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Текстовый материал, система упражнений и тестов представляют собой прекрасную базу для взаимосвязанного развития навыков и умений основных видов речевой деятельности, систематизации грамматического материала, расширения словарного запаса обучающихся, а также для основательной подготовки к сдаче текущих зачетов и экзаменов по английскому языку.

Включает в себя: курс повторения; основной курс, в состав которого входят тексты для изучающего чтения, аннотирования, реферирования, письменного перевода, домашнего чтения; тексты-диалоги для воспроизведения и двустороннего перевода; упражнения и тесты; сценарии проведения ролевых игр, задания по подготовке проектов; грамматические пояснения ко всем разделам учебного пособия; англо-русский словарь контекстуальных значений активной лексики.

Соответствует Федеральному государственному образовательному стандарту высшего профессионального образования третьего поколения и отвечает требованиям программы по дисциплине «Английский язык».

Для студентов бакалавриата неязыковых высших учебных заведений.

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Предисловие

Учебное пособие предназначено для подготовки бакалавров неязыковых вузов. Оно включает:

— часть I (Part I) — курс повторения, который состоит из семи разделов (Units 1—7). Первые пять разделов содержат тренировочные упражнения и тестовые задания для самопроверки в пределах базовой грамматики английского языка. Шестой раздел включает лексические единицы с целью их обобщающего повторения и использования при выполнении упражнений и тестов первых пяти разделов (с указанием раздела курса повторения, в котором они в основном используются); в седьмом разделе помещены контрольные задания по курсу повторения;

— часть II (Part II) — основной курс, который состоит из 14 разделов (Units 8—20). Система упражнений основного курса является типовой для всех разделов, причем первые восемь разделов основного курса (Units 8—15) содержат разговорные клише социально-бытовой сферы общения с диалогами-образцами, а последние пять разделов (Units 16—20) включают задания по развитию навыков написания официальных писем и писем личного характера. Каждый раздел рассчитан на 10 часов аудиторной работы (5 практических занятий) и 10 часов внеаудиторной самостоятельной работы студентов. Первое занятие: ознакомление с новым лексическим материалом — упр. 1—6; ознакомление с новым грамматическим материалом — упр. 7—9; ознакомительное чтение текста — упр. 10—11. Второе занятие: изучающее чтение текста — упр. 13—16; аудирование — упр. 12. Третье занятие: лексико-грамматический тест; говорение — упр. 17—19. Четвертое занятие: говорение — упр. 20—22; письмо — упр. 23 (Units 16—20: упр. 22—23). Пятое занятие: аннотирование, реферирование текста для домашнего чтения; презентация и обсуждение проектов — упр. 24;

— тексты для домашнего чтения, которые также могут быть использованы для аудирования, аннотирования, реферирования, причем номер раздела, под которым находится текст, соответствует номеру раздела основного курса;

— грамматический справочник, в котором можно найти грамматические пояснения к разделам курса повторения и основного курса;

— список неправильных глаголов, который разбит на четыре группы: глаголы, у которых все три формы совпадают; глаголы, у которых совпадает первая и третья формы; глаголы, у которых совпадают вторая и третья формы; глаголы, у которых все три формы не совпадают;

— список наиболее употребительных суффиксов и префиксов, который необходим для выполнения некоторых заданий как в курсе повторения, так и в основном курсе;

— англо-русский словарь контекстуальных значений активных лексических единиц учебного пособия, некоторые слова даны с транскрипцией. В начале словаря помещен список собственных имен существительных, которые встречаются в учебном пособии, с пояснениями и транскрипцией.

Part I

Unit 1

THE PRONOUNS THE VERBS *TO BE*, *TO HAVE*, *TO DO*

EXERCISES

(transformation of the sentences according to the models)

1. Replace with pronouns.

Models:

My father is a teacher. My mother is a teacher. My parents are teachers.
He is a teacher. She is a teacher. They are teachers.

1. Your sister is a journalist. 2. His brother is a driver. 3. His mother and father are doctors. 4. Her grandfather is a scientist. 5. Their grandparents are pensioners. 6. My mother is a dentist. 7. Our parents are artists. 8. Your cousin is a student. 9. Her grandmother is a pensioner. 10. Your brother is a manager.

