabulary

Types of Schools: public; elementary (primary); secondary (high); junior high; senior high; mixed (co-educational); state-supported; private; graded; nongraded

Stages of Education: compulsory; elementary (primary); secondary (high)

26. Use the Topical Vocabulary and the key sentences for the discussion of Text 1.

27. Give the summary of Text 2. Use the new words and expressions of the lesson.

28. Read, translate and be ready to act out the dialogue.

Students: Would you tell us about American graded schools.

Teacher: The assigning of children to different levels is called graded arrangement. The movement of pupils from grade to grade according to age is called the vertical organizational plan.

Student A: Oh, that's very interesting. And what is the difference between the graded and nongraded school?

Teacher: The major aim of the nongraded organizational pattern is continuous process. This system allows pupils to progress through the curriculum at their own pace.

Student B: And what about grades?

Teacher: Forget about them. In the nongraded system progress is reported in terms of tasks completed and the manner of learning not by grades or rating systems. And the continuous progress is reflected in pupils' growth of knowledge.

Student A: And I have heard about self-contained classrooms and departmentalization. Is there any difference between them?

Teacher: Of course, there is. In the self-contained classroom pupils spend the day primarily with one teacher learning English, Mathematics, Social Studies and Science. In the school with departmentalization the teacher is a specialist in one or two curriculum areas.

Students: Thank you very much. You've been very helpful.

29. Make up and act out a suitable dialogue using the Topical Vocabulary.

30. Discuss the similarities and the differences between:

- a) public and charter schools;
- b) graded and nongraded schools;
- c) self-contained classrooms and departmentalization.

31. Read an extract from an American textbook for schoolchildren and answer the questions that follow.

Our school system has developed as it has because the American people value (ценить) education highly. Some of the traditional values which have developed over the years are:

1. Public education should be free. There should be no hidden charges to prevent any citizen from receiving a good education at public expense (счет).

2. Schooling should be equal (быть одинаковым) and open to all. No one should be discriminated against because of race, religious or financial status.

3. The public schools should be free of any creed (убеждения) or religion. The schools of the United States are open to all Americans regardless of their religious beliefs. The Supreme Court has held that no special prayer or Bible reading shall be required. However, religious schools are permitted outside of the public school system.

4. Public schools are controlled by the state and local governments within which they are located. Local school boards run the public schools under the laws passed by the state legislature. The State Board of Education assists the local schools, but doesn't give orders to the district board. The United States Office of Education also assists with advice and information, but the actual control is located in the local school district, where the people know the local situation.

5. Attendance (посещаемость) at school is compulsory. Parents cannot decide to keep their children out of school. Each state compels the attendance of young people, usually between the ages of 7 and 16.

6. Schooling should be enriched and not just confined to the fundamentals. Most Americans believe that schools should be places where young people can grow (расти) in body, mind and spirit. Athletics, clubs, social events and creative arts are part of each person's education. Schools should be lively places where individuals are encouraged (to encourage — поощрять) to develop to their greatest potential.

(From *American Civics*)

1. What does equal schooling mean? 2. Are the public schools in the USA free from religion? 3. Who controls the public schools? 4. What are the duties of local school boards? 5. Does the State Board of Education give orders to district boards? 6. In what way does the US Office of Education assist the local schools and the district boards? 7. Attendance at school is compulsory, isn't it? 8. Can parents decide to keep their children out of school? 9. What are the main functions of schooling?

32. Translate into Russian. Develop each statement into a situation.

1. Public education should be free. Any person should receive a good education at public expense.

minated against because of race, religious or financial status.

3. Education is compulsory. Parents cannot decide to keep their children out of school.

33. Speak on the educational values in Russia using the six traditional values of American education.

How does the education system work in our country?

Where do you find similarities?

What are the differences?

34. A. Read the text and find its main idea.

YOURS ARE THE HANDS ...

Yours are the hands that clapped (to clap -- хлопать) to get my attention in first grade. You let me know there was work to be done as well as time to play in this all day school. You taught me discipline still allowing me to be creative and inventive (изобретательный).

Yours are the hands that introduced me to geography in third grade by sharing your stories of travel and adventure (приключение). You gave me the desire (желание) to learn more about other lands and their people. You made my world bigger.

Yours are the hands that made the numbers come alive in fourth grade. You shared your passion (страсть) for math and helped me see that math is used in every single part of our lives. You made me think harder.

Yes, throughout my education, yours are the hands that held mine in times of trouble (тревожные времена); that wiped the tears (to wipe the tears -- вытирать слезы) when I thought the world was against me; that clapped as loud as my parents when I won the Good Citizen (хороший человек) of the Month award (премия); that waved and directed me in the music presentations of the school plays; that handed me a "Happy Birthday" ribbon (лента) on my special day.

Yours are the hands that now shake mine (to shake hands -- обменяться рукопожатием), wish me luck, and point me onward to the next level of my education. Thank you. Thank you for helping model (создавать) my future and caring (to care -- заботиться) as you did all these years, for yours are the hands that will touch (иметь отношение) my life forever.

(From *Chicken Soup for the Teacher's Soul* by J. Canfield)

B. Discuss the important details of the text.

C. Speak as a character from the text in Ex. 34 to comment on the text *Yours Are the Hands*.

35. Speak on the topics.

1. Public and private schools in the USA.

2. American primary education.

3. Secondary education in the USA.

4. The differences between primary and secondary education in America and Russia.

36. Retell the jokes. Pay attention to the present perfect tense.

MELTED AWAY

A boy asks his mother to give him one more lump of sugar. But the mother refuses, saying that she has given him five already. To that the boy answers that it doesn't count because the lumps have already melted away.

A KITTEN

A nephew comes to visit his aunt and asks her about a kitten that he saw in the house during his last visit. On hearing that he can't see the kitten he thinks that it has been given away. But his aunt denies it. Not letting the lady finish the explanation the boy suggests that the kitten must have been drowned or poisoned. The aunt gets angry and tells him that the kitten has just grown into a cat.

LESSON EIGHT

AMERICAN COLLEGES AND UNIVERSITIES

Table

The Past Perfect Tense

By three o'clock	I we Rosy Alan the students	had	finished read seen written	the letter. the film. the work. the book.
When they came to the university,	I we Rosy Alan	had	finished seen written had	the work. the film. the test. the lesson.
We Rosy Alan The students	said that	we Nick Helen they	had read seen had learnt	the letter. the film. the party. the poem.
Alex Irene The Smiths	asked if	James Nora you	had left gone lost	the town. for a walk. the book.

GRAMMAR EXERCISES

1. Using Table make as many sentences as you can.

2. Make the sentences negative.

1. By one o'clock the students had translated the text. 2. When Ben came to the theatre, the play had already begun. 3. Betty said that she had seen the film. 4. Mike asked if they had packed their things. 5. By two o'clock they had played tennis. 6. George said that he had seen a lot of countries. 7. Emily asked if he had ever been invited to their party.

3. Make the sentences interrogative.

1. The teacher said that Molly had made good progress in English. 2. By one o'clock Nora and her friends had been in the country. 3. When Helen came home, her sister had already left. 4. She said that she had

already attended the library. 5. When I saw her, she had already known the news. 6. Mary said that she had worked at her grammar. 7. By eight o'clock they had already had breakfast.

4. Join the following pairs of sentences to make one sentence in the past perfect tense. Use any additional words you need.

Model: Andrew came to school. The lesson began. — When Andrew came to school, the lesson had already begun.

1. Emmy got home. Her brothers prepared their homework. 2. Margaret wrote a letter to her friend. She went to the post office. 3. He left home. You arrived. 4. The noise stopped. Dick played the piano. 5. Lucy read the telegram. She put it into her bag. 6. The students passed their examinations. They went to the cinema.

5. Add explanations using the past perfect tense.

Model: The students were happy. — The students were happy because they had passed their exams.

1. The classroom was decorated. 2. They called for the doctor. 3. The teacher explained the new rule. 4. The school was empty. 5. We went to the museum. 6. Sandra didn't know Russian.

6. Translate the sentences paying attention to the verb to have.

1. Many foreign tourists have visited Moscow. 2. They had many interesting lectures last year. 3. The students had had a lot of tests by the end of December. 4. Has she passed her exams well? 5. The library of our university has a lot of books. 6. Tom asked if Ada had invited many friends to the party. 7. Have your pupils learnt many English poems?

7. Translate the sentences paying attention to the use of the present perfect and past perfect tenses.

1. She has already been to New York. 2. Ben said he had been too busy. 3. By two o'clock they had passed their examination in English. 4. Bill has visited many museums. 5. Kate asked if Roger had found many interesting stories in the book. 6. Roger answered that he had translated the text. 7. We have already heard this poem.

8. Read the situations and write sentences using the words in brackets.

Model: Lora went to the theatre last night. She was late. (the play/already/begin) — The play had already begun.

1. Dan invited Rachel to the party but she couldn't come. (she/arrange/to do some work)

2. Jack offered Jenny to go to the cafe but she wasn't hungry. (she/just/have/lunch)

3. We went to Simon's house but he wasn't there. (he/go/for a walk/with his friends)

4. I tried to call Mary but there was no answer. (she/leave/for the university)

9. Read the situations and write sentences ending with *before*. Use the verbs in brackets.

Model: Last month he went to America. It was his first visit. (be) He ... — He had never been there before.

1. A woman sitting next to me in the bus was very nervous. It was her first tour. (travel) She ...

2. Sue played chess yesterday. She wasn't good at it because it was her first game. (play) She ...

3. A boy came into the classroom. He was a stranger to me. (meet) I ...

4. Judy was excited. It was her first exam. (take) She ...

10. Read the text. Put the verbs in brackets into the past simple, present perfect or past perfect tense.

That Saturday I (to write) down the name of each student on a separate sheet of paper and (to list) what everyone else (to say) about that individual. On Monday I (to give) each student his or her list. Before long the entire class (to smile). "Really?" I (to hear). "I never (to know) that (to mean) anything to anyone!" "I (not to know) others (to like) me so much!"

No one ever (to say) about those papers in class again. I never (to know) if they (to discuss) them after class but it (not to matter). The students (to be) happy with themselves and one another.

(From *Chicken Soup for the Teacher's Soul* by J.Canfield)

11. Translate into English using the past perfect tense.

1. Они уехали прежде, чем он вернулся из университета. 2. Работа не была выполнена к сентябрю. 3. Он сказал, что уже перевел текст. 4. Студенты перестали разговаривать, когда преподаватель начал лекцию. 5. Подруга спросила, был ли урок интересным. 6. Ирина ответила, что ей урок понравился. 7. Мы прочли несколько книг о Чайковском, прежде чем поехали в Клин. 8. Они закончили работу к пяти часам? 9. Он сказал, что хорошо подготовился к экзаменам. 10. Она вернула мне словарь, после того как перевела текст. 11. Он научился говорить на французском языке к концу года?

Text 1

AMERICAN COLLEGES AND UNIVERSITIES

Basically, American higher education developed its own pattern by the adaptation of the university tradition of England and the university tradition of the Continent.

The first universities were **developed** by private **charitable** organizations, many of which were religious. The private universities are still very important. Of the nation's nearly 1,900 four-year institutions of higher learning, 1,200 are privately controlled. All higher educational **establishments** charge fees. It costs a lot of money to study there.

The system of higher education in the United States comprises three categories of institutions: 1) the university, which may contain a) several (four-year) colleges for undergraduate students seeking a bachelor's degree and b) one or more graduate schools for those continuing in specialized studies beyond the bachelor's degree to obtain a **master's** or a **doctoral degree**; 2) the technical training institutions at which high school graduates may take courses ranging from six months to four years in duration; 3) the two-year college, from which students may enter many professions or may transfer to four-year colleges.

The American college is an institution which has no **counterpart** in Europe. These are two-year colleges offering a **range** of technical vocational and life **adjustment** courses. They do not **award degrees** and are therefore well down the hierarchy of higher education institutions. Some degree of **equality** is to be **maintained**, however, as many of them offer two-year courses, which lead to **credits** towards a four-year bachelor's degree after the transfer to a degree-awarding institution.

Bachelor's degree courses are typically four-years long, with credits given for courses successfully completed. Successful completion is **assessed** on course work, prepared essays and possibly final examination. The credit system of assessment is general in the education system.

The methods of instruction in the universities are lectures, discussions and work in laboratories. The academic year is usually of nine months duration, or two semesters of four and a half months each.

Students are classified as **freshmen**, **sophomores**, **juniors** and **seniors**. A special **feature** of American college and university life is numerous students' unions, **fraternities** and **sororities**.

Text 2

HARVARD UNIVERSITY

It is the oldest institution of higher learning in the US and perhaps the most prestigious. It was **founded** in 1636.

Harvard College was named for Puritan **minister** John Harvard (1607–38), who left the school his books and half of the **estate**.

Harvard has educated six US presidents, professional leaders, and dozens of major literary and intellectual figures. Its **undergraduate** school, Harvard College, contains about one third of the total student amount. Radcliffe College (1879) was a coordinate undergraduate

women's college. From 1960 women graduated from both Harvard and Radcliffe, and in 1999 Radcliffe was **absorbed** by Harvard. Harvard University also has graduate and professional schools of medicine, law, business, education, government, architecture and public health. Among its **affiliated** research institutes are the Museum of Comparative Zoology, the Museum of Archeology and Ethnology, and Art Museum. Its library is one of the largest and most important libraries in the world.

VOCABULARY NOTES

develop *v* создавать, *e.g.* The first universities were developed by private organizations.

charitable *adj* благотворительный, *e.g.* Many universities were developed by charitable organizations.

establishment *n* учреждение, *e.g.* Fees are charged in all higher educational establishments.

master's degree *n* степень магистра, *e.g.* In graduate schools for those continuing in specialized studies students can obtain a master's degree.

doctoral degree *n* докторская степень, *e.g.* Those who get a master's degree can continue studies to obtain a doctoral degree.

counterpart *n* аналог, копия, *e.g.* The American college has no counterpart in Europe.

range *n* ряд, *e.g.* American colleges offer a range of subjects.

adjustment *n* приспособление, *e.g.* Life adjustment courses are offered in junior colleges.

award degree присуждать ученую степень, *e.g.* Two-year colleges do not award degrees.

equality *n* равенство, *e.g.* There is some equality in many junior colleges.

maintain *v* поддерживать, *e.g.* American colleges maintain some degree of equality.

credit *n* условное очко, начисляемое за прослушивание какого-либо курса (*за один курс может быть начислено несколько очков*), *e.g.* Credits are given for successfully completed courses.

assess *v* оценивать, *e.g.* In colleges students are assessed on course works.

freshman *n* студент-первокурсник, *e.g.* Nick is a freshman.

sophomore *n* студент-второкурсник, *e.g.* These young people are sophomores.

junior *n* студент предпоследнего курса, *e.g.* Mary's friend is a junior.

senior *n* студент последнего курса, *e.g.* They know a lot because they are seniors.

feature *n* черта, *e.g.* University life has specific features.

fraternity *n* студенческая организация, *e.g.* All American colleges and universities have fraternities.

sorority *n* университетский женский клуб, *e.g.* Some American colleges and universities have sororities.

found *v* основывать, *e.g.* Radcliffe College was founded in 1879.

minister *n* священник, *e.g.* Puritan minister John Harvard left the school his books.

estate *n* имение, *e.g.* George Washington had a rich estate, which is a museum now.

undergraduate *n* студент, *e.g.* Yale University has a lot of undergraduates.

absorb *v* поглощать, *e.g.* Some universities absorb smaller colleges.

law *n* правоведение, *e.g.* Many universities have professional schools of law.

affiliated *adj* филиальный, *e.g.* There are many museums among affiliated institutes of Harvard.

world *n* мир, *e.g.* The library of Harvard University is one of the largest in the world.

VOCABULARY EXERCISES

12. Pronounce correctly.

assess, freshman, junior, senior, minister, law, charitable, degree, equality, affiliated, maintain, sorority, found, estate

13. Read the words paying attention to the pronunciation of the letters and combinations of the letters in bold type:

a) counterpart, award, fraternity, undergraduate, absorb, world;

b) sophomore, acquire, fire, care, parents, fear, interfere.

14. Give the Russian equivalents of the following word combinations:

an affiliated school; to absorb smaller colleges; founded in 1636; charitable organizations; to have no counterpart; a range of subjects

15. Give the English equivalents of the following word combinations:

студент университета; студент первого курса; студент предпоследнего курса; студент последнего курса; степень магистра; присуждать ученую степень

16. Match the Russian words in the left column to their English equivalents in the right column.

реферат

копия

студент-второкурсник

профессиональный

оценивать

vocational

assess

counterpart

sophomore

essay

17. Translate into Russian. Pay attention to the verbs *to offer*, *to suggest*.

1. American universities offer many courses. 2. The guests suggest that Tom should play the piano. 3. The teacher offered the students to write down some interesting facts. 4. My sister suggested that they should do it. 5. Our friend offered to help us. 6. Didn't her offer surprise you? 7. Polly suggested that they should have a picnic. 8. What did he offer? 9. The secretary offered John a cup of tea.

18. Paraphrase using the verbs *to offer*, *to suggest*.

1. She showed me a lot of pictures and said that I should take some of them. 2. "Let us share the textbook," Mike said. 3. The lecturer put forward some information for consideration (рассмотрение). 4. This is what we should like to submit for their consideration.

19. Translate into English.

1. Кто предложил вам отказаться от этой идеи? 2. Учитель предложил ученикам проверить работы. 3. Вы предлагаете мне посмотреть этот фильм? 4. Он предложил нам пойти на концерт. 5. Докладчик предложил студентам обменяться мнениями. 6. Не предлагайте ей поговорить с этим человеком. 7. Я предлагаю им проконсультироваться со специалистом.

20. Complete the text using the following words and word combinations: *take notes, lecturer, audience, book, teach, students, question, lectures, read, term*.

Lectures start on the first Monday of Lecturers are sometimes in fashion, ... as such are never in fashion.

Why ... when you could as well read it all in a book? The ... is unanswerable. Not, of course, that there always is a Not that, if there is, you always ... it.

Lecturers in general hate lectures as much as That is why they lecture so badly. Nobody has ever ... them how to lecture well.

On the first Monday the ... has his largest audience for the term. Where there are a hundred young men and women today, there will, in eight-week time, be no more than five or six, and then perhaps no ... at all.

(By D. Balsden)

COMPREHENSION EXERCISES

21. Answer the questions using the Vocabulary Notes.

1. How did American higher education develop its own pattern? 2. Do all higher educational establishments charge fees? 3. What do you know about the American college? 4. Who can get a four-year bachelor's degree? 5. What is the difference between American colleges and univer-

sities? 6. How are students classified in the US universities? 7. What is the special feature of American college and university life?

22. Read Text 1. Find information to prove the following:

1. There is no national system of higher education in the United States.
2. The American college has no counterpart in Europe.
3. The credit system of assessment is general in the education system of the USA.
4. The first universities were developed by private organizations.

23. Make up a plan of Text 1. Write out the key words for each point of your plan.

24. Read Text 2 and find the key sentences.

25. Write all possible questions to Text 2 using the Vocabulary Notes.

26. Are the following statements true or false?

1. Harvard College was named for Puritan minister Tom Harvard.
2. It was founded in 1630.
3. Harvard has educated seven US presidents, military leaders, and dozens of literary and intellectual figures.
4. Harvard University is the oldest institution of higher learning in the USA.
5. From 1960 women graduated from both Harvard and Radcliffe, and in 1990 Harvard was absorbed by Radcliffe.

CONVERSATION AND DISCUSSION

Topical Vocabulary

Structure: a university; a college; a junior college; a college of Arts and Sciences; a college of continuing education

Staff: a teaching assistant; an assistant professor; a (full) professor; a counsellor-dean; an assistant dean; a department chairman; President of the University; an academic vice-president

Students: a freshman; a sophomore; a junior; a senior; an undergraduate student; a graduate student; a post-graduate student; a part-time student; a full-time student

Assessment: course work; a prepared essay; a final examination

Students' Unions: a fraternity; a sorority

27. Give the summary of Text 1 using your plan from Ex. 23 and the Topical Vocabulary.

28. Retell Text 2 as if you were a student of Harvard University. Use the new words and expressions of the lesson.

29. Read, translate and be ready to act out the dialogue.

Nelly: May I introduce myself? I am Nelly. What's your name?

Helen: My name is Helen. Are you a student?

Nelly: Yes, I am. I am a sophomore. I study at California University.

Helen: I am a third-year student of the Moscow City Pedagogical University.

Nelly: Did you enter the University straight from school?

Helen: No, I didn't. After finishing school I worked in the kindergarten. Then I entered the evening department of our University.

Nelly: I see. You studied your speciality at the University and continued to work, didn't you?

Helen: Yes, I did. But now I am a full-time student.

Nelly: You shouldn't work to make your living, should you?

Helen: I don't work now because I get a state scholarship. I think you get a state grant too.

Nelly: Yes, I do. But still I have to work after classes to pay for studies.

Helen: Do you have to pay much?

Nelly: Oh, yes! I have to pay for taking examinations, for attending lectures, for borrowing books from the library.

Helen: Is it right that a student of the university is to pay much money for studies?

Nelly: That's right. I'm afraid I'll have to give up my studies and look for a job. You know we get state scholarships only for months of studies, we don't get any grants during vacations. My parents are farmers. They can't help me. What are your plans for the future?

Helen: I'm going to continue my studies at the University.

30. Make up and act out a suitable dialogue using the new words and expressions of the lesson.

31. Read the text.

BOREDOM (СКУКА) BUTTON (КНОПКА)

In most schools and universities teachers give their students marks for their work. All students hate a "D" and are happy if their teachers give them an "A". Now, at one of the American Universities the students and the lecturers must work hard if they want good marks.

During classes the students give their lecturers marks. Each desk has a "boredom button" on it. If a student thinks that the lecture is boring, he can press the special button. When he does this, he switches on a light at the back of a classroom. There is one light there for every student. The lecturer can look at the lights and he can see if his students think the class (здесь лекция) is interesting or boring. The lecturer cannot see which students are pressing the buttons. So the students can be completely "honest".

If too many lights come at the back of his class, a lecturer knows that he must do something quickly and make the class more interesting.

(From *Modern English*)

32. Answer the questions.

1. Do you think the lecturers like the "boredom button"?

Is it a good idea to have the "boredom button" at schools and universities?

2. Some lecturers are more interesting than others. Does interest depend mostly on the subject or on the personality of the lecturer?

Some people think that some subjects are less exciting than others but still must be mastered. What's your opinion?

3. Is the student a passive recipient of knowledge at the lectures or does he actively participate in the process of acquiring knowledge?

4. Why are some lectures boring? Choose the most common reasons: the subject is boring; the subject is of no importance to you; the subject is too difficult for you to master; you missed some lectures; you find it hard to concentrate; you get tired easily; the lecturer's manner of speech is monotonous; you are not interested in the subject; you can't hear the lecturer well; the lecturer speaks too fast for you to make notes; the lecturer's arguments are too complicated for you; the lecturer gives no original information.

Can you think of any other reasons?

5. What are the characteristics of an ideal/bad lecturer?

33. Write your personal response on the text *Boredom Button*.

34. Read and discuss the text.

A FUTUROLOGIST THINKS THAT...

... the entire antiquated structure of degrees, exams and credits will be discarded (to discard — отбрасывать). No two students will be taught in exactly the same way.

In the educational world of tomorrow the centralized work place will also become less important. Just as economic mass production required large numbers of workers to be assembled in factories, educational mass production required large numbers of students to be assembled in schools. This itself, with its demands for uniforms, discipline, regular hours, attendance checks and the like, was a standardizing force. Advanced technology will, in the future, make much of this unnecessary. A good deal of education will be conducted in the student's own room at home or in a dorm (= hostel), at hours of his own choosing. Vast libraries of data (= information) will be used by students through a computerized information retrieval system (система получения информации через ЭВМ). With his own tapes and video units, his own language laboratory and his own electronically equipped study room he will be freed, for much of the time, from the unpleasantness of the classroom.

(From *Future Shock* by A. Toffler)

35. Discuss the topics.

1. American colleges and universities.
2. Harvard University.
3. Problems of higher education in the United States and Russia.
4. The role of universities in modern society.
5. An ideal university student; an ideal university teacher.

36. Role-playing.

The group of students is divided into two teams, each performing the same role-play. Discuss advantages and disadvantages of formal and informal styles of teaching. Expand on the ideas of your character. Agree or disagree with some participants. Come to the conclusion about the desirable style of teaching at the university.

Characters:

1. Mrs Jean Burley, aged 45, a representative of the Board of Education. Has no definite view of her own. Students seem to have better academic knowledge during formal lessons. Students taught informally have lower academic progress, but they are more cooperative and independent.

2. Mr Tony Baines, aged 51, professor of Physics in Columbia University. Stands for firmness and authority. Organizes his lectures well. Always shows his power. Likes making and keeping rules.

3. Mr Brian Hess, aged 38, a Biology teacher of California University. Believes that friendly relations with his students are important for cooperation and progress, lets students express their own opinions.

4. Mrs Rosy Favors, aged 48, a teacher of Mathematics in Chicago University. Prefers authority and discipline. Is strict.

5. Mr Tom Shepard, a 25 year-old young teacher of English in Virginia University. Uses informal methods in his work. Often reduces learning to entertainment. Believes that in formal classes students don't develop any ability to think and express their opinions.

6. Mrs Helen Burley, aged 70, a pensioner, former Geography teacher of Wisconsin University. Thinks that teachers should find their own way of treating students. Believes that orderly (дисциплинированные) students know exactly what is expected of them but may not develop such personal qualities as independence and cooperation, is sure that friendliness is required from every teacher.

37. Read and retell the joke.

Professor Black was very absent-minded. Once he went to visit a friend. After having dinner they talked and talked, for Black was a great talker. Midnight came, then one o'clock, two o'clock and Black still kept on talking. By this time his friend was feeling very tired and kept looking at the clock. At last he said, "Black, my dear fellow, I hate stopping you but I have a class at nine o'clock tomorrow, and I must go to bed." "Good Heavens!" said Black blushing (to blush — краснеть). "I thought you were at my house!"

LESSON NINE

TEACHER TRAINING IN ENGLAND

Table

Sequence of Tenses

<p>He knows that (Он знает, что She is happy that (Она счастлива, что We are sure that (Мы уверены, что They are glad that (Они довольны, что</p>	<p>she is writing a book now. она пишет книгу сейчас.) she writes books. она пишет книги.) she has written a book. она написала книгу.) she will write a book. она напишет книгу.)</p>
<p>I heard that (Я слышал, что He knew that (Он знал, что She was happy that (Она была счастлива, что They were glad that (Они были довольны, что</p>	<p>she was writing a book then. она писала книгу в то время.) she wrote books. она писала книги.) she had written a book. она написала книгу.) she would write a book. она напишет книгу.)</p>

GRAMMAR EXERCISES

1. Translate into Russian paying attention to the tenses in Russian and in English.

1. We did not know where our friends went every evening. 2. He found that she left home at eight o'clock every morning. 3. He found that she had left home. 4. I did not know that she worked at the Hermitage. 5. We did not know where our friends had gone. 6. When he learnt that his son had got an excellent mark at school, he was very pleased. 7. Mike said he was sure Ann and Kate would be excellent guides. 8. She said she had taken many pictures while travelling in the Caucasus. 9. He said his wife and he spent every summer at the seaside.

2. Rewrite the sentences in the past tense making the necessary changes.

1. He says it did him a lot of good. 2. She says he will come to see us next Sunday. 3. He says he feels better now. 4. Ann says she has just met

Boris in the street. 5. Nick says he is going to the hotel to see his friends, who have just arrived in St Petersburg. 6. They say they will write me a letter when they return home. 7. He stops and listens: the clock is striking five. 8. He cannot understand why people do not want to take water from the well. 9. They say they were friends. 10. I suppose she will send the telegram immediately.

3. Put the verbs in brackets into the required tenses.

1. I did not know that you already (to wind) up the clock. 2. I knew they (to wait) for me at the metro station and I decided to hurry. 3. He says that he (to know) the story well. 4. He understood that the soldiers (to arrest) him. 5. She says she already (to find) the book. 6. She said she (can) not tell me the right time, her watch (to be) wrong. 7. They realized they (to lose) their way in the dark. 8. I hope he (to tell) the truth to everybody. 9. He says he (to work) at school two years ago.

4. Put the verbs in brackets into the present simple, past simple or past perfect tense.

"Teachers and children, you all (to see) this girl? You see she (to be) very young. It (to be) my duty (to tell) you that this girl (to be) a little liar. You must (to avoid) her company, (not to play) games with her and (to shut) her out from your conversation. Teachers, you must (to watch) her; (to keep) your eyes on her movements, (to punish) her — this girl (to be) a liar! This I (to learn) from her aunt in whose house the girl (to live) as a daughter."

The half-hour (to end), it (to be) five o'clock; school (to be) over and everybody (to go) to tea. I (to leave) the stool, (to go) into a corner and (to sit) down on the floor. It (to be) dark. Now I (to cry). I (to want) to be so good, and (to do) so much at Lowood; (to make) so many friends. Already I (to make) some progress — that very morning the teacher (to tell) me that I (to be) among the best pupils of my class and (to promise) to teach me drawing, and (to let) me (to learn) French if I (to continue) to make progress two months later.

(From *Jane Eyre* by Ch. Brontë)

5. Transform the following sentences into complex ones using the sentences in brackets as principle clauses (главные предложения). Mind the sequence of tenses.

Model: You will fall and break your leg. (I was afraid) — I was afraid that you would fall and break your leg.

1. My friend has never been to Washington. (I knew) 2. She never drinks milk. (I heard) 3. He is a very talented singer. (We knew) 4. The children are playing in the yard. (She thought) 5. She lives a happy life. (We knew) 6. Father has repaired his bicycle. (He thought) 7. She knows English very well. (I supposed) 8. He does not know German at all. (I found out) 9. He is painting a new picture. (We heard) 10. His new picture

will be a masterpiece. (We were sure) 11. She dances better than anybody else. (They said)

6. Open the brackets following the sequence of tenses.

Teachers and other members of the school administration gathered to discuss Tom Potter's behaviour.

Mary Claire, a teacher of English Literature, said that Tom (to be) always a pain in the neck. He (to make) fun of everybody. Mary thought it (to be) necessary to isolate Tom from the other pupils. She (to want) to suspend Tom from school.

Elle Black, a teacher of History, said that she (to try) to analyse his behaviour but she (to come) to the idea to suspend Tom.

Andrew Barlow, a teacher of Biology, (to like) the boy. He said that Tom (to pass) through a difficult period of his life. Andrew (to notice) that Tom (to behave) often strangely, but the teacher was sure that Tom (to overcome) the difficulties and (to be) a good boy. Andrew Barlow was sure that suspension from school (to be) out of the question.

7. Translate into English paying attention to the sequence of tenses.

1. Я боялся, что заблужусь в лесу. 2. Она знала, что мы никогда не видели ее картины. 3. Я знал, что ты приехал в Санкт-Петербург, и полагал, что ты навестишь меня. 4. Мы вчера узнали, что она больна. 5. Я знал, что она изучает французский язык, и думал, что она поедет в Париж. 6. Мы увидели, что дети играют в песке. 7. Учитель сказал, что наши друзья прислали письмо из Лондона. 8. Она сказала, что не будет больше купаться, так как вода холодная. 9. Он сказал, что, когда он вошел в комнату, его друг сидел на диване и читал газету. 10. Я боялся, что вы не последуете моему совету. 11. Я был уверен, что, если мы поспешим, мы не опоздаем на поезд. 12. Все были уверены, что Борис хорошо сдаст экзамены.

Text

TEACHING

Teaching is without doubt one of the most **rewarding** professions. It offers constant intellectual **challenge** and stimulation.

The British Government pays great attention to the teachers and has put them as a heart of the state **prosperity**. The country's economic and cultural future **depends** on high academic standards in the schools, and teachers help this happen.

Almost all teachers in England and Wales **complete** an approved course of initial teacher training. Initial teacher training courses (ITT) are provided by universities and other higher education institutions. Such training takes place almost entirely within schools. Local Education

Authorities and higher education institutions **design** the training programme.

After completing ITT the students **acquire** Qualified Teacher Status (QTS).

The programme usually **consists of** three core components: School-based experience, Subject studies and Education studies.

Theory of Education is one of the main subjects. At the end of the first or second year students must make their choice as to the age-range of children they wish to teach.

Junior students go to schools for one day each week, watching experienced teachers at work. They take part in the life of the school, help with games, societies or play productions.

Senior students spend fifteen weeks on teaching practice. They learn the use of different educational aids, audio-visual facilities, observe lessons and take an active part in discussing them with a supervisor on school practice.

Examinations are held at the end of each term. Final examinations (or finals) are taken at the end of the course.

Dialogue

BRITISH SYSTEM OF TEACHER TRAINING

- Hello, Martin. Have you got a minute?
- Sure, yes. What can I do for you?
- I've read a number of books about the British system of teacher training education but I can't make a head of it.
- Mm ... no wonder. What's the problem?
- A lot of problems. Please, tell me about the difference between a university and a college where the future teachers study.
- It's like this ... The programme is different. At a university it is much wider. Great attention is paid to **scientific** subjects.
- It sounds as though most people **prefer** a university.
- Well ... It rather depends.
- Speaking about universities. I'm not quite clear about tutorials there. What is a tutorial exactly?
- It is when students discuss topics with a tutor in very small groups — usually there are not more than three or four students and sometimes only one.
- I see. And coming back to colleges ... I'm not still sure what a residential college is.
- It's a college with a hall of residence on the same ground as the principle building. In fact, all the students live in the hall.
- And did you study at university?
- Yes ...
- What was it like?

- Well, a big grey building **surrounded** by trees. There were lecture halls, classrooms and a number of laboratories.
- Any **facilities** for sport?
- Yes. A gymnasium with changing rooms and showers, a tennis court ... What else ... A playing field for netball and football ...
- I believe students spend a lot of time together, don't they?
- Definitely. We had students' societies and clubs. Usually at universities there is a Students' Council or Union.
- Well, Martin. Thank you very much. You've been most helpful.

VOCABULARY NOTES

reward *v* награждать, *e.g.* The teacher rewarded the pupils for excellent results in study.

challenge *n* вызов, *e.g.* He gave us a challenge to start the work immediately.

prosperity *n* процветание, *e.g.* The British Government has put teachers as a heart of the state prosperity.

depend (on) *v* зависеть (от), *e.g.* The future of our country depends on education.

complete *v* оканчивать, *e.g.* Have you completed this course?

design *v* 1. предназначать, *e.g.* This room is designed as a study;
2. составлять, проектировать, *e.g.* The teacher designed the programme in English Literature.

acquire *v* приобретать, овладевать *e.g.* He acquired deep knowledge in this subject.

consist (of) *v* состоять (из), *e.g.* Our faculty consists of three departments.

scientific *adj* научный, *e.g.* Your work consists of many scientific facts; **science** *n* наука, *e.g.* I like natural sciences.

prefer *v* предпочитать, *e.g.* I prefer feature literature to fantasy.

surround *v* окружать, *e.g.* Green plants surround our hotel.

facilities *n* оборудование, *e.g.* Our gymnasium has got many athletic facilities.

VOCABULARY EXERCISES

8. Pronounce correctly.

challenge, prosperity, entirely, status, scientific, tutorials, facilities, surround, complete, gymnasium, council

9. Read the verbs.

teach — taught — taught; learn — learnt — learnt; study — studied — studied; read — read — read; write — wrote — written; have — had —

had; go — went — gone; make — made — made; know — knew — known; meet — met — met

10. Give the Russian equivalents of the following words and word combinations:

to acquire knowledge; scientific facts; complete courses; to consist of; facilities; to surround; challenge; prosperity; design

11. Give the English equivalents of the following words and word combinations:

педагогическое образование; политехнический институт; колледж высшего образования; степень; выпускник; аспирант; бакалавр; дальнейшее обучение; исследовательская работа; магистр; студент дневного отделения; лектор; практические занятия; будущий учитель

12. Insert the necessary words from the Vocabulary Notes.

1. Nina ... classical music to popular one. 2. After finishing secondary school children ... the Certificate of Secondary Education. 3. Who ... the scheme of the building? 4. Our sportsmen were ... with medals for taking the first places in the competitions. 5. This book is one of the most ... works I have ever read. 6. What ... have you got for learning foreign languages? 7. This year is important for me: I am defending (to defend — защищать) my ... work on Mathematics. 8. My examination results ... on my being hard-working. 9. Nice green trees ... our university building. 10. I have ... computer courses and now I can work with any computer programme. 11. My research work ... of theoretical part and practical experience. 12. What is your ... : to enter the college or the university? 13. He ... a lot of time on planning his first lesson.

13. Insert prepositions where necessary.

1. The house is surrounded ... a lot of lakes. 2. We acquired ... necessary skills and abilities while studying at our university department. 3. He prefers Literature ... Mathematics. 4. Our university has got many facilities ... writing a scientific work. 5. My parents challenged ... my truth. 6. The children were rewarded ... many presents ... showing excellent results in English. 7. My decision depends ... your choice. 8. A new English Oxford dictionary was presented to me ... reward ... getting an excellent mark at the English conference. 9. School-based experience consists ... two types: active and passive. 10. How much time do you spend ... reading?

14. Translate into English using the new words and expressions of the lesson.

1. Ваш научный подход в данной работе помог вам правильно раскрыть тему. 2. В стенах нашего университета вы обретете глубокие знания и умения в области педагогики. 3. Этот кабинет предназначен для фонетических упражнений. 4. Вы уже окончи-

ли музыкальные курсы? 5. Мне подарили книгу по психологии в награду за мое участие в психолого-педагогической конференции. 6. Я не сомневаюсь в твоих знаниях, но тебе необходимо пройти тест. 7. Наша школа имеет все благоприятные условия для обучения и воспитания детей. 8. Он предпочитает семинары лекциям. 9. Наши маленькие ученики окружены заботой и вниманием. 10. Я потратила несколько дней на покупку необходимой литературы. 11. Твой выбор удивил нас. 12. Эта дидактическая игра (teaching game) состоит из двух заданий.

COMPREHENSION EXERCISES

15. Answer the questions.

1. Do you agree with the statement that teaching is a rewarding profession? 2. What does teaching offer? 3. How does the British Government encourage teachers? 4. What course do all the teachers in England and Wales complete? 5. Who provides initial teacher training courses? 6. What role do schools and Local Education Authorities play in providing these courses? 7. What status do the students obtain after completing ITT?

16. Read Text and make up its plan. Write out the key sentences for each point of your plan.

17. Read Dialogue by parts and correct the following statements where necessary.

1. There are no differences between a university and a college. Both pay great attention to scientific subjects. 2. Tutorials are lessons where the entire group discuss the actual problem of the subject. 3. In Britain there are no residential colleges where students can live. 4. Every respectful university has got all the facilities for study and rest: lecture halls, classrooms, a number of laboratories, a gymnasium with open playing fields, students' clubs and societies.

CONVERSATION AND DISCUSSION

Topical Vocabulary

Types of Educational Establishments: a university; a polytechnic; a teacher training college

Types of Students: a junior student; a senior student; an undergraduate; a graduate; a postgraduate; a full-time student; a part-time student

Types of Lessons: a lecture; a practical class; a seminar; a tutorial; a conference

Special Subjects: education studies — theory of education; psychology; school-based experience

Degrees: Bachelor of Education; Master of Education; Doctor of Philosophy

18. Retell Text using your plan from Ex. 16 and the Topical Vocabulary.

19. Read, translate and act out Dialogue.

20. Read and discuss the text about teacher training in Great Britain.

Nowadays teacher training in Great Britain is realized at universities, polytechnics and colleges of higher education. Students working for their first degree at university are called undergraduates. When they take their degree, we say that they graduate and then they are called graduates. If they continue studying at university after they have graduated, they are called postgraduates. In general, the first degree of Bachelor is given to students who pass examinations at the end of three or four years of study. Further study or research is required for the first postgraduate degree of Master and then that of Doctor.

In Britain full-time students have three terms of about ten weeks in each year.

University teaching combines lectures given by professors, readers or lecturers, practical classes and small group teaching in seminars or tutorials.

The course of study for intending teachers is based on compulsory and optional subjects.

21. Write 10 questions on this text using the new words and expressions of the lesson. Ask your mate to answer them.

22. Summarize what you have learned from the text about the British system of teacher training.

23. Make up dialogues using the Topical Vocabulary.

Suggested situations:

1. A Russian student and an English student are exchanging information on systems of teacher training higher education in their countries.

2. Two students of teacher training universities are discussing their university life. One of them is enthusiastic about everything, the other is disappointed with every little thing.

3. A student of the teacher training college is speaking with his friends who are going to enter the same educational establishment about its courses of study.

24. Discuss the pros and cons of:

- a) the tutorial system;
- b) residential colleges.

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24. Discuss the pros and cons of:

- a) the tutorial system;
- b) residential colleges.

Prompts: I think/suppose/guess/believe ... ; Well, my opinion is that ... ; My view is that ... ; True, but ... ; You may be right ... but at the same time ... ; I wouldn't say that ... ; But on the other hand

25. Get ready to speak on the topic "Teacher Training in England" using all the material of the lesson.

26. Talk about:

- a) your intentions during your study at the university;
- b) what you are going to do to become a highly-qualified specialist.

27. Recall the following:

- a) how you entered the university;
- b) what exams you passed;
- c) what subjects you learnt and learn now;
- d) how the process of education is organized at the university;
- e) what you like and dislike as a student.

28. Making a booklet *My University*.

The students write various articles, including the following points: description of the building; inner structure of education; faculties, departments; different educational facilities; organization of study (subjects, types of the lessons); students' clubs, societies.

You can supply the booklet with photos and pictures.

29. Role-playing.

Your group discusses the results of the school practice. One of the students is a supervisor on school practice. He/she listens to the students' opinions about the practice.

The following points can help you:

- how long the practice lasted;
- what kind of practice it was: active (the students gave lessons) or passive (the students observed lessons and then analysed them);
- how many lessons the students visited and discussed;
- the ways the teacher planned the lessons, explained the material, worked with audio-visual facilities, treated children;
- what kinds of exercises the teacher used (oral, written, simple, complicated, individual, common, tests, playing exercises);
- how the teacher spoke, addressed the children; his/her appearance and manner of behaviour;
- what the students liked and what they disliked; what suggestions and proposals they can offer;
- how the extra-lesson time was organized in the class; what the students did to arrange free time of the pupils.

Make this discussion in the form of a conference; use the vocabulary of the lesson; express your ideas about the school practice on the whole.

LESSON TEN

TEACHER TRAINING IN THE USA

MODAL VERBS

Table 1

Can

	I He/She We You They	can cannot can't	speaking reading going helping	English. this text. to the cinema. them.
Can	I he/she we you they		speaking reading going helping	English? this text? to the cinema? them?

	I He/She We You They	could	going helping reading	to the cinema. them. this text.
		could have	spoken seen	English. the film
Could	I he/she we you they		going helping speaking	to the cinema? them? English?
Could have			learnt seen	this poem? the film?

Table 2

May

	I He/She (It) We You They	may may not	going taking reading listening	home. this pen. the letter. to this song.
May	I he/she we you they		going taking reading listening	home? this pen? the letter? to this song?

I He/She (It) We You They	might might not	help go	him. to the library.
	might have might not have	been read seen	there. this book. the play.

Table 3

Must

	I He/She (It) We You They	must must not	see listen	this teacher. to his lecture.
		must have	learnt repeated	the poem. this rule.
Must	I he/she we you they		see listen learn repeat	this teacher? to his lecture? the poem? this rule?

I He/She (It) We You They	had to	see listen learn repeat	this teacher. to his lecture. the poem. this rule.
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Table 4

Should

	I Nick Alice We You They	should	go learn help pass	to the library. the poem. the friend. the exam.
Should	I Nick Alice we you they		go learn help take	to the library? the poem? the friend? the exam?

1. Using Tables 1—4 make as many sentences as you can.

2. Make the sentences negative and interrogative.

1. You may go to the cinema today. 2. She can see her friend. 3. You should attend lectures. 4. Mary must return the book to the library. 5. This student may take my pen. 6. They must follow the rules. 7. The pupils should know these poems. 8. There are some mistakes in her work. 9. He may not get up early in the morning.

3. Use the verb *can* or *may* in the correct form.

1. We ... solve these problems. 2. He ... send us a letter. 3. Do you think you ... translate this text? 4. Who ... say this? 5. Somebody ... give him her address. 6. They ... never know what ... happen. 7. We ... help her.

4. Insert *must* or *have to* in the correct form. Give reasons for your choice.

1. The teacher ... divide the pupils into two groups. 2. The American children ... go to elementary school at the age of six. 3. You ... say something to this gifted child. 4. The curriculum for strong and weak children ... be different. 5. This bright girl ... help her friends tomorrow. 6. The students knew that methods of teaching ... vary. 7. He ... answer this question.

5. Use the verb *can*, *may*, *must* or *should* + infinitive of the verb in brackets in the appropriate form. Give reasons for your choice.

1. ... I (to help) you? 2. You ... (to study) English. 3. The pupil's activities at the lesson ... (to be directed) by the teacher. 4. I ... (to do) it without you. 5. Every teacher ... (to know) his pupils' parents. 6. You ... (not to forget) what I have told you. 7. ... they (to translate) this text today? 8. Books from the library ... (to be kept) one week. 9. You ... (to return) the books to the library in time. 10. The problem ... (to be solved) in two ways. 11. We ... (to help) our friend, he was ill and missed many lessons.

6. Translate into English.

1. Учитель должен готовиться к каждому уроку. 2. Вы должны посещать семинары и лекции. 3. Можно задать вам вопрос? 4. Вам следовало бы прийти вовремя. 5. Они могут взять эти книги в библиотеке. 6. Мы должны пойти в библиотеку сегодня. 7. Он может нам помочь? 8. Дети должны знать это правило. 9. Вы можете купить этот учебник для меня? 10. Им следует посмотреть этот фильм. 11. Неужели она потеряла мою книгу? 12. Должно быть, было очень поздно, когда я возвращался домой. 13. Вам не следует говорить ей об этом. 14. Кто-то заходил к вам сегодня вечером. — Это, вероятно, была моя подруга.

7. A. Read and memorize the limerick (шуточное стихотворение).

There once was a girl who said:
"Why can't I look in my ear with my eye?
If I give my mind to it
I'm sure I can do it
You never can tell till you try."

B. Name three unusual things which you can do/you can't do but would like to do.

C. Speak about yourself according to the Model.

Model: Once I asked myself: "Why can't I ... ?" and I ...

8. Speak about the unusual experience in your life. You can end with the phrase: "You can never tell till you try." Discuss and compare your stories with your fellow students and decide which is the best one.

9. Pair work.

Ask your friend what he/she could do before

- a) he/she was six;
- b) he/she was ten;
- c) he/she was fifteen.

What other things he/she couldn't do that others could?

10. Read and translate the text paying attention to the modal verbs.

One must keep fit to do well at the University. One has to get up early to get to the University in time, one has to spend a lot of time indoors attending lectures and seminars or reading in the library. One has to stay up late getting ready for seminars, writing essays or doing exercises for one's English classes. So one needs to be strong and healthy. What are the ways to keep fit?

First of all you must miss no chances of outdoor activities. Of course, there is your physical training class but that's not enough. Skating or skiing in winter and swimming in summer must become part of your everyday life.

Second, exercise. You must exercise whenever you can — in the morning, after your classes, in the evening. Jogging is popular and a lot of people run before breakfast. Third, regular meals are a must if you want to keep fit. Try to avoid going without any food for hours. Fourth, and this is very important, smoking is something you must give up if you want to keep fit.

11. Answer the questions.

- 1. Why must you keep fit? 2. What four rules must you follow to keep fit? 3. What outdoor activities must you practise in winter/summer? 4. When must you exercise? 5. Why must you give up smoking?

12. Learn the following English proverbs and sayings. Think of situations where you could use them.

1. What is done cannot be undone. (Что с возу упало, то пропа-
ло.) 2. You have made your bed, and you must lie on it. (Что посе-
ешь, то и пожнешь.) 3. One cannot put back the clock. (Прошлого
не воротишь.) 4. You can't eat your cake and have it. (Один пирог
два раза не съешь.)

Text 1

TEACHER TRAINING IN THE USA

Since 1900 there has been **increasing** acceptance by colleges and universities of their **responsibility** for teacher education. Often this began as a section of the **department** of philosophy or psychology, **grew** into a separate department of education and by 1960s became a school or college of education, which is an **entity** within the university. Some institutions of higher learning offer only graduate work in education and have no relevant undergraduate school, such as Harvard and the University of Chicago. Master of Arts in teaching (MAT) programs are **expanding** in scope and increasing in numbers as a fifth year of study is recognized to be necessary for well-qualified teachers. Some fifth-year programs are designed for persons holding non-education degrees and combine classroom experience with paid teaching **internships** in the public schools.

Text 2

TRAINING OF PRIMARY AND SECONDARY SCHOOL TEACHERS IN THE USA

For decades, there have been two authorized routes in licenced training of teachers in the United States. The main is a four-year bachelor program **embracing** two years of general studies (the lower division of the undergraduate college) and two years (the upper division) of more specialized studies.

Requirements for education and certification of early childhood (kindergarten) and elementary (primary) teachers are regulated by state governments, which want multiple exams prior to entering teacher education and again following completion of teacher education but prior to certification.

The **initial** teaching qualification is the bachelor's degree plus certification. Most states offer higher levels of certification based on experience and additional education, and many teachers at this level earn the master's degree. Secondary school teachers are certified as compe-
tent in one or more academic or vocational subjects and spend their careers concentrating on these subjects, whereas elementary school

teachers — especially for the lower **grades** — may be certified to teach the full primary course or may specialize, particularly if teaching in the more differentiated upper elementary/middle school grades.

All states certify teachers according to subject specializations as well as grade levels/ranges. Specialized non-instructional personnel must also be certified in most states; these individuals include school administrators, school **counselors**, school **health** personnel (psychologists, **nurses**), school librarians and curriculum specialists.

VOCABULARY NOTES

increase *v* увеличиваться, *e.g.* The number of teachers in the USA increases.

responsibility *n* ответственность, *e.g.* American colleges and universities increase their responsibility for teacher education.

department *n* факультет, *e.g.* There are a lot of departments in Columbia University.

grow (*grew, grown*) *v* расти, *e.g.* Often a department of philosophy or psychology grew into a separate department of education.

entity *n* организация, *e.g.* A department of education is an entity within the university.

expand *v* расширяться, *e.g.* Many university programmes are expanding.

internship *n* интернатура, *e.g.* Programmes for teacher training combine classroom experience with paid teaching internships.

embrace *v* включать, *e.g.* The main programme embraces two years of general studies.

initial *adj* начальный, *e.g.* Some states do not require such initial teaching qualification as the bachelor's degree plus certification.

grade *n* (*амер.*) класс (*в школе*), *e.g.* Elementary school teachers — especially for the lower grades — may be certified to teach the full primary course or may specialize.

counselor (**counsellor** *BrE*) *n* консультант, *e.g.* There are a lot of counsellors in American schools.

health *n* здоровье, *e.g.* Non-instructional personnel includes school health personnel.

nurse *n* медицинская сестра, *e.g.* Nurses working at school should love children.

VOCABULARY EXERCISES

13. Pronounce correctly.

initial, health, internship, entity, increase, counsellor, grow, personnel, decade, combine, qualification, certification

14. Read the following words paying attention to the pronunciation of the letters in bold type:

- a) responsibility, **ap**plied, **pu**blic, **pr**aise, **pu**pil, **pa**y;
- b) **em**brace, **li**brarian, **be**ll, **am**bassador, **bo**rrow, **be**gin.

15. Give the Russian equivalents of the following word combinations:

to offer only graduate work; a school counsellor; initial teaching qualification; to expand in scope; teaching internship; graduate work; a school librarian; health personnel; teacher training

16. Give the English equivalents of the following words:

ответственность; здоровье; медсестра; предлагать; увеличиваться; факультет; расти; организация; включать

17. Match the Russian words in the left column and their English equivalents in the right column.

консультант	responsibility
предлагать	grow
организация	department
включать	offer
факультет	entity
расширяться	embrace
ответственность	counsellor
расти	expand

18. Translate into Russian. Pay attention to the words *responsibility* and *responsible for*.

1. The teacher is responsible for his/her pupils' progress. 2. They should increase their responsibility for education. 3. She is responsible for this work. 4. He took a decision on his own responsibility. 5. We knew that Nick was responsible for the task.

19. Translate into English.

1. Кто из студентов отвечает за эту работу? 2. Родители должны отвечать за жизнь своих детей. 3. Кто отвечает за подготовку учителей? 4. Почему они говорят, что никто не отвечает за эту ошибку? 5. Преподаватель чувствовал себя ответственным за обучение студентов.

20. Complete the text. Use the following words: *history, learn, groups, contributions, unprepared, studying, prefer, teachers, education, Americans, sources, diverse, minority, multicultural*.

Multicultural education is the study of various cultural Some educators view this "study" as having their students ... about the music, dance and food of the various cultural groups. Others see multicultural education as studying the ... of various culturally diverse groups. The

more informed see multicultural education as studying the history of all the countries of the world because all history is What multicultural ... must become is "total inclusion education". Yet, we cannot look at minority groups without ... the people whose actions influenced their history. In addition, in order to be able to teach multicultural history, most of the ... must be re-educated. That is difficult for ... because for centuries their culture has supported this belief in order to justify their cruel and inhumane treatment of non-European groups. Rather than multicultural education, they ... culturocentric education, which involves the history of all groups, whether negative or positive. It moves away from just studying the ... of minority groups. Most American teachers are totally ... in this area. ... groups are often studied about on one special day, one week or one month. However, that is the direction to go in the culturally ... society. In order to teach culturocentric history, teachers need a variety of history books and the willingness to examine original

COMPREHENSION EXERCISES

21. Read Text 1 and find the key words in each paragraph.

22. Make up a plan of Text 1. Use the key words and the Vocabulary Notes for each point of your plan.

23. Read Text 2. Circle *Yes* or *No* for the sentences based on Text 2. If the answer is *No*, give the correct sentence.

1. For decades, there have been three authorized routes in licensed training of teachers in the United States.

Yes *No*

2. The main is a five-year programme embracing two years of general studies (the lower division of the undergraduate college) and three years (the upper division) of more specialized studies.

Yes *No*

3. Requirements for education and certification of early childhood (kindergarten) and elementary (primary) teachers are set by state governments.

Yes *No*

4. The initial teaching qualification is the bachelor's degree plus certification.

Yes *No*

5. Most states offer higher levels of certification based on experience and additional education and many teachers at this level earn the doctoral degree.

Yes *No*

24. Find information in Text 2 to prove the following:

- a) the main is a four-year programme;
- b) requirements for education and certification of early childhood and elementary teachers are regulated by state governments;
- c) elementary school teachers may be certified to teach the full primary course;
- d) secondary school teachers are certified as competent in one or more academic subjects.

CONVERSATION AND DISCUSSION

Topical Vocabulary

Academic programmes: a course (a one/three credit course); to take a course; to give a lecture; discussion session; a seminar; a student-teacher

Grades: to get/earn a credit; to give a credit

Tests: to take/give an exam, to retake an exam; a pass-fail test; a multiple-choice test; an essay test

Financing: full-time fees; part-time fees; grants; student-financial aid; a scholarship; academic fees

25. Retell Text 1 using the plan from Ex. 22 and the Topical Vocabulary.

26. Compare and contrast training of elementary and secondary school teachers in the USA. Use the new words and expressions of the lesson.

27. Read, translate and be ready to act out the dialogue.

Molly: Yolanda, I have great news to tell you. I've made a very big decision.

Yolanda: Well, what is it?

Molly: I'm going to apply to medical school.

Yolanda: But I thought you wanted to teach.

Molly: I've decided to give that up. Teaching jobs are being cut back now at many universities.

Yolanda: Yes, and I've read that a number of colleges have been closed.

Molly: I have a friend who finished his PhD (доктор философии) in History last year. He has been looking for a teaching position for a year.

Yolanda: I think a PhD in Humanities isn't worth very much these days.

Molly: No, it isn't. And even if you find a teaching job, the salary (зарплата) is very low.

Yolanda: Yeah, college teachers should be paid more. But, Molly, it's very difficult to get into medical school today.

Molly: Maybe you are right.

28. Make up and act out a suitable dialogue using the Topical Vocabulary.

29. Make up short dialogues in which you express your agreement/disagreement on the following points:

- We need to value (ценить) our teachers more. There is something to value in almost every teacher.
- Schools often get the teachers they deserve. Teachers who are devalued become bad teachers.
- Teaching is difficult.

30. A. Read the text.

WHAT HAPPENS WHEN YOU NEGLECT LIBRARIES

Students of two teacher training colleges in Liverpool and Manchester were asked to answer a questionnaire containing 50 various questions — on the course “History of Literature and Art”, which had been given in their colleges. The answers they gave surprised even the hardened (здесь привычные ко всему) specialists. Thus, the majority of students believed that *War and Peace* had been written by Winston Churchill, about 40 % didn't know the author, and only one student gave the correct answer. Rubens was another stumbling-block. Some students thought that P. Rubens was the name of a large department store in London, others supposed the great Flemish painter to be a private detective from one of Sir Arthur Conan Doyle's novels.

Commenting on the results of the test a prominent sociologist told journalists that the majority of these students demonstrated good imagination but didn't qualify as future teachers or merely as educated people.

(From *The Soviet Trade*)

B. Answer the questions.

1. Why did students of two teacher training colleges give wrong answers?
2. Do you like to read historical novels and books on art?
3. Do you often go to the library?
4. Can you work with reference books (справочники)?

C. Give different endings to this text and discuss them.

31. Read and discuss.

There is still, I think, not enough recognition by teachers of the fact that the desire to think — which is fundamentally a moral problem — must be induced (здесь внедрять в сознание) before the power is developed. Most people, whether men or women, wish above all else to be comfortable, and thought is an uncomfortable process; it brings to

the individual far more suffering (страдание) than happiness in our imperfect world.

(From *The Testament of Youth* by V. Brittain)

32. Discuss with your partner the teacher that started to develop your power to think.

33. A. Read the text below about a primary school teacher and answer the question: *What was the secret of this teacher's magic?*

Everything changed in the second year. There must have been just as many children in the classroom, but somehow the room seemed bigger than the one we had left. Perhaps it was because everything was in its proper place. There were corners (уголки) for this and corners for that, our desks had our names stuck on them, so we knew our place. So did Miss Craddock. You could never go into that room when she wasn't there. In the mornings she looked just the same as we had left her in the evenings. She was never absent or late for school. Sometimes I wondered if she might have slept there.

Miss Craddock was very tall, one of the tallest women I have ever seen. She wore flat shoes (туфли без каблуков); I don't know what her clothes looked like because I never saw her with any on. That is I never saw her in a frock (платье) or a pullover and skirt (юбка). Two large smocks (блузоны) covered her up, they buttoned down the front. One of them was patterned with blue and white daisies (маргаритки), the other one was a pink-and-white check (клетка). I liked the daisies one best; I think she must have done too because she wore (to wear — носить) it more than the pink-and-white one. She never buttoned them, even the two buttons on the top, but she might have buttoned these up had her neck (шея) been so long. She said herself that she looked like a giraffe, yes she did, when she was showing us pictures of animals. Miss Craddock didn't mind us laughing when she told us this, she laughed herself.

Giraffes are beautiful animals and that is why I fell in love with Miss Craddock. I think that is why, although her eyes were big and blue, her complexion fresh, she always smelled as though she had just got out of the bath, she smelled of clean washing, no scent (духи) to her, just this clean smell.

How would you know what a teacher smelled like? Well, at some time during the day Miss Craddock would cuddle us. Hold us quite close to her and say something very special. We all got the same treatment. As I had never had it at home, I suppose I appreciated it more than some of the others. The room was never noisy like the other one had been, this was funny because I can't even remember Miss Craddock shouting. There were eight groups for reading lessons and she would float from group to group. I can't remember how she taught us to read, in fact I can't remember not being able to read. I had not been in her class long before she extracted (to extract — извлекать) me from the groups

altogether; she would give me a book that she had brought from home or borrowed (to borrow — взять на время) from her friend Miss Moore and tell me to read it on my own (самостоятельно). Later she would ask me what the book was about.

(From *Mentors, Masters and Mrs. MacGregor*)

B. Think of a title for the text.

C. Say what you like in this text.

D. Make an analogy, comparing your personal experience to the one obtained after reading the text of Ex. 33.

34. A. Read the title of the text and pass around “rumours” (слухи) about what might happen.

THE VIRTUE OF EXCELLENCE (СИЛА ПРЕВОСХОДСТВА)

Maggie came to the city classroom in the middle of the year. All the principal (директор) had told her was that the former (бывший) teacher had left suddenly, and this was a class of “special” pupils. Next to each name on the list were numbers from 140 to 160. *Oh*, she thought to herself. *No wonder they are so high-spirited* (резвые). *These children have exceptional IQs* (IQ — коэффициент умственного развития).

At first the pupils failed to turn in work, and assignments handed in were done badly. She spoke to them about their innate excellence (врожденное превосходство).

Things began to change. One day, the principal was walking by and happened to look into the classroom. He saw pupils composing essays.

Later he called Maggie into his office. “What have you done to these kids?” he asked. “Their work has surpassed (to surpass — превышать) all the regular grades.”

“Well, what do you expect? They’re gifted (одаренные), aren’t they?”

“Gifted? They’re the special needs pupils — behaviorally disordered and retarded (умственно отсталые)”.

“Then why are their IQs so high on the attendance sheet?”

“Those aren’t their IQs. Those are their locker (запирающийся шкафчик) numbers!”

“Whatever,” said Maggie.

(From *Chicken Soup for the Teacher’s Soul* by J. Canfield)

B. Answer the questions.

1. Was Maggie assigned to the classroom at the beginning or in the middle of the year? 2. What did the principal tell her? 3. Why did Maggie think that her students had exceptional IQs? 4. Why did the students’ work surpass all the regular grades?

C. Give the summary of the text and tell the rest of the story.

D. Conduct an interview in pairs.

One of you asks questions while the other pretends to be a character from this story and answers the questions. The interviewer writes down the answers. When you have finished the interview, whoever was the interviewer pretends to be a character while the other asks questions.

35. Put tag questions to the following statements and answer them. Add a sentence or two to develop the situation.

1. You must take into account the age characteristics of a child when explaining something new to him.
2. She is capable of involving all the pupils in the work of the class.
3. The teacher should always build in the pupil confidence in himself/herself.
4. Working in small groups gives an opportunity for learners to become more independent and to develop some useful skills.
5. She recommends keeping all children at school till the age of 16.
6. Extracurricular duties of the teacher take a lot of his/her time.

36. A. Read and translate the text. Give it a title.

It is a fair assumption (предположение) that tomorrow's teachers will need most of the teaching skills we now expect. They will still be concerned with classroom skills like presentation, questioning, discussion, planning and organizing the work of children. They will still need to know how children develop and learn and be concerned to access each child's needs in the light of his/her skills, knowledge, interests and learning style. They will need a lot of knowledge as teaching material.

All of these skills may be needed in the new contexts. We may have new understanding of child development and learning and a changed public view of childhood. We should have diagnostic tools and materials to match individual needs. Teachers will need very good study skills. Children too will need early teaching of the skills needed to use a lot of information.

(From *Chicken Soup for the Teacher's Soul* by J. Canfield)

B. Write a poster advertising something in the story you read. Make it bright and simple.

37. A. Read and give a title to each part of the text.

I am a teacher. But there are days, like today, when I wonder why. It's been a tough (трудный) day. The results of an English quiz taken by my fifth-graders were depressing. Despite my best efforts, the world of pronouns remains a mystery (тайна) to them. How I wish there is a way to make the study of language as exciting as a computer game, so the glazed (тусклый) looks would not appear in their eyes at the mention of the word "grammar".

And then I remember. I remember why I'm still teaching. It's the children. They're more important than a lifetime filled with quiet evenings and more valuable (ценный) than a pocket filled with money. The world of noise (шум), pronouns, recess (амер. перемена) and homework is my world. My classroom, a child-filled world of discovery (открытие), of kindness and of caring is the real world. And I am so lucky to be in it.

(From *Chicken Soup for the Teacher's Soul* by J. Canfield)

B. Describe the main character of the text.

C. Draw conclusions.

D. Write a story using the main idea of this text. You may change the time, the character or anything else as long as the main idea is the same.

38. Give advice to a young teacher what he/she should/shouldn't do to be a success. Give reasons for your advice. Add your own points of view.

- a) to develop the pupil's initiative;
- b) to stimulate the pupil's interest in a subject;
- c) to kill interest;
- d) to share (делить) interests with pupils;
- e) to suppress (подавлять) the pupil's personality;
- f) to raise the standard of teaching;
- g) to be full of enthusiasm for his/her work;
- h) to possess pedagogical tact.

39. Speak on the topics.

- 1. Training of elementary school teachers in the United States.
- 2. Training of secondary school teachers in the USA.
- 3. Educational opportunities for school-leavers in America.

40. Role-playing.

Suppose that you are members of an international conference devoted to training of teachers in the USA and Russia. Discuss the problems of teacher training in these countries.