2. Open the brackets.

Models:

I (to be) a student. He (to be) a student. She (to be) a student.
I am a student. He is a student. She is a student.

We (to be) students. You (to be) students. They (to be) students.
We are students. You are students. They are students.

1. I (to be) a pupil. 2. He (to be) a worker. 3. He (to be) an employee. 4. They (to be) teachers. 5. We (to be) journalists. 6. You (to be) fitters. 7. They (to be) engineers. 8. She (to be) an actress. 9. I (to be) a doctor. 10. We (to be) scientists.

3. Transform into the plural.

Models:

He is a student. She is a student. I am a student.
They are students. They are students. We are students.

1. I am a pupil. 2. She is a manager. 3. He is a businessman. 4. He is a fitter. 5. She is a physicist. 6. I am a musician. 7. She is an actress. 8. I am an artist. 9. He is a carpenter. 10. She is a teacher.

4. Transform into the plural.

Models:

This is a book. *That is a book.*
*These **are** books.* *Those **are** books.*

1. This is a notebook. 2. This is a clip. 3. That is a pen. 4. This is an article. 5. That is a ruler. 6. This is a composition. 7. That is a pin. 8. This is a journal. 9. That is a disk. 10. This is a cassette.

5. Replace with the absolute forms of the pronouns.

Models:

*This is **my** book.* *This is **her** book.* *This is **his** book.*
*This is **mine**.* *This is **hers**.* *This is **his**.*
*This is **your** book.* *This is **our** book.* *This is **their** book.*
*This is **yours**.* *This is **ours**.* *This is **theirs**.*

1. This is my pen. 2. This is her pencil. 3. This is your dictionary. 4. This is our magazine. 5. This is his newspaper. 6. This is their journal. 7. This is my disk. 8. This is her cassette. 9. This is your composition. 10. This is our ruler.

6. Translate into English.

Models:

Он учитель. *Он **был** учителем.* *Они **были** учителями.*
He is a teacher. *He **was** a teacher.* *They **were** teachers.*

1. Он врач. 2. Его жена — учитель. 3. Их сын — бизнесмен. 4. Их дочь — студентка. 5. Мой папа — юрист. 6. Его брат был музыкантом. 7. Они были музыкантами. 8. Он был студентом. 9. Мои бабушка и дедушка — пенсионеры. 10. Мы были студентами.

7. Open the brackets.

Models:

*I (**to have**) a book.* *He (**to have**) a book.* *She (**to have**) a book.*
*I **have** a book.* *He **has** a book.* *She **has** a book.*

We (to have) a book. You (to have) a book. They (to have) a book.
We have a book. You have a book. They have a book.

1. I (to have) a disk. 2. You (to have) a cassette. 3. They (to have) a newspaper. 4. We (to have) a magazine. 5. He (to have) a notebook. 6. She (to have) an eraser. 7. She (to have) a ruler. 8. I (to have) a clip. 9. You (to have) a composition. 10. He (to have) an article.

8. Open the brackets.

Models:

My sister (to have) a book. Our students (to have) books.
My sister has a book. Our students have books.

1. His cousin (to have) a composition. 2. Your pupils (to have) rulers. 3. Our parents (to have) magazines. 4. Her mother (to have) journals. 5. My teacher (to have) pencils. 6. My grandparents (to have) newspapers. 7. Their parents (to have) notebooks. 8. My pupils (to have) compositions. 9. Our students (to have) marks. 10. Our sister (to have) disks.

9. Translate into English.

Models:

У меня есть книга. У нас есть книга. У них есть книга.
I have a book. We have a book. They have a book.

У него есть книга. У нее есть книга. У вас есть книга.
He has a book. She has a book. You have a book.

1. У меня есть сочинение. 2. У них есть журналы. 3. У нее есть линейка. 4. У нас есть газеты. 5. У него есть диски. 6. У них есть кассеты. 7. У вас есть карандаши. 8. У меня есть словарь. 9. У нас есть кнопки. 10. У них есть книги.

10. Translate into English.

Models:

У меня была эта книга. У них были эти книги.
I had this book. They had these books.