41. Read the joke and retell it in indirect speech.

The schoolmaster is standing with his back to the fireplace (камин) on a winter morning and is giving advice to the pupils.

"Think before you speak. Count fifty before you say anything important and a hundred if it is very important."

The lips of the pupils move quickly for some time, and then they all shout together.

"Ninety-nine, one hundred! Your coat is on fire, sir."

LESSON ELEVEN

TEACHER AS A PERSON

THE PASSIVE VOICE

Table 1

The Present Simple Tense

		I	am (not)		
		We You They	are (not) aren't	asked invited expected	at the station. to the party. at the lesson. in the country. at home. at school.
		He/She It	is (not) isn't		
	Am	I			
	Are	we you they		asked invited expected	at the station? to the party? at the lesson? in the country? at home? at school?
	Is	he/she it			
<i>Where</i>	am	I			
	are	we you they		asked? invited? expected?	
	is	he/she it			

Table 2

The Past Simple Tense

		I He/She (It)	was (not) wasn't	asked met awarded invited seen	at the theatre. in the library. at the lesson. in the cinema. to the party.
		We You They	were (not) weren't		
	Was	I he/she (it)		asked met awarded invited seen	at the theatre? in the library? at the lesson? in the cinema? to the party?
	Were	we you they			

<i>Where</i>	was	I he/she (it)		asked? met? awarded? invited? seen?
	were	we you they		

Table 3

The Future Simple Tense

		I We	will be shall be	asked met awarded invited seen	to the party. at the lesson. to the theatre. at school. in the park.
		He/She It You They	will be		
	Will Shall	I we	be	asked met awarded invited seen	to the party? at the lesson? to the theatre? at school? in the park?
	Will	he/she it you they			
<i>When Where</i>	will shall	I we	be	asked? met? awarded? invited? seen?	
	will	he/she it you they			

GRAMMAR EXERCISES

1. Put questions to the italicized words.

1. She is often sent *to the post office*.
2. *This book* was asked for.
3. The bear was attacked by the bees *when it tried to take their honey*.
4. In summer *the children* are taken to the camp.
5. Moscow University was founded *by Lomonosov*.

2. Translate the sentences into Russian paying attention to the passive voice in the simple tenses.

1. You will be taught English by Mr Wilson.
2. Some beautiful shells were brought from the South.
3. A book was given to Nick for his birthday.
4. Interesting stories are told to us every evening.
5. A new book

of pictures will be shown to me. 6. A box of fruit was sent to the shop. 7. The boat was carried away with the waves. 8. The translation will be done in the evening.

3. Put the verbs in brackets into the correct voice (active or passive).

1. Nobody (to see) him yesterday. 2. The telegram (to receive) tomorrow. 3. Yuri Dolgorukiy (to found) Moscow in 1147. 4. Historical monuments of the capital (to show) to the tourists. 5. The poem was so beautiful that it (to learn) by everybody. 6. The newspaper (to publish) this article tomorrow. 7. The question (to settle) as soon as they (to arrive).

4. Write the sentences in the passive voice.

1. The people looked at the little boy with interest. 2. The parents take a great care of their children. 3. When did your brother translate this article? 4. The teacher questions Tom very often. 5. His friend told him everything. 6. Tomorrow I'll invite Jane to the theatre. 7. He will give my brother English lessons. 8. They asked for our address. 9. They don't listen to the boy. 10. The waitress brought in the coffee.

5. Rewrite the sentences in the passive voice.

Model: Somebody cleans the room every day. — The room is cleaned every day.

1. They cancelled all the flights because of the fog. 2. Somebody uses this computer very often. 3. They don't use this work. 4. Somebody will read this book and discuss it. 5. They built a new road round the city.

6. Change the sentences according to the Model.

Model: They didn't give me money. — I wasn't given money.

1. They asked me some difficult questions at the interview. 2. Janet's friends will give her a present for her birthday. 3. Nobody told me that George was ill. 4. How much will they pay you? 5. Did anybody show you what to do?

7. Put the verbs in brackets into the passive voice. Retell the text.

MY SCHOOL TEACHER

Now I am 30. Many years have passed since I finished my school. But, anyway, the school days (to recall) often by me. Again and again I (to carry) away to this bright and untroubled life. The school years were untroubled because we (to surround) with a lot of love, care and attention from our teachers.

My favourite teacher at school was the English teacher. She was a very pleasant woman who (to be deeply interested) in her subject. Many amusing tasks and exercises (to give) to us during the lessons that's why

English (to love) by everybody in our class. From time to time we (to bring) to different English conferences where we tried to show our good knowledge. Sometimes foreign guests, who (to invite) by the teacher, came to us and we had an excellent opportunity to master our language.

The teacher often told us that soon English (to use) everywhere, in each field of our life. And she was right. Now my work (to connect) with English: I am an interpreter.

Since my school time many warm and thankful words (to address) to my teacher of English.

8. Answer the questions.

1. Are all your lectures delivered in Russian? 2. Have you ever been told how to organize your work? 3. Education is paid great attention to in our country, isn't it? 4. When was Moscow founded? 5. By whom was it founded? 6. By whom was it discovered? 7. What holiday will be celebrated soon? 8. Why will it be celebrated? 9. How will this day be celebrated at your place?

9. Translate the sentences into English paying attention to the passive voice.

1. Комнату убирают каждый день. 2. Мне сказали, что он хорошо говорит на английском языке. 3. Этот кинотеатр был построен в 1965 году. 4. Этот рассказ обсудят завтра на уроке литературы. 5. Нас провели в зал и предложили сесть в партере (in the stalls). 6. За этим доктором часто посылают. 7. Нас встретят на станции? 8. Письмо было написано вчера. 9. Ответ будет отправлен через несколько дней. 10. Статья была переведена без ошибок. 11. Когда будет написана ваша книга? 12. Почему над ним всегда смеются? 13. Меня пригласят на ваш вечер? 14. На наших занятиях много внимания уделяется произношению. 15. Об этом учителя много говорят в нашей школе.

Text 1

SOME TRAITS OF CHARACTER WHICH A PERFECT TEACHER MUST OBTAIN

Being a teacher is a noble and complicated job that **demand**s a lot of inner and outer efforts from a person. It stands to reason that not every man who wishes to be a teacher can become it. The point is a real teacher must combine a great number of qualities. These qualities can be divided into some groups: innate qualities, qualities of **mind**, **volitional** powers and qualities **related** to other people.

Let's start with innate qualities. A real teacher cannot be without cheerful character because each lesson should be started with a teacher's

smile. Teacher's calm and neat **appearance** helps children tune up to a working mood. If you are inert or a bore, there is no road for you to the teacher profession. Moreover, a teacher must be self-denying and self-critical.

It goes without saying that a good teacher cannot be without broad mind. He must acquire bright and clever head; he must be well-read, intelligent and deep in his subject. Students or pupils cannot accept teachers who are ordinary or shallow.

Teacher's job **requires** a lot of volitional powers. Children are not creatures who are easy to get along with. Children are different with various trends of **character**, facilities and abilities. That is why only firm and strong-willed teachers can succeed in the relationship with pupils. If you feel that you are unable to control your emotions or you are hesitant and weak-willed, just **drop** the idea of being a teacher.

Together with all above-mentioned qualities a real teacher must acquire communicable and **amiable** character. He should be considerate and flexible. A teacher always comes across with so called "a pain in the neck" students, with real **troublemakers**, whose language is awful, who talk back, **resent** any advice, can tell lies and seem to have lost interest in school. While working with such students a teacher must try to analyse the feelings and to find an explanation for this **behaviour**. It is difficult indeed: it requires a lot of power and tolerance.

We, future teachers, should remember that pupils need our presence and love. One of the greatest people on the Earth said: A good teacher can govern the state. So the point is being a perfect teacher equals to being a real person.

Text 2

SOME ADVICE TO THE STUDENTS WHO HAVE CHOSEN TEACHING AS THEIR FUTURE JOB

Many young people consider teaching as a career. It's not surprising: after your parents your teacher may be the most important person in your life. Have you ever asked yourself why most teachers are so devoted to their work? Maybe because they are doing the most vital job of all. Teaching is not easy and demands a real challenge to your character, **abilities** and talent, as teaching is a constant stream of **decisions**.

Children in your class aren't just boys and girls. Every one is a unique individual. If you like people, you will love teaching. Remember: an **ignorant** teacher teaches ignorance, a fearful teacher teaches **fear**, and a bored teacher teaches boredom. But a good teacher encourages in his pupils the burning desire to know and love for the truth and beauty.

I would never stop teaching and I'm sure that you, having chosen it for your future career, feel the same way. And if you are ready to accept

the responsibility of this wonderful and important work, I wish you all luck in the world.

A Teacher

VOCABULARY NOTES

demand *v* требовать (of, from); нуждаться, *e.g.* This problem demands attention. He demanded from me a total obedience.

mind *n* ум, *e.g.* Qualities of mind are important for all people.

volitional *adj* волевой, *e.g.* This teacher is a volitional person.

related *adj* относящийся, *e.g.* These are qualities related to every teacher.

appearance *n* 1. появление, *e.g.* His appearance on the stage made the audience smile; 2. внешний вид, *e.g.* Mary's neat and pleasant appearance attracts people's attention; **to all appearance(s)** судя по всему; по-видимому, *e.g.* To all appearance he feels bad today.

require *v* требовать, *e.g.* It requires careful consideration.

character *n* 1. характер, *e.g.* a man of character; 2. фигура, личность, *e.g.* a bad character; a public character; **traits of character** черты характера, *e.g.* What traits of character do you appreciate in people?

drop *v* бросать, *e.g.* She dropped the idea of being a doctor. Let's drop the subject. You need to drop smoking.

amiable *adj* дружелюбный, *e.g.* Every teacher should have amiable character.

troublemaker *n* нарушитель порядка, *e.g.* I can't do a thing with him! He is a real troublemaker.

resent *v* отвергать, *e.g.* My children resent any advice.

behaviour *n* поведение, *e.g.* Your behaviour leaves much to be better; **to put smb on his good behaviour** дать человеку возможность исправиться, *e.g.* The teacher put Tom on his good behaviour.

abilities *n* способности, *e.g.* Teaching demands abilities and talent.

decision *n* решение, *e.g.* We know that teaching is a constant stream of decisions.

ignorant *adj* необразованный, *e.g.* Ignorant teachers shouldn't work at school.

fear *n* боязнь, *e.g.* Some teachers stimulate fear.

VOCABULARY EXERCISES

10. Pronounce correctly.

noble, ability, efforts, qualities, amiable, appearance, require, creatures, mind, unique, ignorance, fear, boredom

11. Read the words paying attention to the pronunciation of the letters in bold type:

- a) troublemaker, resent, character, ignorant, stay, enter, represent;
- b) demand, drop, mind, related, decision, dedicate, find, develop.

12. Find the Russian equivalents of the following word combinations and expressions:

to get through to them; I was not making the grade; don't give it up; the suggested methods; to meet my particular need; I took pains with ... ; I am at a loss; to be familiar with

13. Give the English equivalents of the following adjectives and word combinations:

благородный; дружелюбный; живой; инертный; жертвующий собственными интересами; начитанный; знающий; слабоумный; заурядный; пустой; самокритичный; твердый; настойчивый; волевой; решительный; неуверенный; слабовольный; внимательный; гибкий

14. What would you say of a person:

- a) who always achieves his aim?
- b) who is easy to get along with?
- c) who makes friends easily?
- d) who is lazy all the time?
- e) who knows little and doesn't like reading?
- f) who is simple without a fire in the soul?
- g) who pays a lot of attention to others?
- h) who takes everything he wants?
- i) who finds the way out of various difficult problems?

15. Complete the sentences using the following words and word combinations: *appearance, traits of character, behaviour, requires, troublemaker, behaves, resents, dropped behind, drop in.*

1. This question ... our great attention. 2. Ann missed several lessons that is why she ... the group. 3. You need to consult the psychologist. Your son's ... troubles me a lot. 4. The director ... our requirements to raise the salary. 5. I appreciate people who are sociable and kind-hearted. These ... are important for me. 6. My students are excellent ones. But one of them is a real He always plays tricks on the others and ... in a bad way. 7. Yesterday it was the day off and we decided to ... to our friends. 8. Where have you been? What is the matter with your ... ? Your face is all black and the clothes are dirty.

16. Translate into English using the Vocabulary Notes.

1. По-видимому, у него трудности с английским языком. 2. Меня беспокоят его слова. 3. Из-за болезни Ник отстал от своих сверст-

ников и теперь прилагает большие усилия, чтобы наверстать упущенное (to improve the gap). 4. Ее друзья дали ей возможность исправиться. 5. Почему ты всегда отвергаешь мои предложения? Мне кажется, что их стоит рассмотреть. 6. Не стесняйтесь. Заходите. Мы как раз сели пить чай. 7. Его внешний вид удивил меня. 8. Профессия учителя требует много сил и терпения. 9. Какие черты характера вам не нравятся? 10. Куда исчез ваш друг? Я не видела его целую вечность.

COMPREHENSION EXERCISES

17. Read Text 1 and answer the questions.

1. They say that not every man can become teacher. Is that true?
2. What groups of qualities must a perfect teacher possess?
3. What are the innate qualities of a teacher?
4. What can you say about the qualities of teacher's mind?
5. In what way do you understand the statement: "Teacher's job requires a lot of volitional qualities"?
6. Why is it so important for the teacher to be sociable and communicable?
7. Do you agree with the idea: "A good teacher is able to govern the state"?

18. There are many antonyms expressing good and bad qualities of the character in Text 1. Write them down in two columns.

19. List all good and negative:

- a) innate qualities and sociable features of the teacher;
- b) qualities which characterize the volitional powers of the teacher;
- c) his/her intellectual qualities.

20. Are you going to follow the Teacher's advice which is given to you in Text 2?

21. Using Texts 1 and 2 answer the question *What makes a good teacher?*

CONVERSATION AND DISCUSSION

Topical Vocabulary

a career; a profession; a job; work; rewarding/stimulating work; an occupation

to consider teaching as a career; to take up job; to go in for teaching; to be devoted to smth/smb; to take/accept responsibility; to cope with; to provide the children with the sort of intellectual challenge; to take pains with the planning of the lessons; to create various problems within the domestic framework; to encourage children's

participation at the lesson; to possess personal and professional qualities

22. Retell Text 1 and add your own view on the problem. Use the Topical Vocabulary.

23. Retell Text 2 in the person of the Teacher.

24. Read, translate and be ready to act out the dialogue.

(Two colleagues met at the teaching conference. One of them is Mr Reed, just a beginner in teaching. He graduated from the Teacher Training University a year ago. The other is Mr Campbell, a mature teacher with a great experience in the educating field.)

Mr Reed: I'm glad to meet you, Mr Campbell. Haven't seen you for ages! How are you getting on?

Mr Campbell: Oh, good afternoon, Mr Reed. It's a great pleasure to see you too. I'm fine, thank you. And how are you?

Mr Reed: Not as good as I wanted to be.

Mr Campbell: What is the matter?

Mr Reed: My teaching activity. Now I work at my native town school. I like my job, but there are some problems with my kids. It seems they ignore me, my lessons and requests. So, I decided to find the way to get through to them. I tried to be a successful teacher with my class, but soon I realized that I was not making the grade.

Mr Campbell: My dear Mr Reed! Don't give up! Teaching takes always a lot of patience and efforts. In what way did you build up your lessons?

Mr Reed: Well, I bought and read books on the psychology of teaching, but the suggested methods somehow did not meet my particular need, and just didn't work. I took great pains with the planning of my lessons, using illustrations from the familiar things of their own background. I created various problems within the domestic framework, and tried to encourage their participation. But, anyway, my attempts fell pitifully flat. I am at a loss now and don't know what to do.

Mr Campbell: Frankly speaking, I am familiar with this state of the things. When I started my career, I came across different problems as you did. Maybe the failure of your attempts lies inside you? Look at yourself critically; estimate your behaviour in class, your manner of speaking and dressing. Be bright and active all the time. Burn the desire to listen to you, to follow you. And then your pains and efforts will meet your needs and expectations. Good luck!

25. Comment on the problem raised in this dialogue. Suggest your own ideas how to cope with this situation.

26. Translate the statements and make up short dialogues.

1. Like teacher, like pupils.

2. To be a good teacher you must be genuinely interested in what you are doing.

3. A professional teacher is one who learns all the time from life, from colleagues, from children.

27. Read, translate and discuss the fragments.

THE WORK IN THE CLASSROOM — THE TIP OF THE ICEBERG

On the surface teaching may appear to be a relatively simple process — the view that the teacher stands in front of the class and talks and the pupils learn appears to be all prevalent. (Ask friends and family what they think a teacher does!) The reality is somewhat different. Classroom teaching is only the most visible part of the job of the teacher.

What do *you* think about the invisible foundation of the teacher's work?

BENEFITS (ПРЕИМУЩЕСТВА) OF PLANNING

Proper lesson plans are very important. You will be more relaxed and confident (уверенный) if you follow a clear plan. As you finish one phase, a glance reminds you of the next. The plan will enable you to improve your timing too. By comparing the estimated time with the actual time taken for different types of activity, you soon learn to judge lesson stages and phases with great accuracy (точность) — both in planning the lesson and executing it.

In addition, the plans are an aid to continuing improvement. After the lesson you can add an evaluation (оценка) to the plan, identifying those parts which went well and those which were less successful. This plan, with your comments and corrections, provides a useful, timesaving reference when you next plan the same lesson.

28. A. Read the text. Give it a title.

Before I started school, I was always inspired (to inspire — вдохновлять) by my mom. I thought she was very pretty and I wanted to dress the way she did. I wanted to be like her when I grow up.

After that I had a teacher in my English class that I used to emulate (подражать). It wasn't just her appearance, it was the total person. I admired the way she dressed, the way she walked, her grammar and the way she spoke. I thought she was very bright and very professional.

This teacher provided the total role model for me in the way she behaved and the way she taught. She was the epitome of a lady (эп. образ леди). I wanted to hear what she said because I respected (to respect — уважать) her so much. This has had an effect on the way I teach. Certainly a lot of what I do comes from my English teacher, who taught me to love Shakespeare and taught me to love the great plays and great literary works.

I suppose I am a “total person” individual. I look at my daughter, who teaches with me, and I see how professionally she always dresses and keeps her hair and how much the kids love her. When I taught in the public school, the kids used to say, “Our teacher is so pretty. Our teacher smells good. Our teacher looks good.” When they see you in that light, they really fall in love with you and they want to please you.

All three of my children work with me. My daughter teaches with me, my middle son runs (to run — *руководить*) the school and my youngest child works with me. My three children are what I was, not what I said to them.

(From *Mentors, Masters and Mrs. MacGregor*)

B. Give the summary of the text.

C. Draw conclusions.

29. Read the text and get ready to discuss the skills of teaching and the qualities of a successful teacher.

WHAT IS TEACHING?

A group of student teachers had just completed the last week of their first term of a four-year programme and they were reviewing their learning at that early stage. With the encouragement of their tutor and class teacher mentor they began to discuss and to identify personal strengths. They then moved on to think about “where they wanted to be in four years’ time” and “how they would get there”, anticipating their learning over the rest of the course. In other words they were thinking about the question “What is teaching?” Below are some of their comments to each other.

“I don’t know what it is that *you* do, Anna. It is quite magical. There they were, all fidgeting (to fidget — *перескакивать с места на место; ерзать*) and ready to be really naughty, and the next thing they were just as good as anything, all ready to listen and looking at you quietly.”

“Yes, and Richard, my teaching partner in the classroom, he is so really good at explaining things to the children, you could see that they were following and understood.”

“But isn’t that because he listened to them properly in the first place? You know when we listened to that tape (магнитофонная лента) of him questioning the children about his sundial (солнечные часы)? We said that he made the children feel valued.”

“Yes, but he’d planned it so carefully too, hadn’t he? But then he nearly spoiled (to spoil — *портить*) it all with that dreadful (ужасный) writing on the blackboard!!!”

As they talked, they collected together their ideas under two main headings:

- what you needed to learn to do
- what you needed to learn to be

The lists that emerged (to emerge — появляться) show how these student teachers saw the two faces of teaching, the deliberate (хорошо обдуманный) and learned skills or more intuitive response (реакция) to children and events. Here are some of the things which they listed under the two headings.

The skills of teaching	The qualities of a teacher
<p>Teaching</p> <p>You need to speak clearly and use your voice properly with expression. Questioning the children is more complicated than I'd thought — we need that skill.</p> <p>Part of the skill of questioning is listening carefully to the children and understanding them.</p> <p>My lettering is awful, I'll have to learn the print properly.</p> <p>Managing</p> <p>You need to be able to organize groups. We'll have to learn a lot more about discipline and how to deal with problems.</p> <p>Classroom control, that's what I need to find out about.</p> <p>Understanding children</p> <p>I need to know more about children's special needs.</p> <p>You need to recognize and teach the different abilities in the class.</p> <p>I'm going to find out about different faiths and cultures.</p> <p>Planning</p> <p>Teachers have to learn how to plan. They need to know about the National Curriculum.</p>	<p>It's having a feel for the class, knowing how to get interest and involvement.</p> <p>It's about being a good listener as well as telling them things.</p> <p>The children can tell if you care about what you are doing.</p> <p>Teachers have to be leaders. The children have to see them as leaders. So do other teachers often too.</p> <p>You need to give off a sense of assurance.</p> <p>It's amazing what a difference it makes if you are able to speak with confidence, even if you don't feel it.</p> <p>It's all about getting the best out of children.</p> <p>The main thing is to make all the children feel valued.</p> <p>You need to listen with understanding to parents.</p> <p>I can see that I'll have to be a lot better organized.</p>

The group decided that above all teachers would have to enjoy their work, care about children and their families and become really involved in their work.

In their informal discussion, that group identified some important characteristics of their chosen profession. Teaching involves:

- the learning of new skills
- the application of theoretical knowledge in a practical situation
- the inquiring (to inquire — спрашивать) and reflective approach to present practice and new situations
- a professional commitment (приверженность) to children and their parents as well as to teacher colleagues.

30. Journal Response («Ответный журнал»).

All the students of the group will write down their thoughts on the topic "An Ideal Teacher". The notes will be gathered and edited by the editor of the journal (the students choose him), and "published" in the Journal Response.

31. Analyse the articles in the Journal and speak out your final view on the topic "Teacher as a Person".

32. Role-playing.

Act out the situations using the new words and expressions of the lesson.

1. Grandmother, grandfather, mother, father and daughter have a very serious talk about the girl's decision to take up teaching as a career. Her mother, though, is rather skeptical about her choice.

2. Imagine the talk between friends discussing different teachers from their school.

3. Three mothers are anxious to take their seven-year-olds to the first form. They visited several schools and got acquainted with different primary teachers. Now they are estimating them.

33. Discuss the topics.

1. Teaching as a professional activity requiring special training.
2. An impact (влияние) of a teacher on people's lives.
3. Every person has the potential to be a teacher.
4. It's not an easy way to become a good teacher. What qualities make a good teacher?
5. The relations with the head and colleagues making teacher's work easier.
6. The purpose of education is to prepare children for working life.
7. Should there be different schools for bright children and less intelligent ones?
8. Should homework be compulsory?
9. Should examinations be abolished (to abolish — отменять)?
10. Educational opportunities for school-leavers in Russia.
11. Teaching practice as one of the most valuable parts of the teacher's education.
12. How are you going to widen your experience as a teacher?

LESSON TWELVE

CHILDREN AND PARENTS

THE PASSIVE VOICE

Table 1

The Present Continuous Tense

		I	am (not)	being	asked told invited	at a lecture. at the lesson. in the street. to the party. to the cinema. to the theatre.
		He/She (It)	is (not) isn't			
		You We They	are (not) aren't			
	Am	I		being	asked told invited	at a lecture? at the lesson? in the street? to the party? to the cinema? to the theatre?
	Is	he/she (it)				
	Are	you we they				
<i>When</i> <i>Where</i>	am	I		being	asked? told? invited?	
	is	he/she (it)				
	are	you we they				

Table 2

The Past Continuous Tense

		I He/She (It)	was (not) wasn't	being	asked told invited seen	at 5 o'clock yesterday.
		You We They	were (not) weren't			
	Was	I he/she (it)		being	asked told invited seen	at 5 o'clock yesterday?
	Were	you we they				

<i>Why Where When</i>	was	I he/she (it)		being	asked? told? invited? seen?	
	were	you we they				

GRAMMAR EXERCISES

1. Translate into Russian paying attention to the passive voice.

1. The lorries were being loaded at 12 o'clock. 2. When we lived in that street, a new concert hall was being built. 3. The clock was being repaired when we came into the room. 4. The houses are being painted now. 5. Look! A bridge is being built over the river. 6. When they were walking in the park, delicious ice cream was being sold. 7. New children's books are being sold in that shop these days.

2. Put questions to the italicized words.

1. Tennis was being played *from four till five*. 2. *He* was being examined by the doctor when I came in. 3. *The article is being translated at this moment*. 4. They are busy. They are being taught *drawing* at the lesson. 5. *Those letters* were being looked through at 2 o'clock yesterday.

3. Put the verbs in brackets into the correct voice (active or passive).

1. They (to translate) the article at 3 o'clock yesterday. 2. The room (to clear) when they arrived. 3. The secretary (to type) the documents now. 4. The hostess says that one more guest (to expect). 5. The computer (to use) at this moment. 6. Mary (to cook) delicious dinner the whole evening yesterday. 7. The door (to repair) while he (to read) a book.

4. Write the sentences into the passive voice. Before doing this task revise all the forms of the simple and continuous tenses in the passive.

1. They looked for the girl everywhere. 2. She looks after the patients well. 3. They are building a new cinema round the corner. 4. We were looking at the man with great surprise. 5. At 10 o'clock the workers were painting the walls. 6. We shall do the work in the evening. 7. He wrote this book in the 19th century. 8. You will speak about the film at the lesson. 9. They often speak about him. 10. They are selling tasty cakes there now. 11. Snow will cover the fields in winter. 12. Someone wants you on the phone. 13. One of my friends took me to the cinema last night. 14. A young teacher is explaining grammar rules now. 15. They

were translating that article from two till three yesterday. 16. The students finished their translation in time. 17. He will give my brother English lessons. 18. He gave the patient some good advice. 19. The people were looking at the little boy with interest. 20. Helen is washing up. 21. Betty often took her younger brother for a walk. 22. They didn't invite her to the party. 23. When I fell ill, my mother sent for the doctor. 24. Two days ago at this time we were working over our report.

5. Translate into English using the present continuous or past continuous tense in the passive voice.

1. Этих студентов спрашивали, когда зазвенел звонок. 2. Тебя ищут сейчас. 3. Над ним смеялись весь вечер. 4. Вас ждали с трех до пяти. 5. Когда читали новый рассказ, кто-то постучал в дверь. 6. Когда мама пришла, обед готовили. 7. В нашем районе строятся три новые школы. 8. Цветы поливали, когда поднялся сильный ветер. 9. Дом ремонтировали, когда мы в него въехали. 10. Об этом эпизоде много говорили, когда мы вернулись домой. 11. Когда я начал им помогать, статью переводили. 12. Посмотри! Нашу школу красят. 13. Меня ждут? 14. Этот новый словарь продается сейчас везде. 15. Где мой велосипед? — Его все еще ремонтируют. 16. Когда я вернулся домой, чемоданы упаковывали.

Text 1

THE WORST BIRTHDAY

At the age of one, Harry somehow **survived** a curse from the greatest dark wizard of all time, Lord Voldemort, whose name most witches and wizards still **feared** to speak. Harry's parents had died in Voldemort's attack, but Harry had escaped with his lightning scar, and somehow nobody understood why Voldemort's power had vanished at the very moment he tried to kill Harry.

So Harry had been **brought up** by his mother's sister and her husband. He had spent ten years with the Dursleys.

Now the Hogwarts school year was over, and Harry was back with the Dursleys for the summer and was **treated** like a dog.

The Dursleys didn't even remember that today was Harry's twelfth birthday. Of course, he didn't hope to get something pleasant from them, but they **ignored** his birthday completely.

At that moment, Uncle Vernon cleared his throat importantly and said, "Now, as we know, today is a very important day." Harry looked at him. He didn't believe his ears.

"It's an important day because I'm going to make the biggest deal of my life," said Uncle Vernon.

Harry went back to his toast. Of course, he thought bitterly, Uncle Vernon was talking about the stupid dinner party: some rich builder and

his wife were coming to dinner and Uncle Vernon was hoping to get the contract with him.

"I think we should think over how we must meet them," said Uncle Vernon. "Dudley, my son?"

"I'll meet them at the hall and open the door, and ask — May I take your coats, Mr and Mrs Mason?"

"They'll love him!" cried Aunt Petunia.

"Excellent, Dudley," said Uncle Vernon. Then he rounded on Harry. "And *you*?"

"I'll be in my room, **pretending** that I'm not there."

"Exactly," said Uncle Vernon **nastily**.

Harry left through the back door. It was a brilliant, sunny day. He crossed the lawn, sat on the garden bench and sang under his nose, "Happy birthday to me ... happy birthday to me ..."

No cards, no presents. He had never felt so lonely before. Harry **missed** his best friends Ron Weasley and Hermione Granger, but most of all he missed his parents.

(Adapted from *Harry Potter and the Chamber of Secret* by J. K. Rowling)

Text 2

PARENTS AND GROWN-UP CHILDREN

Mary's parents are really wonderful. They never **interfere in her affairs** and give their daughter an opportunity to make any choice by herself. At the same time Mary always **feels lack of** the parents' **support** and their **participation** in her life.

Susan's parents always tell her what she must or mustn't do, though she is rather a grown-up girl. She **is completely under their influence**. Her mother is a very powerful woman and her father is always expecting Susan to be an ideal girl.

How difficult to be good parents for your children! On the one hand they should **keep their eyes on the children**; on the other hand they shouldn't interfere with the children's independence.

The child's happiness is all important; a child needs love and a lot of it. But extra love **is surely doing more harm than good**. The psychologists say that children who have had an extra love and care in their childhood fail to make any success in life.

VOCABULARY NOTES

survive *υ* пережить; вынести; выдержать, *e. g.* They survived that fail in their business. The custom still survives. (Этот обычай все еще существует.)

fear *v* бояться, страшиться, *e.g.* He feared to give way to his feelings.
bring (brought) *v* доставлять, *e.g.* The postman brought us a telegram. He brings his children to the kindergarten at 8 o'clock; **bring up** воспитывать, *e.g.* He was brought up in love and respect.
treat *v* обращаться, относиться, *e.g.* He treated my words as a joke; **treatment** *n* обращение, *e.g.* His treatment of me leaves much to be desired.

ignore *v* игнорировать, *e.g.* Jack ignores any calls and messages;
ignorance *n* незнание; невежество
pretend *v* притворяться, *e.g.* He will pretend that he hasn't heard his words.

nastily *adv* противно, отвратительно, *e.g.* It will never do to treat children nastily.

miss smb/smith *v* скучать по кому-л./чему-л., *e.g.* When I am away from home, I miss my parents very much.

interfere in one's affairs вмешиваться в чьи-л. дела; **to interfere with smb's independence** покушаться на чью-л. независимость

feel lack of smth *v* чувствовать отсутствие чего-л., *e.g.* I feel lack of your love.

support *n* поддержка, *e.g.* He saw support in her eyes.

participation *n* участие, *e.g.* I feel your great participation in my life.

be completely under smb's influence быть полностью под чьим-л. влиянием, *e.g.* If you are completely under smb's influence, it means that you are a weak person.

keep an eye on smb/smith следить за кем-л./чем-л., *e.g.* I noticed that he kept his eye on me.

do harm/good *v* приносить вред/пользу, *e.g.* A kind word can do a lot of good as well as a nasty word can do a lot of harm.

VOCABULARY EXERCISES

6. Pronounce correctly.

excellent, wonderful, interfere, affairs, opportunity, participation, ideal, psychologists, completely, keep

7. Read the words paying attention to the pronunciation of the letters and combinations of the letters in bold type:

- a) survive, nastily, miss, see, support, stimulate, stay, sweets;
- b) birthday, birthplace, father, gather, think, path, sympathy.

8. Paraphrase the italicized words using the words and word combinations from the Vocabulary Notes.

1. He was *educated* in love and respect. 2. This man *never looks at* me, as if he doesn't want to see me. 3. He showed his *poor knowledge* in all the subjects. 4. He *overlived* his wife for many years. 5. Ann *was*

afraid of crying out. 6. Yesterday the weather was *bad* and there was no chance to go for a walk. 7. Tom, will you go to the provision shop? We *have no* vegetables at home. 8. They *watched* the stranger up to the moment he disappeared. 9. You always help me. Thank you for your *presence* in my life.