1. У меня был этот диск. 2. У них были эти кассеты. 3. У нее была эта линейка. 4. У него был этот журнал. 5. У вас были эти сочинения. 6. У нас были эти газеты. 7. У нее был этот блокнот. 8. У него был этот карандаш. 9. У них были эти ручки. 10. У меня были эти булавки.

TESTS WITH THE KEYS

1. Replace with pronouns.

1. **My uncle** is a carpenter.
A. She B. I C. He D. His
2. **His daughter** is a musician.
A. She B. He C. Hers D. It
3. **Their aunt** is a manager.
A. He B. She C. They D. Her
4. **Our parents** are physicians.
A. He B. We C. They D. Our
5. **My grandfather and grandmother** are pensioners.
A. My B. They C. She D. He

2. Choose the suitable forms of the verbs.

1. His uncle (to be) a fitter.
A. are B. is C. am D. to be
2. My aunt (to have) those books.
A. have B. to have C. has
3. I (to be) his cousin.
A. is B. are C. am D. to be
4. Their friends (to be) students.
A. is B. are C. to be D. am
5. His son (to have) this article.
A. has B. have C. to have

3. Choose the correct forms of the plural.

1. Their friend is a dentist.
A. Their friends were dentists.
B. Their friends are dentists.
C. Their friend was a dentist.
D. Their friends is dentists.
2. That was an article.
A. That was articles.
B. Those was articles.
C. Those were articles.
D. These were articles.

3. This is a clip.
 - A. Those were clips.
 - B. Those are clips.
 - C. These are clips.
 - D. This are clips.
4. He was a teacher.
 - A. They were teachers.
 - B. They are teachers.
 - C. We are teachers.
 - D. You are teachers.
5. Your daughter is a pupil.
 - A. Their daughter is a pupil.
 - B. Your daughters are pupils.
 - C. Your daughters are a pupil.
 - D. Their daughters are pupil.

4. Choose the suitable pronouns.

1. My friends have ... disks.

A. this	B. that	C. these	D. me
---------	---------	----------	-------
2. ... were students.

A. We	B. I	C. This	D. That
-------	------	---------	---------
3. This is my notebook, and that is

A. hers	B. your	C. you	D. me
---------	---------	--------	-------
4. ... grandparents are pensioners.

A. Me	B. Mine	C. My	D. hers
-------	---------	-------	---------
5. ... are my pencils.

A. That	B. These	C. This	D. We
---------	----------	---------	-------

5. Choose the suitable translation of the sentences.

1. У НИХ ЕСТЬ МОИ КАССЕТЫ.
 - A. They had my cassettes.
 - B. They have mine cassettes.
 - C. They have my cassettes.
 - D. They has my cassettes.
2. Мой дядя был музыкантом.
 - A. My uncle is a musician.
 - B. My aunt was a musician.

- C. My uncle was a musician.
D. My uncle were a musician.
3. Ее брат — бизнесмен.
A. Her brother is a businessman.
B. Her brother was a businessman.
C. His brother is a businessman.
D. His brother was a businessman.
4. У меня был их диск.
A. I had their disk.
B. I have their disk.
C. I has their disk.
D. I had this disk.
5. У него есть эта статья.
A. She has that article.
B. He has this article.
C. She has this article.
D. He has that article.

The Keys

1. 1C, 2A, 3B, 4C, 5B.
2. 1B, 2C, 3C, 4B, 5A.
3. 1B, 2C, 3C, 4A, 5B.
4. 1C, 2A, 3A, 4C, 5B.
5. 1C, 2C, 3A, 4A, 5B.

Unit 2

THE NOUNS. THE SENTENCES INTRODUCED BY *THERE IS /ARE*. THE PREPOSITIONS OF PLACE

EXERCISES

(transformation of the sentences according to the models)

1. Transform into the plural.

Model:

There is a table in the room.

*There **are** tables in the room.*

1. There is a chair near the table. 2. There is a vase on the windowsill.
3. There is a book in the bookcase. 4. There is an armchair in front of the TV set. 5. There is a pencil under the table. 6. There is a cup in the cupboard.
7. There is a fork among the spoons. 8. There is a bench near the blackboard.
9. There is a bottle in the cupboard. 10. There is a jug on the table.