9. Insert the necessary prepositions and adverbs.

1. You always interfere ... my affairs. 2. His wife was a strong woman with hard personality. Her husband was completely ... her influence. 3. Teenagers demand a lot of their parents' attention. That's why fathers and mothers try always to keep their eyes ... the children. 4. My friend was brought ... in nasty atmosphere: his parents were always quarrelling and arguing over trifles. 5. Jack treated me ... fried potato and mushrooms. 6. My little brother behaved in such a foolish way ... his ignorance. 7. The pictures we had made during our travelling brought my recollections 8. My sister is fearful ... her future conversation with her doctor. 9. I feel lack ... time. 10. My brother failed to make success ... his report because he hadn't spent much time ... it.

10. Translate into English using the Vocabulary Notes.

1. Он многое пережил в своей жизни: и голод, и войну, и нищету (poverty). 2. Они вынесли все трудности и смогли найти свое счастье. 3. Она отводит своего ребенка в детский сад в 8 часов утра. 4. Мы внесли наши предложения, и их поддержали. 5. Том показал свое невежество в этом вопросе. 6. Отношение этого учителя к детям заслуживает уважения. 7. Осторожнее! Я чувствую, что кто-то следит за нами. 8. Участие школы в жизни ребенка огромно. 9. Если детей все время критиковать, они не смогут достигнуть успеха в жизни. 10. Очень жаль, что многие дети чувствуют отсутствие внимания и тепла со стороны родителей. 11. Его взгляд был испуганным. Он боялся за свою безопасность. 12. Подроски не любят, когда взрослые вмешиваются в их дела. 13. Майк воспитывался бабушкой в доброте и ласке. 14. Не скучай, скоро увидимся! 15. Как отвратительно он разговаривает с родителями! 16. Когда мама вошла в комнату, ребенок притворился спящим.

COMPREHENSION EXERCISES

11. Write ten questions to Text 1.

12. Find the English equivalents of the following word combinations and expressions from Text 1:

каким-то образом пережил проклятие самого злого мага; боялись говорить вслух; сила Волан-де-Морта исчезла в тот момент,

когда он попытался убить Гарри; он воспитывался тетей и дядей; с ним обращались как с собакой; двенадцатый день рождения Гарри; они проигнорировали его день рождения; заключить самую важную сделку; он думал с горечью; я буду в своей комнате, притворяясь, что меня вообще здесь нет; был великолепный солнечный день; он никогда не был таким одиноким раньше; больше всего он скучал по родителям

13. Answer the questions.

1. What did Harry survive at the age of one? 2. Did most witches and wizards fear to speak about Voldemort? 3. When did Voldemort's power vanish? 4. Had Harry been brought up by his parents? 5. How many years had Harry spent with the Dursleys? 6. How was Harry treated at the Dursleys' house? 7. What did the Dursleys ignore on that sunny and brilliant day? 8. Why did Uncle Vernon call that day a very important one? 9. How did the Dursleys decide to meet the important guests? 10. Where did Harry go out through the back door? 11. Did he miss his friends Ron Weasley and Hermione Granger? 12. Whom did Harry miss most of all? 13. Imagine Harry's parents are alive. What kind of life would Harry lead then? 14. What role do parents play in your life?

14. Arrange the sentences in a logical order.

Now he was back with the Dursleys for summer and he was treated like a dog.

Harry's parents had died in Voldemort's attack but Harry stayed alive.

Suddenly Uncle Vernon cleared his throat and said that it was a very important day because he was going to make the biggest deal of his life.

When Harry was one, he survived a curse from the greatest dark wizard Voldemort.

Uncle Vernon told Harry to be in his room and pretend that he wasn't at home when some rich builder and his wife came.

Some time later Harry went out to the lawn, sat on the garden bench.

The Dursleys didn't even remember that today was Harry's twelfth birthday. They ignored his birthday completely.

So Harry had been brought up by his Uncle Vernon and his Aunt Petunia.

It was a sunny and brilliant day but Harry was sad because he missed his friends very much and most of all he missed his parents.

15. Make up a plan of Text 2 and write out the key words for each point of your plan.

16. Translate the dialogue into English using the words from Text 2.

— Твои родители действительно очаровательны. Мне они очень понравились.

- Да, я тоже их люблю. Они не вмешиваются в мои дела.
- Удивительно. Мои родители всегда говорят мне, что делать, или приказывают чего-то не делать, хотя я уже достаточно взрослый.
- Ты хочешь быть независимым?
- Нет, я их очень люблю. Может быть, в этом и причина. Поскольку я очень люблю их, я полностью нахожусь под их влиянием.
- У меня много друзей, имеющих проблемы с родителями: властная мама или отец, ожидающий совершенства от своей дочери.
- Да, нам не угодить (we are hard to please). С одной стороны, тяжело жить с властными родителями, а с другой — их чрезмерная любовь и забота тоже не приводит к хорошему (not to lead to a good end).

CONVERSATION AND DISCUSSION

Topical Vocabulary

Basic principles: to bring up; to avoid pitfalls; grown-ups (grown-up children); generation gap; youngsters; physical and mental development; to encourage a child; to treat children like ... , excessive love and care

Basic qualities: love, care, ^{affection}, respect, happy home background, to show a lot of patience (plenty of love)

Handling children: to have full faith in ... ; to keep anger under control; to listen to a child with understanding and sympathy

Punishment: to scream and yell at; not to hit children; spanking; to criticize; not to speak with a child deliberately; to ignore a child

Praise: to praise a child; to encourage a child; to mention always the child's success; a kind smile and soft pat on the shoulder

17. Act out a dialogue "The Dursleys Are Going to Meet Some Rich Builder and His Wife" using the Topical Vocabulary.

18. Retell Text 2 using your plan, the new words and expressions of the lesson. Add your own view on the problem.

19. Answer the questions using the vocabulary of the lesson.

1. Is it possible to avoid pitfalls in the process of upbringing? 2. What relations between parents and children do you call good and perspective? 3. What role does home background play in the children's physical and mental development? 4. What are the main principles in handling children? 5. What kind of punishment do you take as suitable for a child?

20. Read, translate and act out the dialogue.

GENERATION GAP

— I'm sorry to have to say this, but our youngsters are lost today, aren't they?

— Why do you think so?

— Oh, just look at them! Look at the way they dress and their hair!

— It's all right I suppose. What you are talking about is called "generation gap". But I think that generation gap is a myth. Teenagers aren't so different. They are quite traditional in their attitudes.

— I'm sorry to disagree with you, but when I was young, I'd never dared to speak as our children do. Their language and all their habits are unacceptable.

— You mean unacceptable for you. Every generation creates its own special language just as it creates its own style of clothes and music.

— Anyway I can't share your views. They say not without reason that tastes and times differ.

21. Answer the questions.

1. What do you think of the problem of generation gap? 2. Which opinion is closer to you? 3. With which statements do you disagree?

22. Questionnaire "Are You a Suitable Person to Have Children?" Answer the questions and check your score.

1. You are very busy at the moment. Your child comes into your room and starts telling you his wonderful story about a rabbit with pink ears. What do you say?

a. Lovely, dear. What's the rabbit's name?

b. Super, darling. But could you wait until I'm free?

c. If you and your stupid rabbit don't get out of my room, I'll give you a good spanking!

2. You ask your child about seventeen times to calm down and stop jumping on the sofa. Your child climbs up the kitchen table and breaks a cup. You:

a. take the child into his room and don't allow him to go out.

— b. explain to him that he has behaved badly and disappointed you.

c. pay no attention to him.

3. Your child is generally pretty well-behaved, but when his best friend Pete comes to play, he turns into a wild beast. One day they take some lipstick and draw pictures all over the kitchen walls. Do you:

a. say that Pete can never come again?

b. try to explain to both of them why this is a bad thing to do?

c. make them clean off the lipstick as well as they can?

4. What do you think about physical punishment?

a. It's all right to smack (шлепать) a child occasionally for something very serious.

- b. Children need to be smacked when they're naughty — it's much better than telling them off.
 - c. It's always wrong to smack a child.
5. Your child refuses to eat anything except crisps and ice cream. Do you:
- a. let him live on crisps and ice cream?
 - b. ask the child to eat up everything that is on his plate?
 - ~1 c. let the child have crisps and ice cream if he eats a certain amount of other food?
6. Your child is playing in the middle of the kitchen floor. When you say that you need to clean the floor, the child kicks and screams and refuses to move. Do you:
- a. forcibly (силой) move the child and his toys?
 - b. explain to the child why it is important that you clean the floor now?
 - c. put off cleaning the floor till later?
7. At weekends your child watches TV a lot. He is developing square eyes. Do you:
- a. explain to the child why he should watch less TV?
 - ✦ b. allow your child to watch just three hours a day?
 - c. let the child watch what he wants?
8. Your child's room looks like a rubbish dump (мусорная яма). Do you:
- a. leave the child to tidy up the room when he wants it?
 - ✦ b. ask the child to tidy up the room?
 - c. order the child to tidy up the room?

Now look at the score table:

1. a — 3 b — 2 c — 1	5. a — 3 b — 1 c — 2
2. a — 3 b — 2 c — 1	6. a — 1 b — 2 c — 3
3. a — 1 b — 2 c — 3	7. a — 2 b — 1 c — 3
4. a — 2 b — 1 c — 3	8. a — 3 b — 2 c — 1

TOTAL 8—13: You are (or would be) a pretty strict parent. Don't forget that children need patience, understanding and love as well as firmness.

TOTAL 14—19: You try to be neither too strict nor too easy-going. You know when you should be firm and when — soft with your child. Try to stick to this position.

TOTAL 20—24: You are too soft-hearted. Be careful: children need some limits. But it's better to set these limits in a firm but loving way.

23. Analyse your result. Give a critical view on your part as a parent.

24. Translate the instructions for parents and comment upon them, explain why they are important.

WAYS TO HELP CHILDREN

Here are some suggestions giving guidance to parents about the sort of things they should do with and for their children as a preparation for nursery school.

1. Encourage them to do things for themselves — like dressing, going to the toilet, washing and drying their hands.

2. Help them to recognize colours and shapes that they see around them. Count with them.

3. Read to them as much as you can. Get them to talk about the story.

4. Take them out as much as possible and talk about the things you see, the colours, smells, shapes that are around.

5. Talk to them and give them time to talk back to you. Use lots of words to describe things.

6. Listen to them and help them to say words and sentences properly.

7. Let them help you at home and talk about what they are doing, what is happening at the moment, what happened yesterday, what is going to happen tomorrow.

25. Publishing a journal.

The whole group is asked to “publish” the journal *Children and Parents*. This journal must contain different articles on this important problem. Each student is supposed to take an active part in writing, drawing and illustrating this journal using the material of the whole lesson.

26. Discuss the topics.

1. The best way to make children good is to make them happy. (O.Wilde)

2. A child without parents is like a sunflower without sunlight.

3. A happy family is an early paradise on the Earth. (G.Bowring)

27. Role-playing.

1. *Characters*: mother, father and their daughter Ann, aged 15.

Ann spends a lot of time with her friends, comes home late, tells back and doesn't pay much attention to her study. The result of it — bad marks; unwillingness to go to school; rudeness (грубость) with her parents. Ann's father and mother ask their daughter for conversation. Act this conversation out.

2. Tom, a little child, aged 3, plays in the sand-rink with other children. But when his friends take his toys, he begins to cry: “They're mine! Mine!” When mother tries to calm him down, he bursts out crying and screaming. Act this scene out and show the mother's reaction to the child's screaming.

3. Mary, a girl of 19, dates a young man Michael. She invites her boyfriend to introduce him to her parents. Act out this meeting. First, they speak together at the dinner table, then father and Michael go to the garden and continue their conversation; Mary and her mother stay in the hall and share their opinions. Dramatize this suggested situation.

You can use the following word combinations:

It will never do to ... — Нельзя... (что-либо делать). It will never do to hurt your friends.

You should ... — Тебе следует... You should spend more time on your study.

You'd better ... — Тебе бы лучше... You'd better think over your marriage one more time.

I'm anxious about you. — Я беспокоюсь о тебе.

to be lazy (sloppy) — быть ленивым (расхлябанным)

to be amiable and friendly — быть приветливым и дружелюбным

merits and faults — достоинства и недостатки

28. Read the joke and retell it in indirect speech.

A NAUGHTY BOY

A little boy is standing at the door of a flat in a big house in High Street. He wants to ring the bell, but it is too high up for him.

"What do you want?" asks a stout (полный) gentleman coming downstairs.

"I want to ring the bell, but it is too high and I am not tall enough," answers the boy.

"All right," says the man, and he rings the bell.

"Now run! Hurry up!" exclaims the boy and runs away.

LESSON THIRTEEN

GAMES IN CHILDREN'S LIFE

Table 1

The Present Perfect Tense

	We You They	have (not) haven't	<i>just already</i>	been	read seen shown	the story. in the garden. the film.
	He She It	has (not) hasn't				
Have	we you they			been	read seen shown	the story? in the garden? the film?
Has	he she it					

Table 2

The Past Perfect Tense

	I You He She It We They	had (not) hadn't	been	read seen shown	the story in the garden the film	by 2 o'clock yesterday. when mother came.
Had	I you he she it we they		been	read seen shown	the story in the garden the film	by 2 o'clock yesterday? when mother came?

The Future Perfect Tense

	I We	will (not) won't shall (not) shan't	have	been	read shown	the story the book the film the play	by 5 o'clock tomorrow.
	You He She They	will (not) won't					
Will Shall	I we		have	been	read shown	the story the book the film the play	by 5 o'clock tomorrow?
Will	you he she they						

GRAMMAR EXERCISES

1. Translate the sentences into Russian paying attention to the perfect tenses in the passive voice.

1. The magazine has just been brought to us. 2. The book had been translated before the shops began to sell it. 3. The exercises have not been done yet. 4. The doctor has already been sent for. 5. He has been invited to the party. 6. The classroom will have been cleaned by 3 o'clock tomorrow. 7. The letter had been sent before we arrived at the station. 8. Young trees will have been planted by the beginning of the year.

2. Put questions to the italicized words.

1. *The window* has just been broken by the strong wind. 2. *My mother* had been operated on before we knew about it. 3. *His last book* will have been published by September next year. 4. *The school* has already been built. 5. The work had been done by 7 o'clock.

3. Put the verbs in brackets into the correct voice (active or passive).

1. The news (to tell) already to us. 2. When we (to arrive) at this town, the plant (to build) already. 3. The documents (not to look through) yet. 4. He just (to translate) the novel. 5. We (to inform) about their arrival with the telegram by the evening tomorrow. 6. You (to complete) the plan yet? 7. The plan (to complete) yet?

4. Write the sentences in the passive. Before doing this task revise all the forms of the simple, continuous and perfect tenses in the passive.

1. Who wrote these letters? 2. The girl has put all the books into the bookcase. 3. Snow will cover the fields. 4. They are asking him at the moment. 5. They were translating the article when we came into the library yesterday. 6. Betty often took her younger brother for a walk. 7. They have not told her the truth. 8. Mother has made some coffee. 9. Have you given the tests to the students? 10. The students have written the paper without mistakes. 11. Kate is washing the dishes now. 12. Tomorrow by 3 o'clock I will have done all my homework. 13. She showed me the way to the metro station. 14. She promised us an interesting entertainment. 15. Somebody has opened the door.

5. Translate into English using the perfect tenses in the passive voice.

1. Перевод только что закончили. Можете взглянуть на него. 2. В вашем районе уже построили школу? 3. Я знал, что их пригласили на вечер. 4. Завтра к этому времени детей привезут к нам. 5. Когда мы вошли в комнату, стол уже накрыли (to lay the table). 6. Не переживайте, все будет улажено к 2 часам завтра (to settle everything). 7. Эксперимент в лаборатории был закончен до того, как люди собрались в зале. 8. Книгу уже прочитали и вернули в библиотеку. 9. Газеты и журналы еще не принесли. 10. Тебя пригласили на концерт? 11. Упражнения будут сделаны к вечеру. 12. Статью только что написали.

6. Learn the following English proverbs and sayings. Think of the situations where they can be used. Pay attention to the usage of the passive voice.

1. The real character of a man is found out by his amusement. (Reynolds) (Истинный характер человека можно определить по тому, как он развлекается.) 2. What is bred in the bone will come out in the flesh. (Волк каждый год линяет, да обычай не меняет.) 3. Don't cry before you are hurt. (Не реви раньше смерти.) 4. All bread is not baked in one oven. (Люди разные бывают.)

Text

ANNE MEETS HER CLASS

The children fixed their eyes upon Anne. Anne **gazed** back, feeling helpless.

"Now, children," began Miss Enderby firmly, "you are very lucky this term to have Miss Lacey for your new teacher."

Anne gave a watery smile. The children's faces were **unmoved**.

"Miss Lacey," repeated Miss Enderby with emphasis. "Can you say that?"

"Miss Lacey," chorused the class **obediently**.

"Perhaps you could say 'Good morning' to your new teacher?" suggested Miss Enderby in an imperative tone.

"Good morning, Miss Lacey," came the polite chorus.

"Good morning, children," responded Anne in a shy voice.

Miss Enderby motioned to the children to take their seats. She gave a swift look round the class. "I expect you to help Miss Lacey in every way," said the headmistress. "Do you hear me, Arnold?"

"Please, keep an eye on that boy," murmured Miss Enderby. "Broken home — brother in prison — and some dreadful habits!"

Anne looked with fresh interest at Arnold and thought he looked quite **different** from what Miss Enderby said about him. He looked **innocent** and apple-cheeked.

As soon as the headmistress left the classroom, the forty-six tongues began to wag cheerfully. Anne watched this change with some dismay. She remembered some advice which had been given to her at the college. "**Stand** quite still, be calm, and gradually the children will become conscious that you are waiting. Never, never attempt to shout them down."

So Anne **stood her ground** waiting for the chattering to stop. But the noise grew in volume. One or two children **ran** across the room to see their distant friends. Two little boys attacked each other. Her presence, she noted, meant nothing at all to them.

A chair fell over, someone yelped with pain, there was a burst of laughter, and Anne couldn't wait anymore. "To your desks!" she roared. "And quickly!"

With a pleasurable shock she saw that children obeyed her and turned attentive eyes upon her.

(From *Fresh from the Country* by Miss Reed)

Dialogue

TEACHING IS AN AMUSING JOB!

Jack: Hello, Barbara!

Barbara: Hello, Jack.

Jack: I know you've just graduated from the college, haven't you?

Barbara: Yes.

Jack: What are you going to do?

Barbara: I'm going to teach children.

Jack: Oh, but don't you think you will get bored with the same routine year after year, teaching and teaching ...

Barbara: Well, you are completely wrong. Teaching is terribly **stimulating**. Children like to play, investigate the world. They are full of energy and **amusement**. Try and find some other job in which you can play and entertain yourself.

Jack: Do you **intend** to play with them?

Barbara: Just to the point. Each lesson can be a game in which children are taught to discover something interesting and new for them. They are playful by nature that is why I'll be **involved** in play too. And it'll give me a real joy for all my working life.

Jack: Well, it sounds nice. Good luck in your future career.

VOCABULARY NOTES

gaze *v* пристально смотреть на что-л./кого-л. (*с интересом, любовью, восхищением и т.д.*), *e.g.* He is very fond of this picture and he can gaze **at** it for hours. They stood with their hands clasping together, gazing **into** each other's eyes.

move *v* двигать(ся); трогать, волновать, *e.g.* Don't move it! It's very heavy. The film moved us **to** laughter; **be moved** быть тронутым, взволнованным чем-л./кем-л., *e.g.* Mr Black was moved **to** fear **with** that terrible view; *ant.* **be unmoved** быть неподвижным; оставаться равнодушным, *e.g.* He is very difficult to speak with. His look is always unmoved and expresses nothing.

obediently *adv* послушно, *e.g.* They followed my advice obediently; **obey** *v* слушаться, повиноваться, *e.g.* My little son doesn't always obey me; **obedience** *n* послушание, повиновение, *e.g.* A new teacher demands a total obedience from her class.

different *adj* непохожий, *e.g.* The book is quite different from what I thought to be. Our views on life are different; **differ** *v* различаться; расходиться во взглядах, *e.g.* His dreams differ from all the others. I differ from him in this matter; **difference** *n* различие, *e.g.* I don't find much difference in the styles of these writers.

innocent *adj* невинный, *e.g.* The boy's face is too innocent; **innocence** *n* невинность, наивность, *e.g.* She was too young and her words and behaviour were full of innocence.

stand (stood, stood) *v* 1. стоять, *e.g.* He is too weak to stand; 2. оставаться в силе, *e.g.* Our plans still stand; 3. выносить, выдерживать испытание, *e.g.* How does he stand this pain?

stand one's ground стоять на своем, *e.g.* She feels lack of will but continues to stand her ground.

run (ran, run) *v* 1. бежать, бегать, *e.g.* I ran all my way not to be late for the meeting; 2. течь, литься, *e.g.* If you have a bad cold, your nose runs; 3. гласить, рассказывать, *e.g.* The story runs about a wonderful love; **run across smb/smith** *v* случайно встретиться с кем-л./чем-л., натолкнуться на кого-л./что-л., *e.g.* The other day I ran across my first teacher; **to run into smth** *v* натолкнуться на что-л., столкнуться с кем-л., *e.g.* I ran into my friend on my way home.

stimulate *v* возбуждать, побуждать, *e.g.* His speech stimulated the students to study hard.

amusement *n* развлечения, *e.g.* This park is full of amusement for children.

intend *v* намереваться, *e.g.* She intends to become a teacher.

involve *v* впутывать, вовлекать, затрагивать, *e.g.* I was involved into this affair.

VOCABULARY EXERCISES

7. Pronounce correctly.

emphasis, chorus, headmistress, neighbours, obediently, tongues, conscious, intend, yelp, laughter, pleasurable, routine, stimulating, career

8. Revise the following suffixes of the noun: *-tion, -ment, -er, -or, -able, -ence, -ance*. Read and translate the nouns into Russian.

obedience, amusement, difference, innocence, education, establishment, teacher, junior, charitable, adjustment, higher, conference, counsellor, charter, movement, master, appearance, bachelor, participation, independence

9. Paraphrase using the Vocabulary Notes.

1. She followed my advice without comments. 2. The tourists looked at the picture with admiration for a long time. 3. I'm sorry, but I don't share your thoughts on this matter. 4. As the project was very interesting, all the students took part in its creation (создание). 5. Mr Copperfield was not guilty of this robbery. 6. Yesterday I met by chance my schoolmate whom I hadn't seen for ages. 7. The workers insisted on their rights. 8. It's better to express your feelings than to be indifferent. 9. The teacher's kind words encourage children to work more and better. 10. The performance made us cry and laugh at the same time.

10. Insert the necessary new words and expressions of the lesson.

1. His active actions ... us to join you. 2. I didn't want to meet Sue, but yesterday I ... her in the street. 3. We broke our relations because our views on life were ... 4. He is very obstinate (упрямый). He always ... his ... 5. It is not polite to ... the strangers for a long time. 6. My parents demand a total ... from me. 7. I wonder how he ... such a great pain! 8. Her eyes were so ... that it was impossible not to trust her. 9. When we watched the film, we were ... to heart. 10. Don't ... the children into this hateful matter!

11. Insert prepositions where necessary.

1. My friend was involved ... this amusing performance. 2. The Browns were said to be innocent ... this crime. 3. His words moved us ... anger. 4. Kate didn't find a great difference ... those two papers. 5. I think

I've already run ... this article in some newspaper. 6. After a long departure they gazed ... the eyes of each other without saying a word. 7. The rivers run ... the seas.

12. Translate into English using the Vocabulary Notes.

1. Греческий миф рассказывает, что Нарцисс (Narcissus) так долго смотрел на свое отражение, что влюбился в него. 2. У меня совсем другое мнение по этому вопросу. 3. Он случайно встретил друга в Лондоне на прошлой неделе. 4. Мне кажется, я встречал этот текст в нашем учебнике. 5. Наши планы остаются в силе. 6. Я не выношу, когда ты громко слушаешь музыку. 7. Когда миссис Грейс увидела невинные глаза Бетси, ее сердце наполнилось любовью к девочке. 8. Профессия учителя всегда стимулирует интерес ко всему новому, увлекает в мир познания. 9. Все моря впадают в океаны. 10. Я простудился. У меня высокая температура и насморк. 11. Туристы с восхищением разглядывали экспонаты (exhibits) музея. 12. Любопытство вовлекло его в неприятную ситуацию. 13. Он знал, что прав, и поэтому стоял на своем. 14. Ученики послушались учителя и заняли свои места.

COMPREHENSION EXERCISES

13. Answer the questions.

1. How was Anne introduced to her class? 2. What did she feel at that moment? 3. What kind of smile did Anne give the children? 4. Why did Anne "look with fresh interest at Arnold"? 5. Find and read the episode which describes the children's behaviour when the headmistress left. 6. When Miss Enderby left the room, "the forty-six tongues" kept silent, didn't they? 7. What advice given her at college did Anne remember? Did Anne follow the advice? What was the result? 8. How did Anne restore (восстанавливать) the order? Do you think it was the only way out? Suggest your way of keeping children's interest towards you.

14. Correct the statements where necessary.

1. The children fixed their eyes upon Anne. Anne gazed back, feeling self-confident. 2. Miss Enderby introduced Anne to the class as a new teacher. 3. Miss Enderby asked the children to greet Miss Lacey by the polite chorus. 4. Miss Enderby asked Anne to pay special attention to Arnold whose habits and manners were dreadful. 5. Gazing at Arnold, Anne thought that he was a real "pain in the neck". 6. When Miss Enderby left the room "the forty-six tongues began to wag cheerfully". 7. Anne remembered the advice given her at her college and followed it: she shouted and roared at the children. 8. With a pleasurable shock she saw that the children obeyed.

CONVERSATION AND DISCUSSION

Topical Vocabulary

The types of the plays and games: play; a game; a puzzle; a crossword; a quiz; creative activities; different kinds of competitions; intellectual and scientific games; a project; a round table; a role-playing

Playing: to investigate the world; to develop different skills; to be playful by nature; to be free to express one's point of view; to educate children; to stimulate children's imagination

15. Act out Text. Take the parts of Miss Enderby, Miss Lacey, Arnold and the other children. Use the Topical Vocabulary.

16. Retell Text as it would be told by:

- Miss Lacey;
- the children.

17. Read Dialogue by parts and then report it using the new words and expressions of the lesson. You can add something yours on the reason why you have chosen the teacher's career.

18. Answer the questions. Use the vocabulary of the lesson in giving your point of view.

1. Do you agree with the statement that the elements of the educating play or game are very useful and carry a special motivation while studying a new material? 2. Is there any difference between a simple free play and educating one? If there is, point it out. 3. Recall Text 1 of this lesson. Exercise 15 asks you to act out the whole story; to imitate and express the actions of each character. Do you find the element of play in this exercise? Does this play stimulate you to take part in the performance? Is it easier to retell the whole text after such playing?

19. Read the text as the material for the topic "Games in Children's Life".

THE ROLE OF PLAY AT THE LESSON

Children grow, learn and even investigate the world through play. Play is the basis for discovery, reasoning and thinking. When children are given the freedom to experiment, to make mistakes and then to learn from these mistakes, they are developing skills that will stay with them for life.

Children do not differentiate between play, learning and work. Children are playful by nature. They love to play because play is an activity in which any child is open to express his points of view, ideas and thoughts.

It is important to notice that games are necessary not just for junior pupils; in senior forms the elements of the play must be included into the educating process. So games vary accordingly to the age of children.

In primary school the lesson is a game itself. All the material is given in the form of play: different puzzles, crosswords, different competitions, creative activities, which do not only stimulate children's imagination, but also develop skills such as hand-eye coordination.

In secondary and higher schools games become more intellectual and scientific. They can be different projects on actual problems, role-playing, round tables, intellectual quizzes, some creative activities and team competitions.

In any case, we can't teach and educate without plays.

20. Put questions to the text and ask your partners to answer them.

21. Retell the text.

22. Discuss the statements.

1. Children are always ready to learn, but they don't like to be taught.
2. One of the secrets of the experienced teacher is to keep children's intellectual curiosity through play.
3. The best way to get along with children is to give them good cheer and amusement.

23. Define the main criteria for the educating game.

- What is it?
- How does it differ from the usual games or plays?
- In what way should the educating game be realized?
- Should the game possess any educational purpose?
- How to arrange the end of the game?
- What kinds of praise are used?

All the criteria are to be written into the "pedagogical textbook" and the information, created by the students, must have a practical value.

24. Role-playing.

1. Anne Lacey didn't manage to get interest from the children. They just ignored her. Act out this scene in your own way. Include the elements of play into Anne's behaviour and see what will happen to the pupils.

2. All of you are taking part at the conference "Play Methods in Teaching". Determine these methods, analyse them and come to the common conclusion. The Topical Vocabulary will help you.

LESSON FOURTEEN

HOLIDAYS, CUSTOMS AND TRADITIONS IN THE UNITED KINGDOM

PARTICIPLES I AND II

Table 1

(While) travelling about the country, Knowing English well,	I we	met many interesting people. read books in the original.
Not knowing the details, Having lost the dictionary, Having left school,	you he/she they my friends	couldn't help me. didn't translate the text. began to work at the factory.

Table 2

I Henry We Sandra You They	am pleased is impressed are excited was happy were satisfied were glad	with the work done at college. about the lecture heard at the university. with the new job offered by the friend. by the story read in this book.
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GRAMMAR EXERCISES

1. Using Tables 1 and 2 make as many sentences as you can.

2. Form participle I active and passive from the following verbs according to the Model:

Model: to study — studying — being studied

to develop, to offer, to listen, to increase, to found, to maintain,
to divide, to expand, to change, to attend, to bring, to pay, to develop,
to improve

3. Form participle II from the following verbs according to the Model:

Model: to teach — taught

to translate, to read, to write, to make, to get, to send, to learn, to take,
to give, to pass, to fail, to hear, to complete, to encourage, to involve

4. Write sentences using the participles formed in Ex. 2 and 3.

5. Translate into Russian.

1. Which of the four girls sitting in the room is Emmy? 2. The text translated by her is very interesting. 3. She smiled recalling the joke. 4. I hope you will write soon explaining your actions. 5. Taking a book, he sits under the standard lamp (топуреп) to read it. 6. You can take a plane from New York reaching Moscow in about eight hours. 7. The student translating the text knows English well.

6. Find participles I and II in the following passage:

To this day, every holiday, I write my pupils letters telling them about the gift they are to me and their classmates. It never fails that a few kids cry, and most of them are amazed that someone cared enough to tell them they are valuable people. The letters are tucked (to tuck — прятать) quietly into notebooks and some even stapled into binders (переплеты), lest the letter be lost and the reminder of their value be gone forever.

(From *Chicken Soup for the Teacher's Soul* by J. Canfield)

7. Join the two sentences according to the Model. Use the information in the brackets.

Model: My friend sent me a book. (The book contained all the information which I needed.) — My friend sent me a book containing all the information which I needed.

1. The girl didn't talk much to the boy. (The boy was sitting next to her in the classroom.) 2. A new theatre has just opened in the town. (The theatre contains 500 people.) 3. The bus broke down. (The bus was taking the pupils to the museum.) 4. He was woken up by a bell. (The bell was ringing.)

8. Join the two sentences according to the Model.

Model: A new lecturer was invited to our university. His lectures are interesting. — Lectures of the new lecturer invited to our university are interesting.

1. A number of reports were made at the lesson. Most of them were useful. Most of the reports ... 2. Some films were brought to their school. The pupils haven't seen them yet. The pupils ... 3. A door was broken in the storm last night. It has now been repaired. The door ... 4. A new book was written by this author. I have already read it. I ...

9. Complete the sentences using one of the following verbs in the correct form: offer, sit, translate, ask, live, study, invite.

1. Nora has got a sister ... at college. 2. Many teachers ... to the conference could not come. 3. There was nobody in the classroom except for a boy ... by the window. 4. The question ... by this freshman was unusual. 5. A few days after the lesson she got the letter ... a job. 6. Life

is unpleasant for people ... near railway stations. 7. Most of the texts by the students were interesting.

10. Make sentences with *there is/are*, participles I and II using the words in brackets according to the Model.

Model: The notebook is blank. (nothing/write/on it) — There is nothing written in the notebook.

1. The school is empty. (nobody/study/at it) 2. There are French courses at the college. (a course/begin/in September) 3. We can hear songs. (somebody/sing) 4. The rooms are full. (many young people/take/exams) 5. There are many laboratories at our university. (a lot of students/work there)

11. Translate into Russian paying attention to the participles.

A man was standing on the platform of the station looking miserable (несчастный). A friend saw him standing there, went up to him and said, "Hello, Robinson, what's the matter? You are looking very miserable." Robinson said: "I have to go to London and I have just missed the last train by half-a-minute." "Oh, is that all?" said the friend. "From the look of you I thought you had missed it by half-an-hour."

12. Translate into English.

1. Учительница стояла, окруженная школьниками. 2. Взглянув в окно, я увидела играющих детей. 3. Читая перевод, он заметил несколько ошибок. 4. Выйдя из дома рано, мы решили пойти пешком. 5. Вот письмо, извещающее об их приезде. 6. Если вы хотите, чтобы работа была выполнена хорошо, сделайте ее сами. 7. В нашей стране издается много книг по разным предметам и на разных языках.

13. Learn the following English proverbs and sayings. Think of situations where you could use them.

1. Fear Greeks even when bringing gifts. (Дары от врагов опасны.) 2. Barking dogs seldom bite. (Лающие собаки редко кусают.) 3. A watched pot never boils. (Котелок, за которым наблюдают, никак не закипает.) 4. It's never late to learn. (Век живи, век учись.)

Text 1

PUBLIC HOLIDAYS IN GREAT BRITAIN

There are fewer public **holidays** in Great Britain than in other European countries. The British have eight public holidays (called "bank holidays" — probably because banks as well as most shops and offices are closed): New Year's Day, Good Friday, Easter Monday, May Day Bank Holiday, Spring Bank Holiday, August Bank Holiday, Christmas Day and Boxing Day.

Christmas, December 25th:

It is the most popular holiday in Britain. Central streets are beautifully **decorated**. Every year the people of Norway give the city of London a present. It is a big **Christmas tree** and it stands in Trafalgar Square.

Before Christmas, groups of singers go from house to house. They collect money for **charity** and sing **carols**, traditional Christmas songs.

The fun starts the night before, on the 24th of December. Traditionally this is the day when people decorate their trees. Children **hang stockings** on their beds for Santa Claus to put **sweets** and **toys** in them. During the day the family meets for the traditional dinner (**turkey** and special **pudding**).

Boxing Day, December 26th:

People usually gave "Christmas boxes", or **gifts** of money, to servants on this day. Today it is an extra holiday after Christmas. This is the time to visit friends and relatives or perhaps sit at home and watch TV.

New Year's Day, January 1st:

This holiday is less popular in Britain than Christmas. But in Scotland, Hogmanay is the biggest festival of the year. On New Year's Eve the Scots begin to enjoy themselves. All shops are closed on the New Year's Day. People invite their friends to their houses. They **see the old year out** and **the New Year in**. **Greetings** and presents are offered.

Good Friday:

It is the Friday before **Easter** when the church marks the death of Christ. On this day people eat hot-cross buns marked on top with a cross.

Easter Monday:

This holiday is the first Monday after Easter Day. Easter **celebrates** Christ's resurrection. People celebrate the idea of new birth by giving each other chocolate eggs. The ancient custom of giving eggs is very popular. Easter Monday is a traditional day for the start of the summer tourist season.

May Day Bank Holiday:

It is the first Monday after the first of May (May Day). May Day, which is not a bank holiday, is a celebration of the coming spring.

Spring Bank Holiday:

It is on the last Monday in May.

August Bank Holiday:

It is held on the last Monday in August.

Text 2

HOLIDAYS AND TRADITIONS IN THE UNITED KINGDOM

Holidays are rich in old traditions and are different in Scotland, Ireland, Wales and England. Some English traditions and **customs** are **famous** all over the world. Tea and talking about the weather, for example.

Valentine's Day, February 14th:

St Valentine is the saint of people in love. On this day people send valentine cards and presents to their husbands, wives, boyfriends and girlfriends. You can also send a card to a person you don't know. But traditionally you must never write your name on it.

Fool's Day, April 1st:

This is a very old tradition from the Middle Ages. At that time servants were masters for one day. Now April Fool's Day is different. It is a day for jokes and tricks.

May Day, May 1st:

It was an important day in the Middle Ages. In the very early morning young girls went to fields and washed their faces with dew. They believed this made them very beautiful for a year after that. Also on May Day young men of each village tried to win prizes with their bows and arrows, and people danced round the Maypole. Now on May Day different outdoor events take place. Usually May Queen, the most beautiful girl of the celebration, is selected.

Guy Fawkes's Day, November 5th:

On that day, in 1605, Guy Fawkes tried to blow up the Houses of Parliament and kill King James I. He didn't succeed. The King's men found the bomb, took Guy Fawkes to the Tower and cut off his head.

Since that day the British celebrate the 5th of November. They burn a dummy, made of straw and old clothes, on a bonfire and let off fireworks. This dummy is called a "guy" (like Guy Fawkes) and children can often be seen in the streets before the 5th of November saying, "Penny for the guy." If they collect enough money, they can buy some fireworks.

VOCABULARY NOTES

holiday *n* праздник, *e.g.* Holidays are different in England, America and Russia.

decorate *v* украшать, *e.g.* On Christmas streets are beautifully decorated.

Christmas tree *n* рождественская/новогодняя елка, *e.g.* Every year beautiful Christmas trees stand in many houses.

charity *n* благотворительность, *e.g.* Before Christmas some people collect money for charity.

carol *n* кэрол (рождественская песня религиозного содержания, славящая рождение Христа), *e.g.* Before and on Christmas many people in England sing carols.

hang (hung, hung) stockings развешивать чулки, *e.g.* Children hang stockings on their beds for presents.

sweets *n pl* конфеты, *e.g.* All children like sweets.

toy *n* игрушка, *e.g.* Kids think that Santa Claus will put sweets and toys in their stockings.

turkey *n* индейка, *e.g.* On Christmas all the family eat turkey.

Christmas pudding *n* рождественский пудинг (с изюмом, цукатами и пряностями), *e.g.* Turkey and Christmas pudding are very popular in England.

gift *n* подарок; **to give gifts** дарить подарки, *e.g.* On holidays people like to receive and give gifts.

see (saw, seen) *v* видеть; **to see the old year out** провожать старый год; **to see the New Year in** встречать Новый год, *e.g.* On the New Year's Day people see the old year out and the New Year in.

greeting *n* поздравление, *e.g.* Greetings are offered on the New Year's Day.

Easter *n* Пасха, *e.g.* Easter is a great holiday.

celebrate *v* праздновать, *e.g.* On Easter people celebrate the idea of new birth.

custom *n* обычай, *e.g.* There are a lot of customs in every country.

famous *adj* известный, *e.g.* Sending valentine cards on February 14th is a famous custom.

joke *n* шутка, *e.g.* Fool's Day is famous for its jokes.

face *n* лицо, *e.g.* On May Day girls washed their faces with dew.

win (won, won) *v* выигрывать, *e.g.* On May Day young men of each village tried to win prizes.

dance *v* танцевать, *e.g.* People dance on holidays.

succeed *v* добиваться успеха, *e.g.* This young man didn't succeed in dancing.

find (found, found) *v* находить, *e.g.* The child found many presents in his stocking.

burn (burnt, burnt) *v* сжигать, *e.g.* Since that day on the 5th of November the British burn a dummy.

dummy *n* чучело, *e.g.* Children burn a dummy on Guy Fawkes's Day.

straw *n* солома, *e.g.* A dummy is made of straw.

bonfire *n* костер, *e.g.* English children burn a dummy on a bonfire.

let off fireworks устраивать фейерверк, *e.g.* On the 5th of November the British let off fireworks.

VOCABULARY EXERCISES

14. Pronounce correctly.

Christmas, Easter, decorate, pudding, carol, sweets, toy, celebrate, see, win, dance, burn, bonfire, straw, succeed, fireworks, custom

15. Read the following words paying attention to the pronunciation of the letters and combinations of letters in bold type:

a) holiday, hang, hall, head, hand, health, hold, human, honour;

b) night, high, right, light, bright, tight, fight, might, flight.

16. Give the Russian equivalents of the following word combinations:

Christmas tree; to see the old year out; to win a prize; to put sweets and toys in stockings; greeting cards; to sing carols; a dummy made of straw

17. Give the English equivalents of the following words and word combinations:

встречать Новый год; устроить фейерверк; достигнуть цели; обычай; шутка; видеть; известный; получать подарки

18. Match the Russian words in the left column and their English equivalents in the right column.

поздравление	turkey
индейка	charity
танцевать	decorate
игрушка	bonfire
праздновать	win
украшать	dance
костер	toy
выиграть	celebrate
благотворительность	greeting

19. Translate into Russian. Pay attention to the verb to succeed.

1. I think she will succeed as a teacher. 2. The pupils succeed in decorating their school. 3. Groups of singers succeeded in collecting money for charity. 4. On May Day young men succeeded in winning prizes. 5. Guy Fawkes didn't succeed in blowing up the Houses of Parliament. 6. Everyone wants to succeed in life.

20. Translate into English using the verb to succeed.

1. Я уверена, что он преуспевает как лектор. 2. Он добьется успеха, если будет посещать все занятия. 3. Дети долго работали над английским, прежде чем добились успеха. 4. Студенты преуспели в подготовке к празднику. 5. Эта танцовщица добьется успеха, если будет больше тренироваться. 6. Чтобы добиться успеха, нужно много работать.

21. Complete the text. Use the following words: *parade, parks, costume, holiday, famous, closed, sports grounds*.

Several times a year according to an Act of Parliament of 1871 the offices and banks of England are ¹closed. On these days practically everyone takes a ... and so every holiday place, all ... and ... are crowded. In London there is a ²fair (ярмарка) on Hampstead Heath (a large natural park), where in August the Cockneys ... in suits covered with pearl (жемчужный) buttons. The couple with the most beautiful ... is declared Pearly King and Queen for one year.

COMPREHENSION EXERCISES

22. Answer the questions using the Vocabulary Notes.

1. How many public holidays do the British have? 2. What holiday is the most popular in Britain? 3. Is the New Year's Day very popular in Britain? 4. What do the British celebrate on Easter Monday? 5. Who is St Valentine? 6. How do people celebrate the Valentine's Day? 7. Why do the British celebrate the 5th of November?

23. Read Text 1 and make up its plan. Write out the key words for each point of your plan.

24. Read Text 2 and write all possible questions to it. Use the new words and expressions of the lesson.

25. Find the key sentences in Text 2.

26. Find information in the text to prove the following:

1. Some English customs and traditions are famous all over the world.
2. The Valentine's Day is the holiday of people in love.
3. Fool's Day is a very old tradition.
4. May Day was an important day in the Middle Ages.
5. The British celebrate the 5th of November.

CONVERSATION AND DISCUSSION

Topical Vocabulary

Symbolic calendar days of rest and celebrations: a holiday; a bank holiday; a public holiday

Types of holidays: international, national, family, cultural

Activities in celebrating holidays: to celebrate; to keep a tradition; to organize a parade; to give a party; to have family get together; to give presents; to send greeting cards/valentine cards; to ask a penny for the guy; to have bonfires

Gifts: a toy; a box of sweets and biscuits; a chocolate (Easter) egg; red roses (for Valentine's Day)

Special celebration foods: the Christmas turkey; the Christmas pudding; the Christmas cake; Easter eggs

27. Retell Text 1 using your plan and the Topical Vocabulary.

28. Give the summary of Text 2 using the key sentences.

29. Compare and contrast English and Russian holidays.

30. Read, translate and be ready to act out the dialogue.

Tony: A lot of people think that the English are cold and reserved (сдержанные). Many foreigners say: "Oh, you English are unsociable!"

Natasha: Yes, I've heard that said. But after meeting English people I understood that they could be as friendly as people anywhere else.

Tony: And what do you think of English cooking? I'm afraid it doesn't enjoy the best of reputations.

Natasha: Why? It may be simple but it is healthy. What did strike (удивлять) me is your love of tea. It seems to be your national drink.

Tony: Yes, we are great tea-drinkers. We even drink it while watching television.

Natasha: That's right! The other day I saw an advertisement (реклама) for tea which said: "Join the Tea-V set!"

31. Make up and act out a suitable dialogue using the Topical Vocabulary.

32. A. Read the text and insert articles where necessary.

In ... England everything is the other way round. On ... Sundays on ... Continent even ... poorest person puts on his best suit, tries to look respectable, and at ... same time ... life of ... country becomes cheerful; in ... England even ... richest peer or motor manufacturer dresses in ... rags and does not shave. On ... Continent there is one topic which should not be discussed — weather, in ... England, if you do not repeat ... phrase "Lovely day, isn't it?" at least two hundred times ... day, you are considered a bit dull.

On ... Continent ... people have ... good food; in ... England people have ... good table manners.

... people on ... Continent either tell you ... truth or lie; ... English hardly ever lie, but they would not dream of telling you ... truth.

... continental people are easily hurt; ... English take everything with ... sense of ... humour — they are only hurt if you tell them that they have no ... sense of ... humour.

Many continentals think ... life is ... game; ... English think ... cricket is ... game.

(Adapted from *How to Be an Alien* by G. Mikes)

B. Answer the questions.

1. Do you think the author is serious or he tries to make fun of the English? Why? 2. In what way do the continentals differ from the English? 3. What feature of the English character strikes foreigners most?

33. A. Read the text and give it a title.

To think is no part of the English character. Instead of thoughts, the English have traditions.

The tradition of "the Home" for instance.

Even the French have preferred not to translate this word, but to recognize it as English in origin by referring to it as "le home".

Yet how do the English treat (относиться) "le home" — which is traditionally the backbone (основа) of their country? Their first care

is to remove their children from it by sending them to a boarding school almost as soon as they can walk and keeping them there until they are old enough to be sent still farther away.

Another tradition is the devotion (сильная привязанность) of the English to animals. They will speak with love of their dogs and horses. However, the fox, the deer, and many others would have but little to say in praise of the animal-loving English if they were consulted.

(Adapted from *On British Character* by E. Delafield)

B. Write about events from the text in the left column and make personal comments on them in the right one.

34. Read the short passages and answer the questions that follow.

1. Some people find it difficult to tell the difference between a custom and a habit. Customs are social and habits are personal. Smoking is a bad habit and an expensive too. Customs are common to a large number of people who belong to a society or a nation.

2. Tradition is a chain (цепочка) which links the present with the past.

Can you describe any national customs giving your impressions of them?

What do you think of the role the tradition plays in our life?

35. Discuss the topics.

1. Public holidays in Great Britain.

2. Holidays and traditions in the United Kingdom.

3. Holidays and traditions in Russia.

36. Role-playing.

Choose two guides to conduct a tour of Moscow on Valentine's Day. The first guide is to work with a group of teenagers from England. The second guide is to conduct a tour for school teachers from Scotland. Divide the rest of the students into two teams: teenagers and school teachers.

Members of each group should prepare stories on holidays, customs and traditions in their countries.

LESSON FIFTEEN

AMERICAN HOLIDAYS

AMERICAN HOLIDAYS

Table

Some Verbs and Word Combinations Followed by a Gerund

to begin	teaching	to be fond of	translating the text
to enjoy	reading books	to be good at	turning back
to finish	seeing the play	to be worth	studying English
to stop	going to the cinema	to go on	visiting friends

GRAMMAR EXERCISES

1. Make up sentences using the verbs and word combinations from the Table.

2. Make up sentences using Models A and B.

Model A: Would you mind my/his/her/etc opening the window?

Model B:

I think of		working at school.
He knows of	my/his/her/etc	teaching English.
She hears of		going to the museum.

3. Complete the sentences using gerunds.

1. Is the film worth ... ? 2. She is busy 3. Did you enjoy ... ? 4. We remember 5. Begin 6. Stop 7. Go on 8. Our teacher is fond of 9. They go in for 10. Do you think of ... ? 11. Excuse me for 12. He is good at

4. Use the gerund of the verbs in brackets.

1. The children are good at (to swim). 2. Go on (to read). 3. The students are fond of (to listen) to his songs. 4. The play is worth (to see). 5. We enjoy (to skate). 6. He began (to play) the piano two years ago. 7. The pupils go in for (to sing).

5. Answer the questions using gerunds.

1. What books do you consider worth reading? 2. What are you fond of doing? 3. Do you enjoy travelling by air? 4. Which do you like better, playing the piano or singing? 5. What is your mother busy doing now? 6. What are you looking forward to? 7. Do you feel like going to the

river when it is hot? 8. What do you do when you feel tired of doing something? 9. What ways of learning grammar do you find most effective?

6. Complete the sentences so that they mean the same as the first sentence according to the Model. Use gerunds.

Model: I can do what I want and you can't stop me. You can't stop me from ... — You can't stop me doing what I want.

1. It's not a good idea to travel during the rush hour.
It's better to avoid ...
2. The driver of the car said it was true that he didn't have a licence.
The driver of the car admitted ...
3. Could you turn the radio down, please?
Would you mind ... ?
4. Please, don't interrupt me all the time.
Would you mind ... ?

7. Complete the sentences according to the Model. Use gerunds.

Model: He is a very interesting person. I always enjoy ... — I always enjoy talking to him.

1. It was a lovely day, so we suggested ... 2. It was very funny. She couldn't stop ... 3. I'm afraid there aren't any chairs. I hope you don't mind ... 4. His car isn't very reliable. It keeps ...

8. Translate into English using the Model.

Model: Он не может/не мог не сказать об этом. — He can't (couldn't) help saying about it.

1. Они не могли не смеяться, когда мы рассказывали им об этом. 2. Она не могла не сделать этого. 3. Мы не можем забыть об этом. 4. Ребенок не мог не пойти в школу. 5. Учитель не мог не рассказать ученикам об этом. 6. Студенты не могли не думать об экзаменах. 7. Вы не могли не говорить об этом.

9. Find gerunds and translate the sentences into Russian.

1. Helen stopped answering my letters. 2. They don't have much time for going to the cinema now. 3. His friends didn't mind having helped him. 4. We are fond of swimming. 5. What she loves best in the world is reading. 6. She showed no sign of being impressed. 7. In discussing the book they touched upon some very interesting problems. 8. Excuse me for having given you so much trouble. 9. She tried to avoid seeing him. 10. The woman kept on looking at her watch. 11. Before translating this text they will read it. 12. After school she began attending English courses. 13. I remember having shown this article to my teacher. 14. The students will discuss the plan before beginning their

work. 15. The boy was blamed for not having helped his school friends. 16. The pupils will be able to write the test after repeating the words. 17. Everybody likes being listened to. 18. As they are very busy, they can't continue attending these lectures. 19. He succeeded in finding the book he needed.

10. Translate into Russian paying attention to the modal verbs and the -ing forms.

An important skill for a teacher is classroom management. He must be able to motivate the learner to achieve his potential and to fulfil (достигать) his aims. He must exercise patience (терпение) and adopt a positive attitude (отношение) towards his learners. This means encouraging the slow learner when he has trouble grasping (to grasp — понимать) certain points as well as providing interesting and motivating activities for the fast learner. If the learner who is quick to absorb new materials is not given challenging work, he will rapidly lose interest in the whole process of learning and he will stop paying attention in class. He may even drop out of the course altogether.

11. Translate into English.

1. Ученик не мог не согласиться с учителем. 2. Продолжайте изучать английский язык. 3. Ее дочери увлекаются пением. 4. Стоит сделать это упражнение письменно. 5. Прекратите смеяться над ним. 6. Они любят ходить в этот театр. 7. Вы не против того, чтобы написать ей письмо? 8. Я не помню, что видел этого актера в какой-то пьесе. 9. Странно, что ей не нравится говорить на эту тему. 10. Она ушла к себе в комнату, попросив не беспокоить ее. 11. Нельзя ли попросить вас повторить то, что вы только что сказали? 12. У него были трудности при получении визы. 13. Не следует тратить деньги на покупку вещей, которые ей не нужны.

12. Insert articles where necessary.

1. Many people stay up past midnight to welcome in ... New Year's Eve. 2. There are parties on ... New Year's Eve. 3. Let's have ... party. 4. Merry Christmas and ... Happy New Year! 5. Are you planning anything special for ... Valentine's Day? 6. Independence Day is celebrated with ... parades and fireworks. 7. ... Thanksgiving Day comes on ... fourth Thursday in November.

13. Learn the following English proverbs and sayings. Think of situations where you could use them.

1. Seeing is believing. (Лучше раз увидеть, чем сто раз услышать.) 2. Constant dropping wears away a stone. (Терпение и труд все перетрут.) 3. You can't make an omelet without breaking eggs. (Снявши голову, по волосам не плачут.) 4. The appetite comes with eating. (Чем больше делаешь что-то, тем больше увлекаешься.)

HOLIDAYS IN THE USA

American holidays are different in origin and show surprising **similarities** in the manner of their celebration. No matter what the holiday's origin is, they all seem to be the same thing. A holiday has simply become, for most Americans, a **day off** from work, though some (for example, Thanksgiving and Christmas) have some individuality.

The main holidays in the USA are:

Christmas Day, December 25th:

It is usually a one-day official holiday, but it is preceded and followed by festive parties, and characterized by special church services, gift-giving and **feasting**.

Christmas is a family holiday. Schools and colleges close between Christmas and New Year's Day. People **stay at home** and spend the time with their families. People send cards or Christmas greetings to family and friends away from home. Every family tries to have a Christmas tree, which is beautifully decorated. Santa Claus comes from the North Pole in his sleigh, **dressed** in red cap and jacket, **entering** the house from **chimney**.

New Year's Day, January 1st:

People stay awake until after midnight on December 31st to "watch the old year out and the New Year in". Many **parties** are given on that night. Theaters, restaurants and night clubs are crowded.

When midnight comes, they greet the New Year: people gather on the streets of big cities, they ring bells, some shoot off fire crackers.

Valentine's Day, February 14th:

It is not a national holiday. Banks and offices do not close, but it is a happy little festival in **honor** of St Valentine, patron of **sweethearts**. It is widely celebrated among people of all ages by the exchange of "valentines". A "valentine" may mean a special greeting card or a little present. The greeting cards are often colored red, with pictures of hearts.

Easter:

Easter is in memory of the Resurrection Day of Jesus Christ. It falls on the first Sunday after the first full moon between March, 22, and April, 25. The 40 days before Easter are called Lent. Just before Easter, schools and colleges usually close. The students have a week or ten days of spring vacation.

Easter is a **church** holiday, and many churches have an outdoor sunrise service.

People give each other presents of colored eggs, which are the symbols of new life. There is a popular belief that wearing three new things on Easter will bring good luck throughout the year.

Independence Day, July 4th:

At the end of the 18th century the American colonies won a victory over the British Army in the War for **Independence**.

It was on July 4th, 1776, that the Declaration of Independence was signed, proclaiming the independence from Great Britain of 13 British colonies in America. These colonies became the first 13 states of the United States of America and are **represented** on the American flag with thirteen stripes of red and white. The number of stars (which was originally 13) **changed** with the addition of new states.

The Fourth of July has been celebrated ever since as the most important American holiday. It is the custom to celebrate the day with big parades and fireworks.

Text 2

THANKSGIVING DAY

It was first celebrated in 1621 by English **settlers**. Their first winter in America was very hard, over half of the settlers died. They had planted corn, the Indians showed them how to plant maize and they got a rich **harvest**. The colonists decided to make a holiday dinner, their leader proclaimed "a day of Thanksgiving unto the Lord" for the rich harvest. A national Thanksgiving came only after the **foundation** of the USA. It is the fourth Thursday in November. Every year the president writes a letter to the people. He writes that the fourth Thursday in November will be a national holiday.

Thanksgiving is a family day, for it is customary for all members of the family to **gather** at home of their parents. Ever since the Pilgrims gave thanks for their survival in the new land in 1621, Americans have flocked to their churches to add their own prayers for their country and then go home for the traditional dinner. The main dish is turkey with **cranberry sauce** and **pumpkin pie**.

VOCABULARY NOTES

similarity *n* сходство, *e.g.* American holidays have a lot of similarities in the manner of their celebration.

day off *n* выходной, *e.g.* For Americans a holiday is simply a day off.

feasting *n* праздник, *e.g.* Christmas is characterized by feasting.

stay at home оставаться дома, *e.g.* On New Year's Day people stay at home and spend the time with their families.

dress *v* одевать(ся), *e.g.* This girl is beautifully dressed.

enter *v* входить; **enter from chimney** входить через трубу, *e.g.* Santa Claus enters the house from chimney.

wish *v* желать, *e.g.* On Christmas children wish to have many gifts.

party *n* званый вечер, вечеринка, *e.g.* Many parties are given on holidays.

honor (honour BrE) *n* честь, *e.g.* Valentine's Day is a happy little festival in honour of St Valentine.

sweetheart *n* возлюбленный, *e.g.* February 14th is the holiday of sweethearts.

church *n* церковь, *e.g.* On Easter a lot of people go to church.

independence *n* независимость, *e.g.* The Declaration of Independence was signed on July 4th, 1776.

represent *v* представлять, *e.g.* The first 13 states of the United States of America are represented on the American flag.

change *v* менять(ся), *e.g.* The number of stars on the American flag changed with the addition of new states.

settler *n* поселенец, *e.g.* Thanksgiving was first celebrated in 1621 by English settlers.

harvest *n* урожай, *e.g.* The colonists got a rich harvest and decided to make a holiday dinner.

foundation *n* основание, *e.g.* A national Thanksgiving was celebrated only after the foundation of the USA.

gather *v* собираться, *e.g.* On Thanksgiving all members of the family gather at home of their parents.

cranberry *n* клюква; **cranberry sauce** *n* клюквенный соус, *e.g.* On Thanksgiving the family usually eats turkey with cranberry sauce.

pumpkin *n* тыква; **pumpkin pie** *n* тыквенный пирог, *e.g.* The pumpkin pie is very popular in the USA.

VOCABULARY EXERCISES

14. Pronounce correctly.

similarity, day off, enter, gather, gift, win, settler, harvest, independence, pumpkin pie, cranberry sauce, sweetheart, church, feast, change, honour

15. Read the words paying attention to the pronunciation of the letters and combinations of letters in bold type:

a) outstanding, greeting, sightseeing, boarding, training, painting;

b) Thanksgiving, think, link, drink, blank, bank, ankle, twinkle.

16. Give the Russian equivalents of the following word combinations:

a day off; enter from chimney; to give gifts; the first settlers; to get a harvest; in honour of; cranberry sauce; a pumpkin pie

17. Give the English equivalents of the following words and word combinations:

вечеринка; честь; входить; меняться; представлять; основание; независимость; Рождество; Пасха; День благодарения; День святого Валентина

18. Match the Russian words in the left column to their English equivalents in the right column.

сходство
праздник
оставаться дома
тыква
урожай
собираться
возлюбленный
дарить подарки
клюква

sweetheart
harvest
gather
cranberry
feast
give gifts
similarity
stay at home
pumpkin

19. Translate into Russian. Pay attention to the verbs *to mark*, *to make a mark*.

1. Americans mark Independence Day by parades and fireworks. 2. He is going to mark his birthday at the party today. 3. The teacher marks their exercise books regularly. 4. Make marks and you'll remember this information better. 5. They mark words and sentences in their notebooks.

20. Translate into English using the verbs *to mark*, *to make a mark*.

1. Дай мне твой учебник, и я отмечу нужные упражнения. 2. Ученики отметили все исторические места на карте. 3. У нее всегда отличные оценки. 4. Не отмечайте такие простые слова. 5. Учитель поставил ему хорошую оценку.

21. Complete the text. Use the following words: *honor, churches, schools, states, songs, mark, holiday*.

Memorial Day is a national Banks, offices and ... are closed. On this day Americans ... the servicemen who gave their lives in past wars. They hold memorial services in ..., halls and parks.

Memorial Day is often ... by more joyful ceremonies: parades and sports competitions. If you listen to the radio or watch TV programs on Memorial Day, you may hear many patriotic ... of the Civil War and the famous speech by Abraham Lincoln. This day is observed in some ... on the last Monday in May.

COMPREHENSION EXERCISES

22. Answer the questions using the Vocabulary Notes.

1. Are American and British holidays similar? 2. What holidays are the most popular in the USA? 3. What American holidays are not celebrated in Britain? 4. How do Americans spend time on Christmas? 5. What belief is popular on Easter? 6. Why is Independence Day a national public holiday? 7. Why is Thanksgiving a family day?

23. Circle *Yes* or *No* in the sentences based on Text 1. If the answer is *No*, give the correct sentence.

1. American holidays show surprising difference in the manner of their celebration.

Yes No

2. A holiday has simply become, for most Americans, a day off from work.

Yes No

3. Schools and colleges don't close between Christmas and New Year's Day.

Yes No

4. Valentine's Day, February 14th, is a national holiday.

Yes No

5. On Easter people give each other presents of coloured eggs, which are the symbols of new life.

Yes No

24. Read Text 1 and make up its plan. Write out the key words for each point of your plan.

25. Read Text 2 and write out the key sentences of each paragraph.

26. Ask your partners questions covering the contents of Text 2. Use the key sentences and the following phrases as starters:

Would you tell me ... ?

I hope you know

I think

Why/where ... ?

How many/much... ?

By the way, what/when ... ?

CONVERSATION AND DISCUSSION

Topical Vocabulary

Types of holidays: official; local; family; religious; a day of fun

Constituent parts of national celebrations: Christmas tree decorations; garlands; festive parties; fireworks; Santa Claus; the flying of flags; balloons; fire crackers; dressing up; ghosts; witches; vampires; jack-o'-lanterns; "trick or treat"

Gifts: Christmas greetings; candies; cookies; fruit

Special celebration foods: the Thanksgiving turkey, cranberry sauce, a pumpkin pie

27. Give the summary of Text 1 using your plan and the Topical Vocabulary.

28. Discuss Text 2 dividing it into several logical parts. Use the new words and expressions of the lesson.

29. Read, translate and be ready to act out the dialogue.

Chairperson: Would you like to tell us about American holidays, may be starting with Halloween, as it is October already.

Mr. Brown: Originally, Halloween was a religious holiday. Hallowe'en means holy (благочестивый) evening and takes place on the 31st of October. It is connected with witches and ghosts. Today it is a day of fun. Children make faces in pumpkins by cutting holes for the eyes, nose and mouth. These pumpkins are called jack-o'-lanterns. A lighted candle is put inside to shine (светить) through the holes. This custom refers to a man named Jack who still wanders (to wander — бродить по улицам) around the earth lighting his way with a pumpkin lantern. Children dress up in costumes; as ghosts, witches, vampires. After dark children walk around their neighborhood, knocking on their doors. They say "trick or treat (угощение)", and their neighbors give them fruit or candy. Do you have any questions?

Student A: Why do they say "trick or treat"?

Mr. Brown: The people in the houses must either give the children a 'treat' (usually candies, cookies, or fruit) or the children will play a trick on them — like throwing water on them.

Student B: That doesn't sound like very much fun.

Mr. Brown: They don't usually do that.

Student A: Why do trick-or-treaters dress up as goblins and witches? Do they want to frighten people?

Mr. Brown: I don't think so. Remember, the trick-or-treaters are only children. Their costumes are related to ancient (старинный) traditions according to which ghosts and witches walked the streets on the last day of October.

30. Make up a dialogue using the following questions:

1. What American customs seem strange to you? 2. What customs in your country might seem unusual to visitors from the United States? 3. Do you agree with the English proverb about customs: "When in Rome, do as Romans do"? 4. What holidays celebrated in the USA have been brought over from Europe? 5. Which of the American holidays originated in the USA? How are they celebrated? 6. What other American holidays do you know? Which of them are American and which of them are all-European? 7. What American holiday seems the most spectacular to you? 8. Are there any holidays in Russia similar to the American ones? Are they celebrated in the same way?

31. Speak about any American holiday using the following questions:

1. When is the holiday celebrated? 2. What do Americans celebrate on this holiday? 3. When did it come into existence? 4. Is it an official

holiday? 5. Is it celebrated in all the states of the country? 6. How do people celebrate it? 7. What traditions is it connected with?

32. Discuss the topics.

1. Holidays which are widely celebrated in the USA.
2. The most widely celebrated American national holidays.
3. The American flag.

33. Compare holidays in the USA, Great Britain and Russia.

34. Give your views.

1. Holidays which are celebrated in different countries are basically the same.
2. Every country pays honour to the national victories and the people who died for those victories.
3. Many women do not like women's holidays because they mean more work for them.

35. Role-playing.

Imagine that your friend invited you to visit New York on Christmas. All the members of her family: grandmother, grandfather, mother, father, sister and brother are sitting at the holiday table and speaking about their favourite American holidays. Tell them about Russian holidays, customs and traditions.

36. Read the joke and retell it in indirect speech.

A schoolboy who has just passed his first examination in arithmetic comes home for the holidays.

His mother has put two roast chickens on the table, and the boy, who thinks himself very clever, says to his father: "I can prove to you by arithmetic that there are three chickens on the dish."

"Oh!" says his father, "how can you do that?"

"Well, this is one, and that is two, and one and two make three."

"How clever!" exclaimed the father. "Then let your mother take this one, I am going to eat the second and you may have the third."