2. Transform into the plural.

Model:

*There **was** a table in the room.*

*There **were** tables in the room.*

1. There was a chair near the table. 2. There was a vase on the window-sill. 3. There was a book in the bookcase. 4. There was an armchair in front of the TV set. 5. There was a pencil under the table. 6. There was a cup in the cupboard. 7. There was a fork among the spoons. 8. There was a bench near the blackboard. 9. There was a bottle in the cupboard. 10. There was a jug on the table.

3. Transform into the singular.

Model:

*There **are** plates on the table.*

*There **is** a plate on the table.*

1. There are taps above the sink. 2. There are forks on the plate. 3. There are pans in the cupboard. 4. There are knives on the table. 5. There are beds in the room. 6. There are shelves on the wall. 7. There are rugs on the floor. 8. There are spoons among the knives. 9. There are lamps on the ceiling. 10. There are desks in the room.

4. Transform into the singular.

Model:

There were plates on the table.

There was a plate on the table.

1. There were taps above the sink. 2. There were forks on the plate. 3. There were pans in the cupboard. 4. There were knives on the table. 5. There were beds in the room. 6. There were shelves on the wall. 7. There were rugs on the floor. 8. There were spoons among the knives. 9. There were lamps on the ceiling. 10. There were desks in the room.

5. Open the brackets.

Models:

There (to be) a book on the table.

There (to be) books on the table.

There is a book on the table.

There are books on the table.

1. There (to be) books on the shelf. 2. There (to be) flowers in the vase. 3. There (to be) a magazine under the table. 4. There (to be) a fridge between the stove and the sink. 5. There (to be) chairs near the window. 6. There (to be) chairs around the table. 7. There (to be) a lamp above the table. 8. There (to be) some words in the sentence. 9. There (to be) some syllables in the word. 10. There (to be) some children in the room.

6. Open the brackets.

Models:

There (to be) a book on the table.

There (to be) books on the table.

There was a book on the table.

There were books on the table.

1. There (to be) books on the shelf. 2. There (to be) flowers in the vase. 3. There (to be) a magazine under the table. 4. There (to be) a fridge between the stove and the sink. 5. There (to be) chairs near the window. 6. There (to be) chairs around the table. 7. There (to be) a lamp above the table. 8. There (to be) some knives in the cupboard. 9. There (to be) a vacuum cleaner. 10. There (to be) some children in the room.

7. Translate into English.

Models:

На столе книга.

There is a book on the table.

На столе книги.

There are books on the table.

1. На подоконнике цветы. 2. Посередине комнаты стол. 3. Около кресла пылесос. 4. Над раковиной краны. 5. В комнате двери. 6. В тексте несколько абзацев. 7. На кухне посудный шкаф. 8. На потолке лампа. 9. В предложении несколько слов. 10. На окнах шторы.

8. Translate into English.

Models:

На столе была книга.

There was a book on the table.

На столе были книги.

There were books on the table.

1. На подоконнике были цветы. 2. Посередине комнаты был стол. 3. Около кресла был пылесос. 4. Над раковиной были полки. 5. В комнате были полки. 6. В тексте было несколько абзацев. 7. На кухне был посудный шкаф. 8. Над столом была лампа. 9. В предложении было несколько слов. 10. На окнах были шторы.

9. Transform into the genitive case.

Models:

My grandmother, a flat.

My grandmother's flat.

Pupils, compositions.

Pupils' compositions.

1. My father, a notebook. 2. His uncle, a bookcase. 3. Her grandfather, a picture. 4. My friend, a player. 5. The boy, a dictionary. 6. The students, compositions. 7. The pupil, compositions. 8. Their parents, a flat. 9. My grandparents, a room. 10. Our relatives, a fridge.

10. Translate into English.

Model:

Комната моего папы (папина комната).

My father's room.

1. Квартира моей бабушки. 2. Сочинение его брата. 3. Мамина чашка. 4. Стиральная машина моей тети. 5. Квартира писателя. 6. Магнитофон ее брата. 7. Ваза нашей бабушки. 8. Словарь девочки. 9. Папина газета. 10. Статья преподавателя.