LESSON SIXTEEN

CINEMA AND THEATRE

Table 1

The Infinitive

Tense	Active	Passive
Indefinite	to write	to be written
Continuous	to be writing	—
Perfect	to have written	to have been written
Perfect Continuous	to have been writing	—

Table 2

Functions of the Infinitive

Subject	To speak foreign languages is very useful.
Predicate	Children's duty is to study well.
Object	She helped me to translate this article.
Attribute	The tree to be planted in our garden will be very nice.
Adverbial modifier of purpose	We must learn English well to speak well.

GRAMMAR EXERCISES

1. Using Tables 1 and 2 make as many sentences as you can.

2. Translate into Russian paying attention to the functions of the infinitive.

1. Fruit is useful to eat. 2. Juice is nice to drink. 3. It's nice to relax after a hard day's work. 4. To have found all and lose it is terrible. 5. His only pleasure was to watch TV. 6. They want to go to the library tomorrow. 7. The cake to be baked on the birthday will be delicious.

3. Change the sentences using infinitives according to the Model.

Model: He's glad. He passed all exams. — He's glad to have passed all his exams.

1. She's late. She's sorry. 2. He was excited. He found his money. 3. I have heard of Ann's success. I am happy. 4. I met my friend. I am

delighted. 5. We didn't invite them to the cinema. They'll be unhappy. 6. Ann is a member of the English club. She is proud. 7. I hear Jane singing. I am lucky. 8. He is angry. He missed his train.

4. Use the necessary form of the infinitive.

1. I'm happy (to hear) of Tom's success. 2. I'm glad (to see) you again. 3. I'll be happy (to visit) you soon. 4. I'm delighted (to meet) you. 5. Bill will be happy (to find) his watch. 6. He is pleased (to be) in London again. 7. Mary was happy (to see) them. 8. She was delighted (to meet) Mr Brown. 9. I'll be glad (to have) dinner with you.

5. Change the sentences using the words in brackets according to the Model.

Model: I can't read this book. (hard) — This book is hard to read.

1. I can eat my breakfast. (ready) 2. We can't understand the speaker. (difficult) 3. You can wear these clothes for working in the garden. (fit) 4. You can't eat this fish. (good) 5. I can't drink this juice. (bad) 6. I can translate this article. (easy) 7. You can't wear these clothes in the university. (unfit) 8. We can't swim in the river. (cold) 9. They can't watch this film. (dull)

6. Make up sentences using the following words and word combinations according to the Model:

Model: arrange/meet/the following day — The two sides arranged to meet for further talks the following day.

1. afford/waste/time; 2. appear/understand; 3. decide/work/in time; 4. fall/complete/on time; 5. has tea/apologize for; 6. manage/avoid/accident; 7. offer/repair/damaged; 8. refuse/listen to; 9. proceed/make/long speech about; 10. undertake/finish/within six months

7. Change the sentences using "to + infinitive passive".

1. John is delighted because he was promoted at the office. 2. She'll be disappointed because she wasn't introduced to the Dean. 3. Mary is upset because she wasn't included in the concert. 4. I'm glad because I am invited to my friend's place for the first time. 5. She will be happy because she'll be asked to play the guitar at the party. 6. We are ashamed because we are late for the lecture. 7. He is disappointed because he wasn't taken in the sports club. 8. Jane will be excited because she'll be asked to sing at the concert. 9. She is ashamed because she is seen in her old clothes. 10. He's thrilled because he is invited to Jane's party. 11. He'll be disappointed because he wasn't introduced to them.

8. Read the sentences and find infinitives. Translate into Russian.

1. To encourage (поддерживать) the pupils is your task. 2. It will be difficult to succeed in English. 3. I have something to tell you about this problem. 4. Now it's your turn to show good knowledge of this

subject. 5. To read books is very useful. 6. The film to be seen is interesting. 7. They wanted to help her but they had no time.

9. Translate into Russian.

1. I rang her up to learn the news. 2. To achieve these results we had to work hard. 3. My friend entered an evening school to study English. 4. He had to work hard to earn the living. 5. The workers are rebuilding plants to produce war and peacetime goods. 6. He was invited to the Dean's office to be asked a few questions about an accident in the group. 7. "I have not come six thousand miles to be made a fool of," I answered. 8. To begin with, I'll tell you about her first days at school. 9. But to get on with the story, the weather was fine and there were no clouds in the sky. 10. I happened to be there at that time.

10. Translate into English using infinitives.

1. Мы хотим, чтобы нас информировали. 2. Мы хотим информировать вас. 3. Он не хочет видеть вас вместе. 4. Он не хочет, чтобы его видели вместе с вами. 5. Я рада, что дала вам эту книгу. 6. Я рада, что мне дали эту книгу. 7. Он не любит прерывать кого-либо. 8. Он не любит, чтобы его прерывали. 9. Она рада, что ее встретили на станции. 10. Она рада, что встретила его на станции. 11. Она хочет увидеть нас. 12. Она хочет, чтобы ее увидели. 13. Он не любит, чтобы о нем говорили. 14. Мне очень жаль, что я вас сейчас беспокою. 15. Я сожалею, что побеспокоил вас.

11. Read the poems paying attention to the infinitive. Memorize them.

ON POLITICS AND POETRY

I claim the human right to live.
I claim the human right to love.
I claim the human right to work.
I claim the right of every child to eat.

(Albert E. Kalin)

When hungry, it is good to eat;
When thirsty, sweet to drink;
When tired, to bathe the weary feet;
When solitary to think...

(Walter De La Mare)

Text I

CINEMA IN BRITAIN

In England the cinema is usually called "the pictures". The American name "the movies" is sometimes used too. The first performance, or

“showing” as it is called, begins about two o’clock in the afternoon, and the show goes on until half past ten.

You can go in at any time and leave at any time, you can stay in the cinema as long as you like, after paying for your seat once.

There is usually one main film, and a shorter one, a news film, some **advertisements** telling about the film for the next week.

Going to the cinema is very popular in Britain, especially with young people. Since 1984, many multiplexes, cinema complexes with up to 14 **screens** showing a wide range of modern films, have been built. These multiplexes have encouraged more people to go to the cinema.

Hollywood **dominates** the cinema in Britain. The British film industry does **exist**, but is very small. In 1993, only 2.5 per cent of all the money taken at cinema box offices was for British films.

British films do not have big budgets and cannot **compete** with American films.

The few films that are made by British film companies usually receive some money from American companies. This means that British films often have to use American actors to **appeal** to the American cinema-going **audience**.

British people who want to make films often go to America. Hollywood is full of British actors, directors, writers, **editors** and cinema people.

British men and women have different tastes in films. In a **survey**, most men like **action films** which they watch on television or on video. Women prefer films which **deal with** human relations between friends or between men and women.

Text 2

THEATRE IN LONDON

Most British cities have a theatre, but London has the greatest number. There are over 50 theatres in London’s West End, the area in London with most theatres, and about 35 smaller **fringe** theatres.

Britain has a long tradition of drama. British theatre began in the 13th century, before the time of Shakespeare, with a series of short stories from the Bible called the **mystery plays**. Even today every four years in York and Chester, **ordinary** people still perform these plays.

Acting, both by **amateurs** and professionals, is still very much alive in Britain. British professional actors are usually highly **respected** and **well-trained**.

The most famous British theatres are the National Theatre and the Barbican.

The Royal Shakespeare Company performs at the Barbican in London and in Stratford-on-Avon, where Shakespeare was born.

There are many smaller theatre groups in Britain. Some of them receive money from the government to perform plays which are **contemporary** and experimental.

In recent years, musicals have been very successful. About 5 million people, many of them tourists, go to see musicals every year in London. Going to the theatre in Britain is not only popular, but also expensive. Not many young people can afford to go. It is possible to get cheaper tickets by going to afternoon performances, called **matinées**, or by buying stand-bys, half-price tickets, which are sold half an hour before a performance starts.

VOCABULARY NOTES

advertisement *n* реклама, объявление, *e.g.* I like watching advertisements to know what films will be on next week.

screen *n* экран, *e.g.* There are a lot of screens in modern cinemas, where people can watch different films.

dominate *v* господствовать, преобладать, *e.g.* Now foreign films don't dominate in our country as it was a few years ago.

exist *v* существовать, *e.g.* This old film still exists.

compete *v* конкурировать, *e.g.* Nowadays Russian films can compete with other foreign films.

appeal *v* привлекать, взывать, обращаться, *e.g.* To appeal to the Russian audience film directors try to show interesting, up-to-date films.

audience *n* зрители, *e.g.* British films often use American actors to appeal to the American audience.

editor *n* редактор, *e.g.* A lot of British actors and editors go to America to work.

survey *n* обзор, *e.g.* In a survey most people prefer cinema.

action film *n* боевик, *e.g.* Boys prefer action films.

deal with *v* иметь дело с, *e.g.* Most boys like films which deal with battles and fights.

fringe *n* окраина, *e.g.* British people attend theatres not only in the centre of London, but they also go the fringe theatres.

mystery play *n* мистерия, *e.g.* Children are fond of mystery plays.

ordinary *adj* простой, *e.g.* Ordinary people in some British towns like to go to the cinema.

amateur *n* любитель, *e.g.* Both amateurs and professionals like to perform Shakespeare's plays.

respect *v* уважать, *e.g.* Both actors and theatre-goers should respect each other.

well-trained *adj* хорошо обученный, *e.g.* A good teacher must be not only kind but also well-trained.

contemporary *adj* современный, *e.g.* Contemporary plays are very popular in Great Britain.

matinée и дневной спектакль, e. g. *Matinées* are usually attended by children and their parents.

VOCABULARY EXERCISES

12. Pronounce correctly.

popular, cinema, figure, modern, different, tastes, action, watch, between, box office, company, audience, similar, musical, expensive, cheap, performance

13. Read the words paying attention to the pronunciation of the letters in bold type:

- a) review, respect, responsibility, receive, reach, relation, industry;
- b) western, thriller, horror, survey, contemporary, amateur, ordinary.

14. Give the Russian equivalents of the following word combinations and expressions:

going to the cinema; popular with; a wide range of modern films; cinema complexes; different tastes; in a survey; human relations; cinema box offices; cinema-going audience; to make films; Hollywood is full of British actors; camera people; film industry

15. Give the English equivalents of the following word combinations and expressions:

Голливуд господствует в британском кино; отношения между друзьями; индустрия британского кино очень мала; британские фильмы не могут соперничать с американскими; в Голливуде очень много британских актеров; купить более дешевые билеты; дневные спектакли; за час до начала спектакля

16. Make up sentences using the following words and word combinations:

in recent years; going to the cinema; in a survey; human relations; action films; to afford to go; it is possible; afternoon performances; half-price tickets; the mystery plays; professional actors; to survive

17. Put questions to the italicized words.

Yesterday my friend and I went to the theatre. We got to the theatre *just before the curtain went up*. Our seats were *in the third row* of stalls. *Soon after we took our seats* the lights slowly went down and the play began. *The performance of the talented actress* made a deep impression on everybody. *The audience applauded her stormily* after each act. The rest of the cast was also *wonderful*. *The best actors in the company* were playing that night.

18. Translate into English.

1. Мужчины любят фильмы о войне. 2. Женщины предпочитают драму. 3. Посещение кино в Великобритании весьма популярно, особенно среди молодежи. 4. Часто в британских фильмах принимают участие американские актеры. 5. Британский театр начал свое существование еще в тринадцатом веке. 6. Игра актеров, как профессионалов, так и любителей, очень популярна в Британии. 7. Британцы очень любят мюзиклы. 8. Билеты в театр очень дорогие. 9. Дневные спектакли дешевле. 10. Многие небольшие театры получают деньги от правительства.

COMPREHENSION EXERCISES

19. Read Text 1 and answer the questions using the Vocabulary Notes.

1. Is going to the cinema in Britain popular with young people or with the old ones? 2. What has encouraged more people to go to the cinema? 3. Do British men and women have different tastes in films? 4. What films do men prefer to watch? 5. What can you say about women's favourite films? 6. What dominates the cinema in Britain? 7. Why is British film industry very small? 8. Can British films compete with American films? Why? 9. Where do British people go if they want to make films? 10. Why do British films often use American actors?

20. Read Text 2. Find and translate the passages dealing with:

- a) a long tradition of drama;
- b) the most famous theatres;
- c) popularity of going to the theatre.

21. Find the key words in each paragraph of Text 2.

22. Pick out words and phrases from Text 1 and Text 2. Group them under the following headings: a) Cinema, b) Theatre.

23. Match the following words to their definitions: *clap, audience, critics, stars, subtitles, director, reviews, cast, musical*.

- 1. A play or film in which part of the story is sung to music.
- 2. The total number of actors in a play or film.
- 3. The people who watch a play at the theatre.
- 4. What people do with the hands at the end of a play.
- 5. The person who makes a film.
- 6. Journalists who write articles about films and plays.
- 7. The name of the articles they write.
- 8. The translation of the story of a film across the bottom of the screen.
- 9. The most important actors or actresses in a film.

24. Read and translate the text paying attention to the words in bold type.

HOLLYWOOD

"Hollywood" is the name of a Los Angeles district, which appeared in 1910, and it also stands for American cinematography. It is part of American **entertainment industry** aimed at amusing, educating and giving the public what it wants. American cinema was born in the East when "Patent Cinema Company" was formed in 1908. It included 8 cinema-making firms. Those who did not go into this company went to the West.

The production of films began in Hollywood in the late 1920s and resulted in building **huge sound stages** many of which are used even now.

Hollywood helps to create the "American Dream" and to **convince** people that the American way of life is the ideal one. At the beginning movies were like a dream giving an **escape** from reality and showing that **longing** for happiness and success could be **fulfilled**.

The star system is cultivated because it gives **big profits**. A star is a kind of **goods** that can be bought and sold. Everything, including stars' private lives, is used by managers to build up their public image. A star must compete with other stars, a star must be always in a good form.

In 1913 some well-known American actors such as Charlie Chaplin, Mary Pickford and others founded their own company "United Artists" to become more independent.

One of the greatest events in Hollywood is the annual presentation of Oscar, the legendary figurine which is the highest Award of the American Cinema Academy. The organization was founded in 1927. Its aim was to **further** the development of cinematography. Every year in February the American press publishes the titles of films which have been chosen for the competition. A few Russian films have been awarded Oscars by the American Cinema Academy. Awards are given to the best actor, to the best actress, for the best **script**, for music etc.

25. Answer the questions.

1. What is Hollywood? 2. What is the aim of Hollywood? 3. When and where was American cinema born? 4. When did the production of films begin in Hollywood? 5. What does the "American Dream" mean? 6. What were the first films? 7. Why is a star system cultivated? 8. What is a star in Hollywood? 9. Why did some well-known actors found their own company "United Artists"? 10. What is the greatest event in Hollywood? 11. Do you know any Russian films which have been awarded Oscars?

26. Write your own sentences with the words in bold type.

27. Complete the sentences and develop the ideas.

1. In "Cherry Orchard" the scene is laid in ...

2. One cannot help admiring the scenery in "Swan Lake" ...

3. During the interval we
4. The house is always sold out. Tickets are
5. Theatre-goers take opera glasses with them so that
6. I'm not a theatre-goer because
7. When the curtain fell and the lights went up

CONVERSATION AND DISCUSSION

Topical Vocabulary

Types of films: newsreel; documentary; educational film; adventure film; musical; puppet film; children's film; animated cartoon; Western; war film; horror film; science fiction film; action film; comedy; thriller; crime film

Theatre: scene; stage; plays; performance; musicals; audience; to book in advance; cast; screen; actors; actresses; dress circle; stalls; aisle

Describing plays and films: moving; violent; powerful; gripping (exciting and interesting); good fun (enjoyable); slow (boring)

28. Say what you've learnt about the cinema in Great Britain. Use the Topical Vocabulary.

29. Give the summary of Text 2 using the key words, new words and expressions of the lesson.

30. Read the text about Hollywood and its history once again and be ready to discuss the role of the star system in American cinematography.

31. Read and retell the text about Walt Disney.

At first Walt Disney (1901 – 1966) produced only cartoons. Then came live-action feature movies and nature movies involving animals in human-like dramas. There was plenty of excitement. Disney films were made for family audiences, who knew that good would triumph in the end.

Young Walt spent much of his boyhood on a farm in the Midwest. Later, he took classes to learn to draw cartoons.

After World War I, he found work drawing figures for animated advertising movies. Soon he set up his own movie company.

In 1928 came the first "Mickey Mouse" movie. It was the earliest cartoon with sound, and Disney himself provided Mickey's voice.

The first full-length animation was "Snow White and the Seven Dwarfs".

Disneyland, the huge amusement park Disney created in 1955 in California, has been a major tourist attraction since it first opened.

32. Ask your friend:

- a) if he/she is a theatre-goer;
- b) how often he/she goes to the theatre;

- c) what his/her favourite theatre is;
- d) when he/she was at the theatre last;
- e) if he/she enjoyed the performance;
- f) how he/she managed to book seats;
- g) if he/she remembers who has played the leading part;
- h) if he/she prefers musical comedy to drama;
- i) who his/her favourite actor/actress is.

33. Compose a short story using the following words:

to be on; to manage; beforehand; a box office; in the stalls; never to miss the opportunity of; a theatre-goer/fan; a poster; to play the part; the leading part; the cast; to act; to enjoy; talented; the audience; to be a success; to applaud; to make an impression on smb; to advise to see

34. Give your opinion of the poem *On Politics and Poetry* and state its central idea.

35. Read, translate and be ready to act out the dialogues.

1. *Ann*: Did you enjoy the play, Kate?
Kate: Yes, I enjoyed it very much. I adore musicals.
Ann: So do I. But I didn't like the first act. The women danced badly and the men who danced seemed nervous.
Kate: Did they? Personally I enjoyed every minute of it.
2. *John*: Is the film worth seeing, Mary?
Mary: Well, I expected far more from it. It was rather dull I think.
John: But it was produced in Hollywood and the cast is splendid.
Mary: So what of it? The script is bad and the film is dragged out.
3. *Nick*: Hello, Helen! Have you any spare time tonight?
Helen: Certainly I have.
Nick: I've got two tickets for the new film.
Helen: What film is on today? "Taxi Blues"?
Nick: You are a bit behind, Helen. That was on two weeks ago. It is "Gone with the Wind".
Helen: Oh, I'm eager to see this film.

36. Make up mini-dialogues using the following sentences:

1. I like drama and ballet, but I don't like opera.
2. I quite agree with you. The play was staged very well.
3. I prefer seats in the stalls.
4. The acting was very good.
5. I enjoy musical comedy. It's so entertaining.
6. It's rather easy to get tickets to the theatre now.
7. The play is worth seeing.

37. Read the statements and agree or disagree with them.

1. Violence should not be shown on the screen. 2. Literary works should not be adapted for the screen. 3. Cinema is an art of illusion. 4. Cinema

can help a lot in the field of education. 5. In the 21st century people are much more fascinated by theatre than by cinema. 6. The success of a film mainly depends on the actors. 7. Cinema is not an earnest art. It is just entertainment. 8. The audience influences the process of film-making.

38. Write a letter.

Write a letter to your friend and tell him/her about the film you have seen. Tell your friend why you think he or she should or should not see this film.

39. Learn the following English proverbs and sayings. Pay attention to the infinitive. Think of situations where you could use them.

1. Better to do well than to say well. (Лучше хорошо поступить, чем хорошо говорить.) 2. Better be born lucky than rich. (Лучше родиться удачливым, чем богатым.) 3. All truths are not to be told. (Не всякую правду следует произносить вслух.) 4. A hard nut to crack. (Орешек не по зубам.)

40. Speak on the topics.

1. Cinema and theatre in Great Britain.
2. Cinema in your life.
3. Your last visit to the theatre.
4. Your favourite actor/actress.

41. Role-playing.

Pete and his friends from the university met at the theatre during an interval. One of the girls was surprised to see Pete because she knew he had never been a theatre-goer. Pete said he was attracted by the performance because it was a stage version of one of his favourite novels. His friend Mike liked the performance and the cast very much. Pete agreed that the actress who played the leading part was wonderful but in his opinion the book is much more impressive than the play.

42. Read the text and retell it in indirect speech.

A GOOD LESSON

Once a rich English woman called Mrs Johnson decided to have a birthday party. She invited a lot of guests and a singer. The singer was poor, but he had a very good voice.

The singer got to Mrs Johnson's house at exactly six o'clock as he had been asked to do, but when he went in, he saw through a door that the dining room was already full of guests, who were sitting round a big table in the middle of the room. The guests were eating, joking, laughing and talking loudly. Mrs Johnson came out to him, and he thought she was going to ask him to join them, when she said, "We are glad, sir,

that you have come. You will be singing after dinner, I'll call you as soon as we're ready to listen to you. Now will you go into the kitchen and have dinner too, please?"

The singer was very angry, but said nothing. At first he wanted to leave Mrs Johnson's house at once, but then he changed his mind and decided to stay and teach her and her rich guests a good lesson. When the singer went into the kitchen, the servants were having dinner too. He joined them. After dinner, the singer thanked everybody and said, "Well, now I'm going to sing to you, my good friends." And he sang them some beautiful songs.

Soon Mrs Johnson called the singer.

"Well, sir, we're ready."

"Ready?" asked the singer. "What are you ready for?"

"To listen to you," said Mrs Johnson in an angry voice.

"Listen to me? But I have already sung, and I'm afraid I shan't be able to sing any more tonight."

"Where did you sing?"

"In the kitchen. I always sing for those I have dinner with."

LESSON SEVENTEEN

ENGLISH AND AMERICAN LITERATURE

Table 1

The Complex Object

I We You They	want wanted expect expected	Tony Nora me you him her them the pupils	to	enter go play sing	the university. to the cinema with us. the piano. a song.
He She (It) Alan Ann The teacher	sees saw hears heard			take read explain stand show study receive work play speak	the bus. the book. the rule. near the theatre. our town. French. a letter from your friend. at English regularly. chess with him. English.

Table 2

The Complex Subject

I	am was	known said expected invited	to	study go be informed be met be seen go read see visit	German. to England. about it. in the library. to school. to the theatre. many books in English. the play. Moscow.
He/She (It) Polly Martin	is was				
We You They The guests	are were				
I We You They	seem seemed		to	know be leave go be invited to have seen	English. a student. on Saturday. to the theatre. to the party. the play.
He/She (It) Nick	seems seemed				

GRAMMAR EXERCISES

1. Using Tables 1 and 2 make as many sentences as you can.

2. Point out the complex object and the verbs after which this construction is used.

1. They saw him enter the room. 2. Mother made the child play near the house. 3. You will hear her speak. 4. Nobody expected them to do it. 5. We watched the bus disappear. 6. We heard her play the piano. 7. The teacher made the pupil repeat the rule.

3. Complete the questions using the complex object.

1. Do you expect ... ? 2. Does she make ... ? 3. Has anybody heard ... ? 4. Do they often see ... ? 5. Who invited ... ? 6. Have you noticed ... ? 7. Do your parents want ... ? 8. Can they make ... ? 9. Have you expected ... ?

4. Join the two sentences using the complex object.

1. I saw her. She was dancing. 2. I noticed our teacher. She was approaching the classroom. 3. Jimmy heard his friend. He was speaking English. 4. We saw two girls. They were discussing something. 5. She watched her children. They played in the garden. 6. We saw Robert. He was crossing the street. 7. John saw his brother. He was playing tennis. 8. Ann watched her neighbour. He was opening the window. 9. The teacher saw her pupils. They were standing near the museum.

5. Put the particle *to* before the infinitive if necessary.

1. May I ... use your pen? 2. The teacher made me ... repeat the new words several times. 3. They saw Nelly ... take the book from the desk. 4. Mother didn't let her daughter ... go away. 5. You are ill. You had better ... go home. 6. Can you ... come in time? 7. I would rather ... stay at home in such nasty weather. 8. What makes him ... think he is right? 9. The pupils heard their friend ... make a report. 10. We have ... take umbrellas because it's rainy.

6. Change the sentences using *seem/seemed* + the infinitive according to the Model.

Model: You are getting better. — You seem to be getting better.

1. It's snowing in the mountains. 2. It was snowing when I was out. 3. It's been snowing heavily. 4. George has not come home. 5. By then, all the work had been done. 6. She was feeling very ill. 7. He looked as if he had been hit on the head. 8. It's been raining. 9. The figures have been changed.

7. Change the sentences using the complex subject.

1. The teacher offered the pupils to learn the poem by heart. 2. We are supposed to compare these two texts. 3. It was known that he was a good lecturer. 4. They often heard the girl play that waltz. 5. It was

expected that the conference would take place in April. 6. They expected the children to return by five o'clock. 7. The play is thought to be popular. 8. People saw him enter the house in the evening. 9. It is understood that the commission will soon come to a decision. 10. It is reported that the concert will take place on May 17th.

8. Translate into Russian.

1. We expect you to see this play with us. 2. We knew her to be a bright student. 3. He is known to take very sudden decisions. 4. They heard the door open and close softly. 5. The friends wished him to succeed. 6. Everybody is expected to be ready by seven. 7. He seems to be at the university now. 8. They saw him cross the street looking to the left and to the right. 9. I don't like you to repeat that nonsense. 10. I hate people to speak so cynically. 11. She is supposed to be a good teacher. 12. The people in the North do not see the sun come out for months.

9. Translate into English.

1. Они ожидали, что мы примем участие в обсуждении. 2. Я видела, как дети бежали к реке. 3. Предполагают, что конференция будет в конце месяца. 4. Мы ждали, пока откроют дверь. 5. Учитель хотел, чтобы мы перевели эту статью. 6. Ожидается, что они скоро поедут в Англию. 7. Я хочу, чтобы вы были более внимательны. 8. Говорят, что она сделала очень хороший доклад на научной конференции. 9. Заставь ее помочь вам. 10. Мы ожидали, что гости приедут в конце недели. 11. Предполагается, что она будет играть главную роль в этой пьесе. 12. Он слышал, как они задавали эти вопросы. 13. Ожидают, что книга будет напечатана в этом году. 14. Я знаю, что она написала очень хорошую статью в газету. 15. Я заставила его выучить это правило.

Text 1

WILLIAM SHAKESPEARE

William Shakespeare is the greatest of all **playwrights** and poets of all times. He was born in 1564 in Stratford-on-Avon. He attended the local grammar school and got a classical education. At the age of 18, he married and had three children.

Little is known of his life before 1592, when he appeared as a playwright in London. Soon he became an actor playing supporting roles like the ghost in *Hamlet*. In 1599, Shakespeare became a part owner of the Globe Theatre in London.

Shakespeare's work as a playwright is subdivided into three periods. Written in the first period, Shakespeare's plays are mostly historical plays like *Henry VI* and comedies with strong elements of **farce** (*The Comedy of Errors*).

In the second period, Shakespeare wrote a number of comedies where he **moved away** from farce **towards romance** (*As You Like It*). In the third period, after 1600, appeared his major tragedies — *Hamlet*, *Othello*. His **masterpiece** is *Romeo and Juliet*.

Shakespeare was a great poet and his **major achievement** as a poet is his sonnets, first published in 1609. A sonnet is a poem consisting of 14 lines, with a moral at the end. The sonnets deal with the great themes of love, friendship, death, change and **immortality**. Shakespeare looks at his own poetry as a means of immortality. Shakespeare's sonnets are excellent. They **are full of** harmony and music; they **praise** love, friendship and beauty, though there is no sentimentality in them.

Shakespeare's poetry is at the **summit** of **human** achievement. Many centuries have passed since his death in 1616, but Shakespeare is still considered to be the greatest of all playwrights and poets.

Text 2

MARK TWAIN

Mark Twain was the **pen name** of Samuel Langhorne Clemens (1835 – 1910), the US most famous humorist and the author of popular and **outstanding** autobiographical works, travel books and novels.

He was born on November 30, 1835, the fifth child in the family. His **birth place** was Florida, Missouri.

Hannibal was the town of Sam Clemens's boyhood **destined** to figure importantly in several of his finest books. The Mississippi river, an island nearby and the woods around the town were wonderful places for boys to play. Some of his happiest and **vivid** memories were to be of his play around Hannibal and of his visits to his uncle's farm, near Florida.

The Adventures of Tom Sawyer (1876) was one of Twain's best books, certainly his best for a **juvenile** audience. The characters were the grown-ups and the children of the town in the 1830s. Twain once characterized the book as "simply a hymn put into prose form to give it a worldly air". The happenings were shaped by American humor, which for some time had been making fun of Sunday-school story — its **prematurely** moral children who were **rewarded** and its prematurely immoral children who **came to grief**. Tom, says the first chapter "was not the Model Boy of the village. He knew the model boy very well though — and hated him". Tom was by contrast "the normal boy", the book **implied**, **mischievous** and **irresponsible** but **goodhearted**; and the **subplots** in which he figured showed him again and again winning triumphs. These happy endings **endear** the book to children; the lifelike picture of a boy and his friends is enjoyed by both young and old.

VOCABULARY NOTES

playwright *n* драматург, *e.g.* There are many playwrights in Russia who write special plays for theatres.

farce *n* шутка, *e.g.* I prefer comedies and plays with farce.

move away *v* отодвигать, *e.g.* He moved away all his affairs to go to the country and have a rest.

towards *prep* по направлению к, *e.g.* To reach the theatre you should go towards the centre by bus.

romance *n* любовная история, роман (*приключенческий*), *e.g.* As a rule men like fiction films and women prefer romance.

masterpiece *n* шедевр, *e.g.* In the Tretyakov Gallery you can see a lot of masterpieces of art.

major *adj* более важный, *e.g.* He received major knowledge while working as a teacher.

achievement *n* достижение, *e.g.* Pushkin's achievement in writing poems is great.

immortality *n* бессмертие, *e.g.* You can read a lot about immortality in Shakespeare's books.

be full of *v* быть наполненным, *e.g.* Pushkin's poems are full of love.

praise *v* хвалить, восхвалять, *e.g.* Pupils like when teachers praise them.

summit *n* вершина (*предел, верх*), *e.g.* At the summit of the debates they came to the agreement.

human *adj* человеческий, *e.g.* People should live worthy in the human society.

pen name *n* псевдоним, *e.g.* A lot of famous writers have got pen names.

outstanding *adj* выдающийся, *e.g.* Leo Tolstoi is an outstanding writer of our country.

birthplace *n* место рождения, *e.g.* Shakespeare's birthplace was Stratford-on-Avon.

destine *v* предопределять, (пред)назначать, *e.g.* A boy's poor childhood destined his future.

vivid *adj* яркий, живой, *e.g.* Readers are fond of Mark Twain's vivid humour.

adventure *n* приключение, *e.g.* A lot of young people prefer reading detectives and adventure stories.

juvenile *adj* юношеский, *e.g.* Juvenile audience is very strict in choosing films for watching.

prematurely *adv* преждевременно, *e.g.* The girl was prematurely afraid of her new teachers.

reward *v* награждать, *e.g.* The writer was rewarded for the books devoted to the juvenile audience.

grief *n* горе, беда; *e.g.* Small children like to listen to stories where there is no grief or horror; **come to grief** попадать в беду.

imply *v* подразумевать, *e.g.* They implied that everything was all right.

mischievous *adj* озорной, *e.g.* He was very mischievous and disobedient.

irresponsible *adj* безответственный, *e.g.* An irresponsible man is a bad friend.

goodhearted *adj* добрый, *e.g.* Everybody likes goodhearted people, but not all of them are the same.

subplot *n* сюжет, *e.g.* The subplot of the book was difficult to understand.

endear *v* располагать к себе, *e.g.* Kindness and politeness endear grown-ups to children.

VOCABULARY EXERCISES

10. Pronounce correctly.

fantasy, author, success, character, humorous, kindness, mixture, tragic, religious, hymns, prayers, experience, earn, poetry, calm, sympathy, masterpiece, shocking, lyrical, emotional

11. Read the following words paying attention to the pronunciation of letters in bold type:

a) move, achievement, vivid, adventure, juvenile, mischievous;

b) reward, playwright, wealthy, win, west, warm, wonder, worthy.

12. Pronounce correctly and give the Russian equivalents of the following word combinations and expressions:

of all times; classical education; little is known; supporting roles; a part owner; strong elements of farce; moved away from farce; it deals with; a means of immortality; they praise love; at the summit of human achievements

13. Give the English equivalents of the following word combinations and expressions:

Марк Твен — не имя, а псевдоним; автобиографические произведения; он был пятым ребенком в семье; родной город фигурировал в некоторых его книгах; яркие воспоминания; молодежная аудитория; счастливый конец в книгах привлекает как молодых, так и старых; жизненная картина

14. Make sentences using the following word combinations and expressions:

a pen name; a great humorist; autobiographical works; the most successful writings; to be born; the most vivid memories; a juvenile audience; the setting was; the life-like picture; winning triumphs

15. Translate into English using the Vocabulary Notes.

1. Шекспир, величайший из драматургов и поэтов мира, получил классическое школьное образование. 2. Шекспир был актером и играл второстепенные роли. 3. В первый период своего творчества (work) Шекспир писал исторические пьесы и комедии с элементами фарса. 4. Главным достижением этого периода была трагедия «Ромео и Джульетта». 5. Шедевром второго периода была комедия «Как вам это понравится», в которой Шекспир отошел от фарса в сторону романтики. 6. Главные трагедии третьего периода противопоставляют порядок хаосу, зло добру. 7. Шекспир был бы знаменит даже в том случае, если бы был только поэтом. 8. В сонетах искусство рассматривается как средство достижения бессмертия. 9. Его сонеты, полные музыки и гармонии, воспевают любовь, дружбу, красоту. 10. Поэзия Шекспира — одно из величайших достижений человечества.

COMPREHENSION EXERCISES

16. Read Text 1 and answer the questions using the vocabulary of the lesson.

1. What is Shakespeare famous for? 2. What is known of Shakespeare's early years? 3. What kind of plays did he write during the first period of his work? 4. What kind of comedies did he create in the second period? 5. What do Shakespeare's masterpieces of the third period present? 6. What is Shakespeare's major achievement as a poet? 7. How can you define a sonnet? 8. What themes do Shakespeare's sonnets deal with?

17. Read Text 2 and choose the correct endings of the quiz sentences.

1. The real name of Mark Twain was
 - a. John Marshall.
 - b. Sam Clemens.
 - c. Tom Sawyer.
2. His early life could be characterized as
 - a. quiet and scholarly.
 - b. active and adventurous.
 - c. sad and difficult.
3. Twain based most of his successful writings on
 - a. pure fantasy.
 - b. facts he learnt from school.
 - c. true-life experience.
4. An important element in this author's childhood was
 - a. the Mississippi river.
 - b. The Boston Art Museum.
 - c. the Pacific Ocean.

5. As a child he had a great deal of contact with
 - a. wealthy people.
 - b. music.
 - c. nature.
6. His famous book *The Adventures of Tom Sawyer* contains
 - a. religious hymns and prayers.
 - b. accounts of the Civil War.
 - c. happenings from small-town life.
7. The general tone of the book is
 - a. humorous.
 - b. tragic.
 - c. critical.
8. The book tells us the story of a boy who was a
 - a. very spoilt child.
 - b. model of kindness and virtue.
 - c. normal mixture of good and bad.

18. In Text 2 find and translate the passages dealing with:

- a) Samuel Clemens's birth;
- b) his childhood;
- c) the adventures of Tom Sawyer;
- d) features of Tom's character.

19. Look through Texts 1 and 2. Find and translate the sentences with the following word combinations:

the greatest of all playwrights; playing supporting roles; a part owner; his sonnets; full of harmony and music; human achievement; the pen name; Sam Clemens's boyhood; vivid memories; juvenile audience; moral children; immoral children; a normal boy; the Model Boy

CONVERSATION AND DISCUSSION

Topical Vocabulary

an encyclopedia; a well-read man; a novelist; an essay; a fairy tale; a best-seller; a travel book; fiction; science fiction; a historical novel; a mystery/horror novel; a thriller; a detective story; a humorous story; an adventure story; in the original/in translation

20. Complete the sentences using the following words: *encyclopedia, thriller, best-seller, humorous stories, in the original.*

1. If you need some information, you can look it up in the ... 2. The latest book by this writer is considered to be ... 3. I have read a fine ... this month. 4. I'm not keen on reading fiction, but from time to time I read some ... 5. When do you think you will be able to read English fiction ... ?

21. Give the summary of Text 1 using the Topical Vocabulary.
22. Retell Text 2. Use the sentences of the quiz as your plan.
23. Answer the questions using the new words and expressions of the lesson.

1. What books have you read lately? 2. What have you read this month? 3. Have you read any English books this month? 4. Have you read this English book in the original or in translation? 5. Have you read any of the most famous English contemporary writers, playwrights, poets? 6. What are you reading now? 7. When did you begin reading this book? 8. Did you choose the book you are going to read next? 9. Can you borrow it from the library or from your friend? 10. Are you fond of reading?

24. Say which author wrote which book.

W. Shakespeare	Robinson Crusoe
D. Defoe	Othello
Ch. Dickens	The Adventures of Tom Sawyer
W. Scott	Martin Eden
M. Twain	Ivanhoe
Ch. Brontë	David Copperfield
J. London	Jane Eyre

25. Read and retell the text.

LIBRARY

I am fond of reading. I like to read books of Russian and foreign authors. I prefer fiction but also like thrillers, adventure stories, history books. My favourite authors are L. Tolstoy, M. Lermontov, M. Twain, A. Christie. I have got a good collection of books at home but, certainly, you can't get all the books at home. That's why I often borrow books from the library. There is a wide choice of books in it.

Libraries are aimed at collecting and keeping different publications, they also carry out information and bibliographic work. Nowadays, the work of libraries is directed to the growing spiritual demands of the people. There are libraries not only in big cities and towns, but practically in every small village.

When I have to write a report on a certain topic or prepare for a talk on the topic, I go to the reference department and look up the necessary information in the reference books or encyclopedia, or dictionaries. We can also find some additional information about the writers, some critical essays and articles there. I often go to the fiction department because I prefer science fiction and detective stories too.

The Library is also a scientific institution. A great number of students and pupils work there and researchers carry out scientific work. It's also a cultural centre, because different meetings with writers and poets, actors and painters are held there.

26. Answer the questions to the text.

1. Are you fond of reading books? 2. Is there a library in your district? 3. What kind of books can you get at the library? 4. How often do you go to the library to exchange books? 5. What kind of books do you like to read most of all? 6. Which do you prefer: novels or plays? 7. Who helps the readers to choose a book to their taste? 8. What magazines do you read? 9. What newspapers are you a subscriber (подписчик) of? 10. How long can you keep a book from the library?

27. Say why you like or dislike the book. Use the following expressions as starters:

To my mind ...

I'm sure ...

I think ...

By the way ... ?

Why/Where ... ?

How many ... ?

28. Read, translate and be ready to act out the dialogues.

1. *Reader:* Have you got any plays by modern English playwrights? I want something light and amusing.

Librarian: Take *Pygmalion* by Bernard Shaw.

Reader: Is this play interesting?

Librarian: Oh, I think so. It's very popular among the readers.

Reader: May I take one more book?

Librarian: Yes, surely. You can borrow two books. What else would you like to take?

Reader: You see, I'm fond of reading adventure and detective stories and I want to read something of this kind.

Librarian: Then take Agatha Christie's stories. You are sure to like them.

Reader: With pleasure. Thank you.

2. — What's the title of the book you are reading?

— It's *The Moon and Sixpence*.

— Who is the author?

— Don't you know? William Somerset Maugham.

— What kind of writer is he?

— W.S. Maugham is a well-known novelist and playwright. He wrote a great number of novels, plays and short stories. He had a natural gift for telling very human stories which are all written in a simple natural style. That made his works extremely popular.

— What's his best book?

— I think it's *On Human Bondage*. It's an autobiographical novel. The action takes place in England at the beginning of the 20th century. I advise you to read this book.

— Thank you. I'll try and get it.

29. Ask your friend to give you as much information as possible about:

a) the books which he/she likes to read;

- b) his/her favourite writer;
- c) his/her first visit to the library.

30. Speak on the topics.

1. English and American literature.
2. Literature in our life.
3. Our university library.
4. The importance of a good school library for the education of pupils.

31. Write a story using the main idea of the story or the book you read.

You may change the time, the characters or anything else as long as the main idea is the same.

32. Role-playing.

Pretend you are an interviewer. You'd like to ask some students sitting in the reading room about their favourite writers and kinds of books they are fond of. Perhaps they have got a good collection of books at home.

Ask the students about the authors of their books; how often they go to the library and to the reading room and why they go there.

33. Find the infinitives and infinitive constructions in the text and retell it in indirect speech.

My beautiful watch kept perfect time. But one night I forgot to wind it up (завести) and went to a watchmaker as I wanted my watch to be set by the exact time. The watchmaker said, "It is four minutes slow — the regulator should be pushed up (выдвигать)." I tried to stop him, tried to make him understand that my watch kept perfect time, but he would not listen to me and pushed the regulator. My watch began to gain (спешить), it gained faster and faster day by day. At the end of two months it had left all the clocks and watches of the town far behind.

I had to take it to another watchmaker to be regulated. I expected him to regulate the watch immediately, but he asked me to come in a week's time.

After that my watch began to slow down (отставать) and I began to be late for trains, for my business appointments (деловые свидания), began to miss my dinners.

I went to a watchmaker again. While I waited for him to repair my watch, he took the watch to pieces (части) and said he could finish repairing only in three days. After that the watch went for half a day and then stopped.

I was taking this instrument from one watchmaker to another. And as a result the cleverest man in the world could not tell the time by my watch. The thing was getting serious. The watch had cost two hundred dollars originally and I seemed to have paid out two thousand for repairs (ремонт). I decided to finish repairing the watch and bought another one.

(From *My Watch* by M. Twain)

LESSON EIGHTEEN

PLACES OF INTEREST IN ENGLAND AND AMERICA

Table

The Subjunctive Mood

<p>1. После выражений типа:</p> <p>it is necessary it is desirable it is required it is essential it is probable it is possible</p> <p>и таких глаголов, как: demand, propose, order, suggest, require, insist, desire, wish</p>	<p>a) should/would/could/might + инфинитив без to: ... that you should write your report in time. ... чтобы ты написал доклад вовремя.</p> <p>b) инфинитив без to: ... that the book be given back. ... чтобы книгу сдали.</p> <p>c) формы прошедшего времени: ... that the plans were put into practice. ... чтобы планы были претворены в жизнь.</p>
<p>2. В условных предложениях</p>	<p>If they had money, they would help us. Если бы у них были деньги, они помогли бы нам. Were there no taxi, we should not catch the train. Если бы не было такси, мы бы не успели на поезд.</p>

GRAMMAR EXERCISES

1. Using Table make as many sentences as you can.

2. Comment on the use of the subjunctive mood in the following sentences and translate them into Russian:

1. It is necessary that we should be here. 2. It is possible that we should both have gone the same way. 3. I suggest that you should come back with me. 4. It is desirable that he should explain it. 5. It is probable that the work be done. 6. I demand that the essays be written in time. 7. She insists that they should help her friend.

3. Translate the sentences into Russian.

I wish I knew my friend's phone number. (= I don't know it and I regret this.) 2. Do you ever *wish you could* fly? (you can't fly) 3. It rains a lot here. *I wish it didn't rain* so often. 4. It's very crowded here. *I wish there weren't* so many people. (but there are a lot of people) 5. *I wish I didn't have* to work. (but I have to work)

4. Change the sentences using *I wish* according to the Model.

Model: It's a pity *you are* ill. — *I wish you were* not ill.

1. What a pity you don't know enough physics. 2. Unfortunately they won't return before summer. 3. It's a pity that you did not send for a doctor last night. 4. My brother regrets not having passed the exams. 5. She was sorry not to have had enough time to cook dinner. 6. It's a pity they won't be able to come home in time. 7. I am sorry I made you upset by telling you this news. 8. It's a pity we are not with you these days. 9. What a pity they are wrong. 10. I am not sure he is at home, but I'd like to see him.

5. Use the necessary form of the subjunctive mood after *I wish*.

1. I love sunny weather. I wish it (to be) warm and fine all the year round. 2. I wish I (not to lend) Nick my watch: he has broken it. 3. I wish you (to send) word as soon as you arrive. 4. I wish you (to go) skiing with me yesterday: I had such a good time. 5. I wish I (to know) German. 6. I wish him (to read) more in the future. 7. I wish I never (to suggest) this idea. 8. I wish (to be) at yesterday's party: it must have been very merry. 9. Don't you wish you (to see) that performance before? 10. The unfortunate student wished he (not to forget) to learn the rule.

6. Make sentences beginning with *I wish* according to the Model.

Model: I don't have a lot of relatives (and I am lonely). — *I wish I had more relatives.*

1. I have to work tomorrow (but I like to stay in bed). 2. I live in a big city (and I don't like it). 3. I can't go to the theatre (and I'd like to). 4. I don't know anything about cars (and my car has just broken down). 5. I am not reading an interesting book (and that's a pity). 6. I don't have a key (and I need one). 7. It's hot (and I hate hot weather). 8. My friend isn't here (and I need to meet him). 9. It's raining (and I don't like it).

7. Write your own sentences beginning with *I wish*.

1. (something you'd like to be — nice, rich, kind etc);
2. (somewhere you'd like to be now — in London, at home, in bed etc);
3. (something you'd like to have — a car, a job, lots of money etc);
4. (something you'd like to be able to do — to dive, to fly, to sing etc);
5. (somewhere you'd like to go — to Britain, to the theatre, for a walk etc).

8. Translate the sentences into English using *I wish*.

1. а) К сожалению, они еще ничего не знают.
б) К сожалению, они уже знают об этом.
2. а) Обидно, что мы ушли до начала концерта.
б) Обидно, что мы не дождались начала концерта.
3. а) Я теперь жалею, что не послушала совета брата.
б) Я теперь жалею, что последовала его совету.
4. а) Жаль, что она пришла так поздно.
б) Жаль, что она не пришла пораньше.
5. а) Жаль, что он такой глупый.
б) Жаль, что он недостаточно умен.

9. Translate into English using *I wish*.

1. Ах, если бы ты сказала мне об этом вчера. 2. Жаль, что тебя не интересует немецкий язык. 3. Хорошо бы сейчас было лето. 4. Если бы он пришел сегодня вечером! 5. Я пожалела, что не попросила совета мамы. 6. Жаль, что вы отказались принять участие в концерте. 7. Жаль, что вы опоздали на спектакль. 8. Я бы хотела, чтобы вы упомянули их фамилии. 9. Он сожалел, что не рассказал нам об этом раньше. 10. Хорошо бы вы написали ей об этом сами. 11. Жаль, что он делает так много ошибок в английском языке. 12. Она пожалела, что бросила университет.

10. Join the two sentences to make a sentence of unreal condition according to the Model.

Model: I have time. I will do the work. — If I had time, I would do the work.

1. He will answer your letter. He knows the address. 2. I write to them. They will come. 3. They had done it. They were happy. 4. She has the book. She will give it to you. 5. I will go. They invite me. 6. It will rain in the evening. We will not go for a walk. 7. He has a dictionary. He will translate the text.

11. Put the verbs in brackets into the correct mood.

1. You (to speak) better if you (to be) more attentive. 2. If only he (to be) here, he (can) tell you. 3. If our telephone not (to be) out of order, I (to ring) you up this morning. 4. If they (to be) in your place, they (to think) as you do. 5. She (not to do) it if you (not to help) her. 6. If he (to understand) the situation, he (to act) differently. 7. We (to come) to see you if we (not to be tired). 8. If they (to be present), they (may) be awarded. 9. If I (to know) you (to come), I (to stay) at home. 10. If she (to come) earlier, she (to have been able) to see him before he went out. 11. I (not to fall asleep) (заснуть) over the book if it (not to be) so boring.

12. Comment on the use of the subjunctive mood and translate the sentences into Russian.

1. If you were Henry, what would you do? 2. If I were a bird, I wouldn't sing in a cage. 3. If Jane were here, she would tell us the answer. 4. If I were the King, I would make you my Queen. 5. "If you were the only girl in the world and I were the only boy..."

13. Translate into English paying attention to the subjunctive mood.

1. Если бы я знала немецкий, я бы уже давно написала ему письмо. 2. Если бы я знал французский, я бы читал Бальзака в оригинале. 3. Если бы он не был таким талантливым музыкантом, у него не было бы сольных концертов. 4. Вы бы много знали, если бы регулярно посещали занятия. 5. Если бы я жила близко, я бы не опаздывала в университет. 6. Все были бы рады, если бы вечер состоялся. 7. Если бы мои родители были богаты, они купили бы большой дом. 8. Если бы вы пришли вчера раньше, мы бы закончили работу в срок. 9. Если бы она следовала советам врача, она бы быстро поправилась. 10. Если бы я узнала об этом раньше, то не сидела бы сейчас дома.

Text 1

LONDON SIGHTS

London is the capital of Great Britain. It is one of the largest cities of the world. London is situated on the river Thames and 14 bridges over the river carry heavy traffic from one side to the other.

The saying *When a man is tired of London, he is tired of life!* (Dr Johnson) is a cliché, but you can't be bored in London. There are hundreds of historic buildings, galleries and museums. There are parks and street markets, over 80 theatres and even more cinemas.

There are a lot of places of interest in London which **attract** thousands of tourists every year. They usually want to see Westminster Abbey, the House of Parliament, Buckingham Palace, the Tower of London, St Paul's Cathedral.

Westminster is now the political centre of London. In the 11th century, King Edward the Confessor decided to build a great **abbey church** there. There are many **royal tombs** and memorials to famous men and women in the Abbey. The most popular ones are those to writers, poets and musicians in the Poet's Corner. William the Conqueror **was crowned** there, and since then all the coronations have taken place in the Abbey.

The Palace of Westminster was built during the **reign** of Edward the Confessor. It was the royal residence and also the country's **main court**. The Parliament met here since the 18th till the 19th century. The present Houses of Parliament were built after the fire in the Palace of Westminster in 1834. There are two houses in the Parliament: The House of Lords and the House of Commons.

The **Towers** of the Houses of Parliament stand high above the city. On the highest tower there is the largest clock in the country, which is known to the whole world as **Big Ben**. One can hear **Big Ben** strike every quarter of an hour. **Buckingham Palace** is the Queen's official London residence. Both Londoners and tourists usually watch the **Changing of the Guards in the forecourt of the palace**. It lasts about 30 minutes.

The Tower of London is associated with many important **events** in the British history. It has been a **fortress**, a prison, a palace, a **mint**. The Tower of London is famous for its prisoners, like Sir Thomas More and Guy Fawkes. The White Tower was built by William the Conqueror to **protect** the city. The Tower is guarded by "**Beefeaters**", the **Yeomen Guards**.

St Paul's Cathedral is Sir Christopher Wren's **masterpiece**. It was built since 1675 until 1709. It is **crowned with a huge dome**. Inside the dome there is the famous Whispering Gallery. There are many memorials in the Cathedral, including memorials to Wellington and Nelson.

London is **noted for** its museums and **art galleries** such as the National Gallery, the National Portrait Gallery, the Tate, the Museum of London, the **Museum of Moving Image**, Madame Tussaud's Museum and many others.

Text 2

VISIT TO WASHINGTON

Washington, being the nation's capital, has a vast number of public buildings, monuments and notable **dwellings**; seeing at least some of them is the **goal** of most visitors.

It is a **moot** question in Washington whether the Capitol or the White House holds first interest. As the residence of President, perhaps the White House **has the edge**. Every President except Washington lived there.

The home of the President of the United States gets its name from its white walls. But the White House wasn't always white, it's original color was gray. During the war of 1812–14 the British burned most of the public buildings in Washington, including the President's Palace. Its walls were still standing, but the sandstone was so streaked with water and smoke that it seemed best to paint it white. That done it began to be called the "white house".

The Capitol is the seat of the US Congress. Building of the Capitol in Washington was begun in 1793. The Capitol Building dominates all Washington. It stands on the crest of a hill rising above the Potomac river. The Capitol consists of a central building crowned by a great dome and connected at each end by galleries with a large wing. The north wing contains the Senate Chamber, and the south wing — the House of

Representatives. Both chambers of the Congress are open to public, they have visitors' galleries, there is a special gallery for foreign diplomats. Special places are set aside for press, radio and TV representatives.

Inaugurations of presidents and vice-presidents are held in front of the Capitol.

The Lincoln Memorial was set high on an artificial plateau and **dedicated** to Memorial Day, May 30, 1922, although the first organized effort to **erect** a monument to Abraham Lincoln in Washington came two years after his death, in 1867.

The memorial is of white marble. Its beauty and purity of design equal the best of the ancient times. The 36 columns surrounding the walls represent the 36 states in the Union at the time of Lincoln's death.

The memorial chamber contains a colossal statue of Lincoln and two huge **inscribed** stone **tablets**. But the dominant feature of the memorial chamber is the **magnificent**, realistic figure of Lincoln seated in the center of the open **temple**, facing the Capitol. The marble statue, 19 feet tall, was designed and **executed** by sculptor Daniel Chester French. It represents Lincoln as the War President. The statue **embodies** the qualities that are forever associated with the great man — **compassion**, warmth, strength of character and an **ineffable** sadness.

VOCABULARY NOTES

attract *ν* привлекать, *e.g.* A great number of beautiful cities in Great Britain attract thousands of tourists.

abbey church *η* церковь аббатства, *e.g.* A great abbey church was built in Westminster.

royal tomb *η* гробница короля, *e.g.* Tourists can see a lot of royal tombs in the Abbey.

be crowned *ν* короноваться, *e.g.* Almost all British Kings and Queens were crowned in Westminster Abbey.

reign *η* правление, *e.g.* It was built in the reign of King Edward.

main court *η* верховный суд, *e.g.* The Palace of Westminster was both the royal residence and the country's main court.

tower *η* башня, *e.g.* The Towers of the Houses of Parliament are very high.

Changing of the Guards in the forecourt of the palace смена караула перед дворцом, *e.g.* The Changing of the Guards in the forecourt of the palace is one of the main tourist attractions in London.

event *η* событие, *e.g.* A lot of sad events took place in the Tower of London.

fortress *η* крепость, *e.g.* Prisoners were taken into the fortress.

mint *η* монетный двор, *e.g.* There is a mint of our country in St Petersburg.

protect *v* защищать, *e.g.* In ancient times people built fortresses to protect their cities.

Beefeater, Yeomen Guard *n* бифитер, стражник-йомен, *e.g.* The Tower of London is guarded by "Beefeaters", the Yeomen Guards.

masterpiece *n* шедевр, *e.g.* Pictures of the National Gallery are masterpieces of art. If you go to London, you will see a lot of masterpieces there.

be crowned with a huge dome быть увенчанным огромным куполом, *e.g.* St Paul's Cathedral is crowned with a huge dome inside of which there is the famous Whispering Gallery.

be noted for smth *v* быть знаменитым чем-либо, *e.g.* Madame Tussaud's Museum is noted for a great number of figures of old and modern famous people.

art gallery *n* художественная галерея, *e.g.* The Tate is a very famous art gallery.

Museum of Moving Image *n* Музей кино, *e.g.* A lot of tourists visit the Museum of Moving Image with great interest.

dwelling *n* дом, *e.g.* There are a lot of notable dwellings in New York too.

goal *n* цель, *e.g.* The only goal of all tourists is to watch all interesting places of the city.

moot *adj* спорный, *e.g.* It is a moot point for people what places of interest in Moscow are the best.

have the edge (on smb) *v* иметь преимущество, *e.g.* The inhabitants of Moscow have the edge on the people from other places in watching the sights of their city.

dedicate (to) *v* посвящать, *e.g.* The Memorial was dedicated to Victory Day.

erect *v* устанавливать, *e.g.* The monument is erected in the centre of the city.

inscribe *v* надписывать, *e.g.* On the north and south walls of a huge Lincoln's statue is inscribed his speech.

tablet *n* дощечка (с надписью), *e.g.* One can see a lot of tablets on the houses in Moscow where famous people lived.

magnificent *adj* великолепный, *e.g.* The memorial is made of magnificent white marble.

temple *n* храм, *e.g.* There is a magnificent temple instead of the pool in the centre of the city.

execute *v* исполнять, *e.g.* The bronze statue is executed by a modern sculptor.

embody *v* воплощать, *e.g.* The picture embodies the qualities which are associated with the woman and mother.

compassion *n* сострадание, *e.g.* In the portraits of the artist one can see compassion.

ineffable *adj* невыразимый, *e.g.* A group of monuments embodies an ineffable compassion.

VOCABULARY EXERCISES

14. Pronounce correctly.

museum, attract, crown, memorials, reign, residence, court, official, guards, forecourt, huge, dome, whisper, gallery, associate, event, fortress, national, move, image, abbey, church, masterpiece, noted, protect, chamber, fortunately, sightseers, column, perfect, collection, acquaint, tomb

15. Read the verbs.

give — gave — given; grow — grew — grown; choose — chose — chosen; make — made — made; take — took — taken; leave — left — left; get — got — got

16. Pronounce correctly and give the Russian equivalents of the following phrases and expressions:

the largest city of the United Kingdom; London is situated on the river Thames; can be divided into several parts; a district of docks and factories; well-to-do people; Westminster Palace is the seat of the British Parliament; a building crowned by a big dome; chambers are open to public; the first organized effort; the temple to the goddess Athens; the dominant feature of the memorial chamber.

17. Give the English equivalents of the following:

собор Святого Павла; объекты интереса туристов; аббатство; гробница королей; коронация; правление; королевская резиденция; Верховный суд; смена караула; для защиты Лондона; дворец; тюрьма; монетный двор; Тауэр; стражники-йомены; обелиск высотой 55 футов; монумент Вашингтону; здание Капитолия возвышается над Вашингтоном; обе палаты конгресса открыты для публики.

18. Make sentences using the following words and word combinations:

the Whispering Gallery; to be guarded by smb; to protect smth; an art gallery; to be associated with smth; to be noted for smth; to contain smth; to be crowned; during the reign of smb; the Poet's Corner; a coronation; Washington sights; the White House; 55-foot obelisk; thousands of Americans flock; the memorial of white marble; two huge inscribed stone tablets; realistic figure of Lincoln; the marble statue; 19 feet tall

COMPREHENSION EXERCISES

19. Answer the questions using the Topical Vocabulary.

1. What is London? 2. Do you know the main tourist attractions in London? 3. How many bridges are there over the Thames? 4. What is

Westminster Abbey famous for? 5. What is Buckingham Palace? 6. Do you know Sir Christopher Wren's masterpiece? 7. What is the Tower of London associated with? 8. What famous museums are there in London? 9. Do you know the history of the Houses of Parliament? 10. What is the most ancient historic monument of London?

20. Read Text 1 and find the key sentences in each paragraph.

21. Put questions to the following sentences:

1. Thousands of tourists come to London to see the places of interest. (Who) 2. The city is the financial and business centre of the country. (What) 3. In the West End one can find the best theatres and museums, shops and galleries. (What, where) 4. Fourteen bridges over the river carry heavy traffic from one side of the river to the other. (What, where, what kind of) 5. London can be divided into several large parts. (How many)

22. Give the opposites to the following:

1. There is one bridge over the river Thames. 2. There are few museums in London. 3. London is a small town. 4. There are only two parks in London. 5. It's not interesting to visit London. 6. There are few tourists in London. 7. People live in the Houses of Parliament. 8. Big Ben is a theatre. 9. Many famous people are buried in the Tower. 10. The Tower is a clock.

23. Translate into English.

1. В Лондоне много достопримечательностей. 2. Объектами интереса туристов в Лондоне являются Вестминстерское аббатство, Парламент, Букингемский дворец, собор Святого Павла. 3. В Вестминстерском аббатстве, построенном Эдуардом Исповедником, находятся гробницы королей и мемориалы известных людей. 4. Лондонский Тауэр, построенный для защиты Лондона, был крепостью, дворцом, тюрьмой и монетным двором. 5. Тауэр известен также стражниками-йоменами, или бифитерами. 6. Собор Святого Павла является шедевром сэра Кристофера Рена. 7. Собор Святого Павла увенчан огромным куполом. 8. Многие выдающиеся деятели, ученые и поэты жили в Лондоне. 9. Букингемский дворец — официальная лондонская резиденция английской королевы. 10. Все коронации проводятся в Вестминстерском аббатстве. 11. Во время правления Эдуарда Исповедника дворец был королевской резиденцией; там также располагался Верховный суд.

24. Read Text 2 and answer the questions.

1. Where is the Capitol situated? 2. What can you say about the Capitol building? 3. What was the original colour of the White House? 4. How long was the Lincoln Memorial being constructed and when was it opened to the public? 5. The memorial chamber contains a colossal statue of Lincoln and one huge inscribed stone tablet, doesn't it?

25. Fill in the blanks with prepositions. Mark the sentences giving you new information about Great Britain.

1. Great Britain is a constitutional monarchy where the legislative power belongs ... the Queen. But her powers are limited ... the Parliament and Constitution. 2. The Houses ... Parliament consist ... the House ... Commons and the House ... Lords. There are ... 630 members ... the English House ... Commons. The Prime Minister is usually the leader ... the party that has a majority ... the House ... Commons. 3. ... 46 million people live ... England, 3 million ... Wales, 5 million ... Scotland, 1.5 million ... Northern Ireland. Only ... 20 % ... the population is rural. 4. Great Britain is separated ... the Continent ... the English Channel, the narrowest part ... which is called the Strait ... Dover. 5. The Atlantic Ocean and the Irish Sea wash the country ... the West and ... the East. 6. The highest mountains are situated ... Scotland. 7. The West ... England is a very beautiful part ... the country. It is called Lake District. 8. ... the centre of England there is a district ... no grass called the Black Country. This part is rich ... coal.

26. Read and translate the text.

MUSEUMS OF LONDON

There are so many museums and galleries in London that even people who have lived there for a long time don't know them all. Some are traditional museums, but many are now making exhibitions interactive, or hands-on, to encourage people to touch and understand what is on display.

At the Science Museum visitors can carry out experiments. At the Natural History Museum visitors can find out about dinosaurs and how to look for fossils on the beach. At the National Gallery, the country's main art gallery, visitors can call up paintings on computer screens, find out about them and then print out a plan with their location indicated.

At MOMI, the Museum of the Moving Image, almost all the things on display move. You can find out about the history of the cinema and TV. You can see how the first film was made, listen to the latest stereo systems and watch the news from the 1960s. You can design your own cartoons, be made up for a screen test, read the news on TV and fly like Superman over London. The people who work in the museum are actors: those in the 1950s section are in 1950s costume and can talk to you about Marilyn Monroe, but if you mention a more modern actor, they will ask, "Who is he?" or "Who is she?"

27. Answer the questions.

1. Which museum would you prefer to go and see? Why? 2. What can you see in the Science Museum? 3. What can visitors find out in the Natural History Museum? 4. What is the National Gallery famous for? 5. Why do people like MOMI?

CONVERSATION AND DISCUSSION

Topical Vocabulary

the Tower of London, Westminster Abbey, the Houses of Parliament, Trafalgar Square, the Nelson's Column, Kensington Gardens, Piccadilly Circus, Queen's residence, President's Palace, architecture, sights, the Capitol, Washington Monument, Lincoln Memorial, the White House

28. Retell Text 1 using its key sentences and the Topical Vocabulary.

29. Give the summary of Text 2. Use the new words and expressions of the lesson.

30. Continue the description of London using the following words: *to be situated, 14 bridges over the Thames, offices, banks, supermarkets, theatres, museums, galleries, 7 parks, Hyde Park, Kensington Gardens, Green Park, Westminster Abbey, the British Parliament, Queen's residence, to go sightseeing about the city*

London is the capital of Great Britain. Today it is one of the largest cities in the world. Its population is more than 8 million. ...

31. Read and translate the text. Comment upon it.

SUN WORSHIP AT STONEHENGE

People think that more than 3,500 years ago the huge stones of Stonehenge were transported 200 miles from Wales and set up in a circle on Salisbury Plain, a region southeast of Bristol.

Stonehenge is associated with sun worship at dawn in midsummer, the sun rises exactly over a certain stone on the outside of the circle and shines onto the altar in the centre.

Every year thousands of young people go to Stonehenge to take part in the midsummer Druid festival, but only a small number of people are allowed near the circle of stones. This has often led to violence with police.

32. Read the text and retell it.

A VISIT TO LONDON

If you could stay only a few days in London, you won't have much time for your sightseeing. If I were you, I should make up my mind beforehand. It all depends on your tastes. You may, for instance, be interested in shops, or art galleries, or museums. Or you might prefer to start up with principal historic buildings and monuments. In that case you might begin with the West End and see the Houses of Parliament, Westminster Abbey and the Nelson's Column. From there you could

go along the Mall to the Buckingham Palace and have a look at Queen Victoria's Memorial facing the Palace. Then stroll up Constitution Hill to Hyde Park Corner and take a walk through the park and Kensington Gardens to Albert Memorial, which faces Albert Hall.

That's really more than enough for one day but still, if you want to see more, you might get on top of a bus going towards the City. The bus goes along Piccadilly Circus, Charing Cross, then along the Strand and Fleet Street to Highgate Circus. There you might as well get off and walk to St Paul's Cathedral. After that you could go further east to the House of the City and see the Bank, the Mansion House and Royal Exchange. And then, if you have time and are not too tired, you could go to the East End and see the Tower of London, Tower Bridge over the Thames, the Mint and many other interesting places.

33. Make up a dialogue using the information from the text.

34. Read and learn the following dialogues. Make up similar dialogues of your own.

1. *Ann*: Is it possible to see all the places of interest of London during one or two days?

Brian: Of course, not. London is one of the largest, oldest and most interesting cities in the world.

Ann: Can you tell me the most interesting places to visit?

Brian: With great pleasure. If you are interested in the history, you should go to the Tower of London, Poet's Corner in Westminster Abbey, Trafalgar Square...

Ann: How can I get there?

Brian: I advise you to join a group of tourists making a sightseeing tour.

Ann: It's a good idea. Thank you.

2. *Ann*: What are the most famous picture galleries in London?

Brian: Well, the National Gallery, of course, then the Tate Gallery.

Ann: Yes, but what about the British Museum?

Brian: Oh, it's one of the most notable museums in the world. But it is a museum of history, archeology and ethnography; it's not a Fine Arts Museum. There's also one of the largest libraries in the world.

3. *Ann*: I wonder, what is Downing Street, 10, notable for?

Brian: There the Prime Minister of Britain lives.

Ann: And where's the residence of the Queen?

Brian: The London residence of the British kings is Buckingham Palace.

35. Ask your partner to give you as much information as possible about:

his/her native town; places in London he/she knows; his/her favourite museum of London

36. Speak on the topics.

1. Historic monuments of London.
2. The Tower of London.
3. Westminster.
4. London's museums.
5. American sights.

37. Pretend you are a news reporter. Write an article about the most interesting places of London.

38. Role-playing.

Your friends are going to visit London but they have little time for it. They ask you a lot of questions about London's sights. You try to tell them about the most interesting places they should see at first.

39. Read and memorize the poem.

ROADWAYS

One road leads to London,
One road runs to Wales,
My road leads me seawards
To the white dipping sails.
One road leads to the river
As it goes singing slow.
My road leads to shipping
Where the bronzed sailors go.
My road calls me, lures me
West, east, south and north,
Most roads lead men homewards,
My road leads me forth.

(By John Masefield)

40. Read and retell the joke.

While in France, Mark Twain once travelled by train to the city of Dijon. He was tired and wished to sleep. So he asked the conductor to wake him up (разбудить) and put him off the train when they reached Dijon.

"I shall probably protest," he told the conductor, "but do not pay attention to that. Put me off the train anyway."

Mark Twain went to sleep. When he woke up, it was night and the train was in Paris. He realized at once that the conductor had forgotten to wake him up at Dijon. He got very angry.

"I have never been so angry in all my life," Mark Twain told the conductor.

The conductor replied, "But you are not half so angry as the American whom I put off the train in Dijon."

LESSON NINETEEN

MOSCOW PLACES OF INTEREST

REVISION GRAMMAR EXERCISES

1. Insert articles if necessary.

A. 1. In ... big cities ... streets are broad and straight, there are ... lot of squares and ... beautiful parks. 2. Let us walk to ... nearest stop and take ... bus. 3. When ... traffic lights changed from yellow to green, we crossed ... street and entered ... underground station, went down ... escalator and got on ... train. 4. In a few stations we left ... metro and went to ... University. 5. Walk ... short distance down ... street till you come to ... multistorey house, then take ... first turning to ... right, walk down ... block and you will see ... entrance. 6. We must get out here or we shall miss ... stop. 7. We made ... tour of ... new metro stations. 8. Never step off ... pavement into ... road without looking ... both ways to see if anything is coming.

B. 1. ... Moscow is situated on ... Moscow River. ... Moscow is ... river that moves very slowly. There is ... canal called ... Moscow-Volga Canal, which joins ... Moscow to ... Volga. ... Volga runs into ... Caspian Sea. 2. Several rivers run into ... sea at ... New York. ... most important is ... Hudson River, which empties into ... Atlantic Ocean. Besides ... Hudson there are ... two other rivers: ... East River and ... Harlem River. 3. In ... Siberia there are many long rivers: ... Ob, ... Irtysh, ... Yenissei, ... Lena, and ... Amur. 4. ... Altai Mountains are ... higher than ... Urals. 5. There is ... splendid view of ... Lake Geneva from this hotel. 6. My friends have travelled ... lot. This year they are going to fly to ... Canary Islands. 7. Which river flows through ... London? ... Thames. 8. Of which country is ... Washington ... capital? ... United States. 9. ... United Kingdom consists of ... Great Britain and ... Northern Ireland. 10. ... Chicago is on ... Lake Michigan.

2. Insert necessary prepositions.

A. 1. A lot ... tourists ... various countries arrive ... Russia. 2. The children enjoy riding ... the metro and going ... escalators which lead ... the platforms. 3. We were taken ... the town ... the guide. 4. My friend was most interested ... the museums. 5. ... Sunday we went ... the Gorky Park and walked ... the alleys. The leaves ... the trees were turning

red, brown and yellow. 6. We greatly enjoyed a ride ... the city ... a taxi. 7. The houses built ... the suburbs are as modern and beautiful as those ... the centre ... the city. 8. Most ... places ... interest are as a rule situated ... the centre ... the city. 9. ... all the theatres ... Moscow I prefer the Bolshoi. It's not far ... Red Square. 10. We went ... sightseeing tours whenever we had time.

B. Savage lived ... London ... great poverty. He wrote the story ... his life. He was short ... money and lived ... hand ... mouth. ... a time, as a result ... his lack ... food, he became ill. He got better, thanks ... the doctor who looked ... him. The doctor sent a bill ... Savage ... his visits. He waited ... several weeks and then sent the bill ... him again. ... the end, he came ... the house and asked ... his money. "I expected gratitude ... you, as you owe your life ... me." "I am not ungrateful ... you ... what you did, so I will give my life ... you."

3. Put the verbs in brackets into the present simple or the present continuous tense.

1. Let's go out. It (not to rain) now. 2. Mary is very good at languages. She (to speak) four languages very well. 3. Hurry up! Everybody (to wait) for you. 4. You (to listen) to the radio? — No, you can turn it off. 5. You (to listen) to the radio every day? — No, just occasionally. 6. The River Nile (to flow) into the Mediterranean. 7. Look at the river. It (to flow) very fast today. 8. How is your English? — Not bad. It (to improve) slowly. 9. The train is never late. It always (to leave) on time. 10. John is very untidy. He always (to leave) his things all over the place.

4. Put the verbs in brackets into the past simple or the past continuous tense.

1. John (to wait) for me when I (to arrive). 2. We (to be) in a very difficult position yesterday. We (not to know) what to do. 3. How fast (you/to drive) when the accident (to happen)? 4. (you/to go) out last night? — No. I (to be) too tired. 5. What (you/to do) this time yesterday? — I was asleep. 6. Was Mary at the party? — Yes, she (to wear) a really nice dress. 7. I haven't seen Alan for ages. When I last (to see) him, he (to try) to find a job in London. 8. When I was young, I (to want) to be a doctor. 9. I (to look for) my pen when the teacher (to ask) me. 10. I (to walk) along the street when suddenly I (to hear) footsteps behind me. Somebody (to follow) me.

5. Complete the sentences using the future simple tense. Insert *will* ('ll) or *won't*.

1. Can you wait for me? I ... be very long. 2. There's no need to take an umbrella with you. It ... rain. 3. If you don't eat anything now, you ... be hungry later. 4. I'm sorry about what happened yesterday. It ... happen again. 5. I've got some incredible news! You ... never believe what's happened. 6. Don't ask Fred for advice. He ... help you.

6. Complete the sentences using *today/this year/this term* etc according to the Model.

Model: I saw Tom yesterday but ... — I saw Tom yesterday but I haven't seen him today.

1. I read a newspaper yesterday but ... 2. Last year the company made a profit but ... 3. John worked hard at school last term but ... 4. It rained a lot last autumn but ... 5. We went to the cinema on Sunday but ...

7. Make sentences using the present perfect or the past simple tense according to the Model.

Model: it/not/rain/this week. — It hasn't rained this week.

1. the weather/be/cold/recently; 2. it/be/cold/last week; 3. I/not/read/a newspaper/yesterday; 4. he/not/read/a newspaper/today; 5. Ann/earn/a lot of money/this year; 6. she/not/earn/so much/last year; 7. you/have/a holiday/recently? 8. you/see/your friend/last night? 9. you/see/your grandparents/this month?

8. Put the verbs in brackets into the present perfect or the present perfect continuous tense according to the Model.

Model: Where have you been? (you/to play) tennis? — Have you been playing tennis?

1. You look tired. (you/to work) hard? 2. (you/ever/to work) in a factory? — No, never. 3. Jane is away on holiday. — Oh, is she? Where (she/to go)? 4. Is it still snowing? — No, it (to stop). 5. My sister is an actress. She (to appear) in several films. 6. Sorry, I am late. — That's all right. I (not/to wait) long. 7. I (to lose) my address book, (you/to see) it anywhere? 8. I (to read) the book you lent (to lend — одолжить) me but I (not/to finish) it yet.

9. Make sentences from the words in brackets using the past perfect tense.

1. I went to Jill's house but she wasn't there. (she/go/out) 2. You came back to your native town after many years. It wasn't the same as before. (it/change/a lot) 3. I offered Mary something to eat but she wasn't hungry. (she/just/have/breakfast) 4. I was very pleased to see my friend again after such a long time. (I/not/see/him/for five years) 5. I invited my cousin to the party but she couldn't come. (she/arrange/to do smth else) 6. We went to the cinema last night and arrived there very late. (the film/already/begin)

10. Put the verbs in brackets into the future continuous or the future perfect tense.

1. Don't phone me between 6 and 7. We (to have) dinner then. 2. Phone me after 7 o'clock. We (to finish) by that time. 3. Can we meet tomorrow

afternoon? — Not in the afternoon. I (to work). 4. If you need to contact me, I (to stay) at the hotel till Monday. 5. Tomorrow morning we are going to the Zoo. So at 10 am we (to go) there. 6. I get up at 7 o'clock. At that time my father (to leave) the house. 7. Tom is on holiday and he is spending his money very quickly. If he continues like this, he (to spend) all his money before the end of his holiday. 8. Jane is from the USA. Now she is travelling around Europe. By the end of the trip she (to travel) more than 3,000 miles.

11. Write the sentences in the indirect speech.

1. "Have you got a dictionary?" he asked me. 2. "I have decided to go to Moscow with my friend," my sister said to me. 3. "I am fond of Dickens," said Jack. "I have been reading *The Old Curiosity Shop* the whole week." 4. "I think my friend has finished reading *Jane Eyre*," said Nick. 5. I said to my friend: "Let's meet at the Pushkin monument at 7 o'clock, if it is convenient for you." 6. "All right," she answered, "I will be there." 7. Mother said to me: "Try this dress on before buying it. May be you won't like it when you have put it on." 8. She asked me, "Where have you put my keys? I cannot find them." 9. Paul said, "We shall have to go to the library tomorrow." 10. He asked me, "What has happened to you? You look so pale." 11. My friend asked me, "Have you ever been to London?" 12. He said to his parents, "I will have come home by the end of the film you are watching on TV."

12. Write the sentences in the direct speech.

1. I told my brother that I was sorry he hadn't kept his promise. 2. She said that she had lived in Moscow for many years and knew the city very well. 3. A man came up and asked me where he could leave his coat. 4. Jane told her friends that she had just come from Great Britain and intended to stay in Moscow for about two weeks. 5. She said that she was quite all right. The weather in London hadn't done her any harm. 6. She asked me who had rung me late at night. 7. The teacher asked her pupils to sit still. 8. She asked me not to call her in the evening as she wouldn't be at home.

13. Read the dialogue and analyse the use of the modal verbs.

Tony: Well, I am afraid I must go now.

Susan: Must you really? Can't you stay a little longer?

Tony: No, I really can't. The last bus to Hammersmith leaves at 11:30. I mustn't miss it.

Susan: But you needn't bother about the bus. Someone will give you a lift. I'll ask Robert.

Tony: But I must get up early tomorrow and study.

Susan: Tomorrow? Tomorrow's Sunday. You needn't get up till midday — at the earliest.

Tony: Perhaps you needn't, but I must. I've got exams in two weeks.

Susan: Oh, well, if you must, you must. But please, drop round any time you're passing this way ... and good luck in the exams

Tony: Thanks. Be seeing you. Bye

14. Translate into English using modal verbs.

1. Он должен был перенести домой, так как он забыл дома свои тетради. 2. Вам следует перевести текст письменно. 3. Где книга? Они, вероятно, еще в школе. 4. Почему он не пришел? — Он, может быть, не получил нашего письма. 5. Я не могу найти свою тетрадь. — Может быть, вы ее оставили дома. 6. Вы должны сделать это сами. 7. Не может быть, чтобы он сказал нам об этом. 8. Вы, может быть, найдете эту книгу в нашей библиотеке. 9. Она, вероятно, не заметила этой ошибки. 10. Не может быть, чтобы он забыл закрыть окно перед уходом. 11. Почему она не позвонила мне вчера? — Она, может быть, потеряла номер вашего телефона.

15. Write the sentences in the active voice. Don't change the tense.

1. The letters are delivered by the postman. 2. That is forgotten by everybody. 3. That was forgotten by everybody. 4. The clouds are blown away by the wind. 5. The city is being defended bravely by the soldiers. 6. Mr Brown is being sent abroad on business. 7. A battleship is being sent to the war area. 8. Is the new student being examined now? 9. This chair has been broken by someone. 10. Everything that was needed has been done by Jack.

16. Translate into English using the passive voice.

1. Об этой книге много говорят. 2. В музее нам показали много интересных экспонатов. 3. Эти предметы изучаются на первом курсе. 4. Об этой пьесе много писали в газетах. 5. Детей поведут в театр в воскресенье. 6. Их встретят на станции. 7. Учитель продиктовал ученикам новое правило. 8. Какие вопросы вам задавали? 9. За игрой следили с большим вниманием. 10. На последнем уроке нам объяснили употребление пассивного залога.

17. Paraphrase using participles and translate into Russian.

1. He went over to the window and stood there listening to the voices which were coming from the outside. 2. She saw many letters, which had long been waiting for her. 3. The boy tried to put together the pieces of a toy that had broken. 4. We were not happy. The thought worried us. 5. "These are nice!" she exclaimed as she picked up the flowers. 6. The car drove closer to the ship which was being unloaded. 7. They saw the light which was streaming from the open door.

18. Complete the sentences using gerunds.

1. When I heard the end of the story, I couldn't help ... 2. Do you mind ... ? 3. You should prepare your lessons ... 4. I will ring you up ... 5. Take your umbrella, it looks ... 6. On that fine spring day the children

enjoyed ... 7. You will improve your grammar ... 8. Speak to me ... 9. ... they began to laugh.

19. Join the two sentences using the complex object according to the Model.

Model: I saw Ann every day. She often spoke with her friends. — I often saw Ann speak with her friends.

1. Mary heard her son. He was talking loudly. 2. I heard her. She was singing a song. 3. We watched the sun. It was rising. 4. We noticed the man. He was cleaning his shoes. 5. They heard their father. He played the guitar every night. 6. We saw Roger. He was crossing the street. 7. He saw two girls. They were dancing on the stage. 8. She watched the children. They ran about and played in the garden. 9. Every evening we saw our neighbour. He read a book. 10. I saw her every morning. She arranged her hair carefully.

20. Put the verbs in brackets into the right form and translate into Russian.

1. If we (to go) to the forest, we (to gather) a lot of mushrooms. 2. If I (to buy) tickets, we (to go) to the Bolshoi Theatre. 3. If I (to live) in Moscow, I (to go) to the theatres every month. 4. If you (not to work) hard, you (to fail) the exam. 5. If we (to receive) an invitation from her, we (to be) very glad. 6. If my parents (to come) home early, we (to go) for a walk in the park. 7. If they (to show) a football match on TV, we (to watch) it with all my friends. 8. If you (not to be) busy, we (to go) to the concert. 9. If you (to be) busy, I not (to visit) you. 10. If my mother (to buy) sweets, we (to have) a very nice party.

21. Translate into English paying attention to the verb forms.

1. Если погода будет теплая, мы поедem на море. 2. Если я куплю билеты в театр, мы увидим новую пьесу известного писателя. 3. Если ты позвонишь мне заранее, я постараюсь не опоздать. 4. Если бы погода была теплая (сегодня, завтра), мы бы поехали на море. 5. Если бы ты позвонила мне заранее, я бы не опоздала. 6. Если бы я купила билеты в театр, мы бы увидели новую пьесу известного писателя. 7. Если бы я купила билеты в театр (вчера), мы бы увидели новую пьесу известного писателя. 8. Если бы погода была теплая (вчера), мы бы уехали на море. 9. Если бы ты позвонила мне заранее (вчера), я бы не опоздала.

Text 1

MOSCOW SIGHTS

Moscow is the capital of the Russian Federation. It was founded in 1147 by Prince Yuri Dolgorukiy. Now Moscow has become the largest political, economic, administrative and cultural centre. It attracts tourists from all over the world.

Moscow is known for its beautiful old cathedrals, churches and monasteries. Some of them **date** from the 15th to the 17th centuries.

Moscow is also famous all over the world for its museums and art galleries. Among them the most well-known is the Pushkin Museum of Fine Arts, which **contains a vast collection of antiquities** and a well-known collection of modern foreign painters including impressionists and the Tretyakov Picture Gallery with its masterpieces of Russian **pictorial art**.

In Moscow there are a lot of **exhibition** halls, palaces of culture, libraries and theatres. Among the world famous are the Bolshoi Theatre, the Taganka Theatre and many others.

Many tourists enjoy the magnificent building of the University, which is situated on the Vorobyovy Hills.

The Moscow Metro is not only a comfortable, **rapid** and economic means of travelling but also one of the tourists' attractions. It is rightly considered to be the most beautiful in the world. The city also contains the Russian State Library with one of the largest and richest archives in the world.

Moscow is the seat of the **Government** of the Russian Federation.

The oldest part of Moscow is the Kremlin. It stands at the heart of the city on the famous Red Square and attracts a lot of tourists who can look at the magnificent St Basil's Cathedral, the Lenin Mausoleum and the monument to K. Minin and D. Pozharsky.

Text 2

THE KREMLIN

The Kremlin is the heart of Moscow. It is **surrounded by a high wall** of 2.5 kilometres long. The twenty towers on the Kremlin wall were built for decoration and have no **military significance**.

Among the ancient buildings in the Kremlin are the churches and a tall **bell tower** built in 1600 and known as the Bell Tower of Ivan the Great.

The largest cathedral, Uspenski (Assumption), was built in 1475–79 by Aristotle Fiorovante. The Archangel Cathedral was built in 1505 by the Italian architect Aleviso Novy. There are **tombs** of the Moscow princes and tsars here. The Blagoveshchensky (Annunciation) Cathedral was built in 1484 by the architects from Pskov.

Facing the same square is a very beautiful building known as Granovitaya Palata (Palace), which was built at the end of the 15th century by Marco Ruffo and Pietro Solary. In this palace the Moscow tsars **held magnificent receptions in honour of foreign ambassadors**.

Both the Tsar Cannon (16th century) and the Tsar Bell (18th century) are historical monuments of **enormous** size made by Russian masters in the Kremlin.

In a large wing of the Palace is the **Armoury** and a museum of **applied art** where one can see imperial collection of **utensils**, furniture, **weapon** and **garments** of eastern and western workmanship.

In the northeastern section of the Kremlin is a beautiful building of classic design built by the most famous Russian architect of the 18th century M. Kasakov. In the square opposite this building is the former Arsenal, along the facade of which are numerous cannons **captured by** the Russian Army from Napoleon in 1812 – 14.

VOCABULARY NOTES

date *v* относиться (к какому-л. времени), *e.g.* The foundation of Moscow dates to the 12th century.

contain (smth) *v* содержать (что-л.), *e.g.* The State Library contains a lot of books from all over the world.

vast collection (of smth) *n* большая коллекция (чего-л.), *e.g.* It's worth seeing a vast collection of pictures in the Pushkin Museum of Fine Arts.

antiquity *n* древность, *e.g.* People visit museums to see antiquities dating to the ancient centuries.

pictorial art *n* живопись, *e.g.* There is a lot of pictorial art in the Pushkin Museum.

exhibition *n* выставка, *e.g.* Different exhibitions are always held in the museums.

rapid *adj* быстрый, *e.g.* The Moscow Metro is a rapid and economic means of travelling.

government *n* правительство, *e.g.* London is the seat of the Government of England.

be surrounded (by smth) *v* быть окруженным (чем-л.), *e.g.* An old park is surrounded by new high buildings.

military *adj* военный, *e.g.* Soldiers and officers are military men.

significance *n* значение, *e.g.* Tanks, as exhibits in the museums, have not any military significance.

bell tower *n* колокольня, *e.g.* Not in all churches one can see a bell tower.

tomb *n* гробница, *e.g.* In Westminster Abbey people can see tombs of English kings and queens.

hold receptions in honour of smb проводить приемы в честь кого-л., *e.g.* A magnificent reception was held in the Kremlin in honour of the best Moscow teachers.

ambassador *n* дипломат, *e.g.* Foreign ambassadors from all over the world live in Moscow.

enormous *adj* огромный, *e.g.* The Tsar Cannon is of enormous size.

the Armoury *n* Оружейная палата, *e.g.* All tourists who come to the Kremlin prefer visiting the Armoury.

applied art *n* прикладное искусство, *e.g.* There are a lot of museums of applied art in Russia.

utensil *n* предмет быта, *e.g.* Tourists can see utensils of ancient people in the museums of applied art.

weapon *n* оружие, *e.g.* You can see collection of weapon in the Armoury.

garment *n* предмет одежды, *e.g.* It's rather interesting to watch Russian tsars' garments, utensils and other things.

be captured (by) *v* быть захваченным (*кем-л.*), *e.g.* Our country was captured by Germany in 1941.

VOCABULARY EXERCISES

22. Pronounce correctly.

unique, impress, admire, ancient, collection, sights, majestic, architecture, government, depository, manuscripts, monasteries, cathedral, traffic, pictorial, outstanding, foundation, exhibits, utensils, garments, weapon, tsars, queen, princess, harmony, worldwide, pride, contemporary

23. Read the words paying attention to the pronunciation of the letters and combinations of letters in bold type.

surround, supervise, **decoration**, construct, restore, tomb, design, cannon, northern, southern, honour, invasion, impressionist, crowd, wall, wooden, emperor, progressive, half, examples, colouring, fascinating, suburb, favourable, sufficient, puppet, research

24. Give the Russian equivalents of the following word combinations:

to be situated on both sides; the highest towers; to be crowned with ruby stars; the main and tallest of the Kremlin towers; people all over the country; to listen to the Kremlin Chimes; the Bell Tower of Ivan the Great; to be built in the 15th century; thousands of tourists; to admire the majestic beauty; the red-brick walls; to be a matter of great pride and love; to appear as a trade centre; to develop rapidly; due to favourable geographical position.

25. Make sentences using the following word combinations and words:

a cultural centre; the majestic beauty of the city; to impress/impression; a tower; the ancient cathedral; a masterpiece; architecture; the government; to be famous for; to be popular with; to be founded; the heart of Moscow; the history of Moscow; places of interest; art exhibitions; favourite places; to be rightly considered

26. Insert articles where necessary.

... outstanding relic of ... Russian culture — ... 200 ton Tsar Bell — stands in ... Moscow Kremlin. ... bell was made in 1735 by Russian

craftsman Ivan Motorin and his son Mikhail. ... bell is 6 m and 14 cm high and its diameter is 6 m and 60 cm. To perform ... work ... huge hole was dug in ... Kremlin grounds and ... bell was kept in it for nearly 18 months to cool.

... large fire flared up late in May 1737. All ... the wooden structures surrounding ... hole caught fire and collapsed cooling of ... bronze bell by ... water that was used to put out ... fire resulted in grave damage — cracks appeared and ... big piece broke away.

After that ... bell lay forgotten in ... hole for more than 100 years. In 1836 it was taken out of ... ground and installed on ... special pedestal near ... foundation of the Belfry of Ivan the Great and Bell Tower.

In our time ... restoration work was carried out by skilled workers and ... bell is now one of ... greatest tourists' attractions.

COMPREHENSION EXERCISES

27. Read Text 1 and answer the questions using the Vocabulary Notes.

1. What is Moscow famous for? 2. Do you know any places of interest in Moscow? 3. Is Red Square the heart of the city? 4. What monuments of Moscow attract the attention of tourists? 5. Can you name any Moscow theatres? 6. What are Moscow's most famous museums? 7. Where is Moscow University situated? 8. What is your favourite place in Moscow?

28. Put questions to the following sentences:

1. Moscow is the capital of our country. (What) 2. My friend knows Moscow very well. (Who) 3. I like going to the Tretyakov Gallery. (Where) 4. Once a month they go to the theatres. (How often) 5. There are a lot of theatres in Moscow. (How many) 6. I like big crowded cities. (Why) 7. Moscow was founded in 1147. (When) 8. He prefers pictures by Russian artists. (What kind of) 9. Moscow is famous all over the world. (I wonder...) 10. They visit a lot of places of interest in Moscow. (Who, what, where)

29. Translate into English.

1. Москва — политический, административный и культурный центр России. 2. Москва известна во всем мире своими красивыми соборами, монастырями, церквями. 3. История Москвы началась с 1147 года. 4. Юрий Долгорукий считается основателем города. 5. Кремль и Красная площадь являются центром Москвы. 6. Московский государственный университет расположен на Воробьевых горах. 7. Москва — место российского правительства. 8. Многие туристы считают московское метро самым красивым в мире. 9. Собор Василия Блаженного находится на Красной площади. 10. В городе огромное количество театров и музеев.

30. Read Text 2 and break it up into several parts. Give a title to each part of the text.

31. Look through Texts 1 and 2. Find and translate the sentences with the following words and word combinations:

all over the world; art museums; unique collection; the main tourist attraction; military significance; the Bell Tower; magnificent receptions; the heart of Moscow; a museum of applied art; facing the square; Granovitaya Palata; the Armoury; enormous size

32. Read and translate the text.

THE TRETYAKOV GALLERY

The State Tretyakov Gallery is an art museum of worldwide importance. It houses the greatest collection of Russian painters and is well-known both in our country and abroad.

The Gallery was founded by Pavel Tretyakov, who began to collect paintings in the fifties of the 19th century. Tretyakov devoted all his life to the Gallery. He gave priority to paintings of contemporary artists, whose work had a social significance, thus promoting the development of progressive democratic trends in art.

A number of portraits of outstanding Russian writers, artists, composers and scientists were painted for the gallery on Tretyakov's special orders or on his initiative.

Tretyakov also collected works of ancient art, pictures of Russian artists of the 18th and the first half of the 19th century.

In 1892 Tretyakov put into life his long-cherished plan, he presented the Gallery to the city of Moscow.

Masterpieces of Russian and Soviet painting collected in the Gallery give the possibility to trace the development of Russian art from ancient times to nowadays.

Among the examples of Russian ancient painting are such works of old Russian masters as A. Rublyov, Theophanes the Greek and others. They are notable for their beautiful harmony, soft colouring and perfection of line.

Portrait painting was considered to be the most prominent genre in the 18th century. Famous portraitists of those times disclosed (раскрывать) the richness of the inner world and social significance of the best representatives of their time.

Masters of Russian landscape glorified the modest charm of Russian nature, its fascinating beauty (A. Savrasov, V. Polenov, I. Levitan, I. Shishkin, A. Kuindji, V. Vasnetsov).

33. Find and translate the passages dealing with:

- a) the history of the foundation of the Tretyakov Gallery;
- b) the Russian pictorial art of the 19th century;
- c) Russian traditions of portrait painting.

34. Find equivalents of the following words and word combinations in the text:

музей мирового значения; искусство; современные художники; посвятить жизнь чему-либо; способствовать развитию; шедевр; портрет; художник-портретист; пейзаж; жанр; древнее искусство; создавать; творить; образ; в расцвете; раскрыть богатство внутреннего мира; чарующая красота природы

35. Read the following sentences, mark which of them contain some new information to you:

1. Ivan the Great Bell Tower (81 metres high) was the tallest building in Moscow for a long time. Today TV tower in Ostankino (536 metres high) is the tallest one. 2. Moscow's first skyscraper was the 240-metre Moscow University built in 1953. 3. The capital's 4,000 public libraries contain a total of 223 million books. 4. Moscow's first public library appeared in the 1720s. 5. Since the middle of the 19th century, Moscow's biggest public library has been the Rumyantsev Library. 6. The State Library's main depository houses 30 million books, magazines, newspapers, maps and manuscripts in 247 languages. 7. In and around Moscow there are 100 museums. The Kremlin is Moscow's oldest museum complex with monuments dating back to the 14th – 19th centuries. 8. Moscow's first public gallery was opened in 1809. 9. The State Tretyakov Gallery is one of the city's best known museums. It is assumed to be founded in 1858. It was the year when P. Tretyakov started his collection of paintings by Russian artists. In 1892 the Gallery was presented to the city with 3,500 exhibits. Today it houses 55,000 works of art. 10. The first line of the Moscow Metro was built in 1935. Now the Moscow Metro is famous for its beautiful underground halls. It carries more than 2 million passengers every day.

CONVERSATION AND DISCUSSION

Topical Vocabulary

|| Red Square, the Kremlin, the State Tretyakov Gallery, the State Library, the Bell Tower, the Kremlin Chimes, the Spasskaya Tower, Granovitaya Palata, the Tsar Cannon, the Tsar Bell, a unique collection, antiquity, crowds of tourists, a church, a monastery.

36. Give the summary of Text 1. Use the Topical Vocabulary.

37. Make up a dialogue on Text 2 using the new words and expressions of the lesson.

38. Make up a short story about your visit to Moscow. Use the words given below.

Moscow is the capital of our state. Every day thousands of tourists and guests come to Moscow...

to go sightseeing/to see the sights of the city; to change greatly; busy streets; multistorey buildings; places of interest; to be connected with the past/with the Russian history/with the Great Patriotic War; historical monuments; St Basil's Cathedral; Red Square; the heart of Moscow; to be founded by; Prince Yuri Dolgorukiy; the centre of political and cultural life; to be famous for; museums; theatres; concert halls; sports centres; stadiums; the Moscow Metro.

39. Ask the guide about the sights of Moscow using the words from the right and left columns:

what	the Kremlin was built
where	the Kremlin is famous for
when	the Spasskaya Tower is famous for
how (many)	museums there are in Moscow
how (old)	Red Square is full of people
why	stations of the Moscow Metro
if/whether	the building of the Moscow State University is situated

40. Ask about Moscow your friend who:

- a) has just returned from Moscow;
- b) is writing a report about the museums of Moscow;
- c) has never been to Moscow;
- d) considers St Basil's Cathedral a masterpiece of Russian architecture;
- e) was lucky to visit some Moscow theatres.

41. Read the dialogue. Say which places of Moscow Ivanov advises to see. Give your own recommendations.

Mr Brown: Well, the business part of my visit is over — and I have a whole day before I leave for London. Do you think I could see any places of interest in Moscow?

Ivanov: Of course, but not very much. One day for sightseeing in Moscow is not enough.

Mr Brown: What do you think I ought to see?

Ivanov: It depends on you. If you are interested in the history of the city, you should begin sightseeing from Red Square, which is the heart of Moscow. It is the oldest and the most beautiful square of Moscow.

Mr Brown: Sure, it is really very impressive. And what is that cathedral close to the Kremlin in Red Square?

Ivanov: Oh, that's St Basil's Cathedral, a unique monument of old Russian architecture.

Mr Brown: I should see the Kremlin I think.

Ivanov: Certainly. Within the walls of the Kremlin you can see wonderful monuments of Russian architecture: Uspensky Cathedral, Blagoveshchensky Cathedral, which was decorated by Andrey Rublyov and his followers...

Mr Brown: Well, thank you for your interesting information. That's exactly what I wanted to know. I'll try to visit the Kremlin.

42. Make up your own dialogues using the vocabulary of the lesson.

43. Ask your partner to give you as much information as possible about his/her favourite place in Moscow.

44. Speak on the topics.

1. The history of Moscow.
2. Moscow places of interest.
3. Moscow theatres.
4. Moscow museums.

45. Pretend you are an English news writer. Write an article about the most interesting or beautiful place you have visited in Moscow.

46. Role-playing.

You are friends planning a trip to Moscow. There are a lot of cathedrals, museums, theatres and other interesting places in Moscow that need to be seen. Each of you is full of imaginative ideas.

47. Learn the following English proverbs and sayings. Think of situations where you could use them.

1. East or West, home is best. (В гостях хорошо, а дома лучше.)
2. There is no place like home. (Нет места лучше, чем свой собственный дом.)
3. Every dog is a lion at home. (Дома и стены помогают.)
4. Dry bread at home is better than roast meat abroad. (На чужой стороне рад своей воронушке.)

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