TESTS WITH THE KEYS

1. Choose the correct form of the plural.

1. There is a goose in the kitchen.
 - A. There is geese in the kitchen.
 - B. There are geeses in the kitchen.
 - C. There are geese in the kitchen.
 - D. There were geese in the kitchen.
2. There is a shelf on the wall.
 - A. There are shelves on the wall.
 - B. There were shelves on the wall.
 - C. There are shelves on the wall.
 - D. There was a shelf on the wall.
3. There is a boy in the room.
 - A. There was a boy in the room.
 - B. There were boys in the room.
 - C. There are boies in the room.
 - D. There are boys in the room.
4. There was a flower in the vase.
 - A. There were flowers in the vase.
 - B. There are flowers in the vase.
 - C. There is a flower in the vase.
 - D. There are a flower in the vase.
5. There was a window in the room.
 - A. There is a window in the room.
 - B. There were windows in the room.
 - C. There are windows in the room.
 - D. There are window in the room.

2. Choose the correct form of the singular.

1. There were magazines under the table.
 - A. There is a magazine under the table.
 - B. There was magazine under the table.
 - C. There was a magazine under the table.
 - D. There is magazine under the table.

2. There are teachers in the room.
 - A. There were teachers in the room.
 - B. There was a teacher in the room.
 - C. There is a teacher in the room.
 - D. There is an teacher in the room.
3. There are some words in this sentence.
 - A. There were some words in this sentence.
 - B. There is a word in this sentence.
 - C. There was a word in this sentence.
 - D. There is a word in that sentence.
4. There were some titles above the text.
 - A. There was a title above the text.
 - B. There are titles above the text.
 - C. There is a title above the text.
 - D. There is title above the text.
5. There are disks near the player.
 - A. There is a disk near the player.
 - B. There was a disk near the player.
 - C. There is disk near the player.
 - D. There is a disk on the player.

3. Choose the correct forms of the verbs.

1. There (to be) paragraphs in the text.
A. is B. was C. have D. are
2. There (to be) pupils in the room.
A. are B. was C. have D. is
3. My brother's book (to be) in this bookcase.
A. was B. are C. were D. has
4. There (to be) a ruler behind the wardrobe.
A. be B. is C. were D. are
5. His daughter's bag (to be) on the shelf.
A. was B. are C. be D. were

4. Choose the suitable translation of the sentences.

1. Мамино кресло стоит в углу.
 - A. There is an armchair in the corner.
 - B. The mother's armchair is in the corner.

- C. The mother's armchair in the corner.
- D. There was the mother's armchair in the corner.

2. Ваза на подоконнике.

- A. There was a vase on the windowsill.
- B. There is a vase on the windowsill.
- C. The vase is on the windowsill.
- D. The vase was on the windowsill.

3. Словарь в книжном шкафу.

- A. The dictionary was in the bookcase.
- B. The dictionary is in the bookcase.
- C. There is a dictionary in the bookcase.
- D. There was a dictionary in the bookcase.

4. В посудном шкафу тарелки и кастрюли.

- A. There are plates and pans in the cupboard.
- B. There were plates and pans in the cupboard.
- C. There is plates and pans in the cupboard.
- D. There was plates and pans in the cupboard.

5. В тексте несколько абзацев.

- A. There were some paragraphs in the text.
- B. There are some paragraphs in the text.
- C. Some paragraphs are in the text.
- D. Some paragraphs in the text.

5. Choose the suitable translation of the phrases.

1. Бабушкин холодильник.

- A. The grandfather's fridge.
- B. The grandmother's fridge.
- C. The grandmother's fridges.

2. Картина моего двоюродного брата.

- A. My cousins' picture.
- B. Mine cousin's picture.
- C. My cousin's picture.

3. Оценки моей сестры.

- A. Mine sister's marks.
- B. My sister's marks.
- C. My sister's mark.

4. Статя ее отца.
A. Her fathers' article.
B. Her father's article.
C. Her father's articles.
5. Диски ее друга.
A. Her friends' disks.
B. Her friend's disk.
C. Her friend's disks.

The Keys

1. 1C, 2C, 3D, 4A, 5B.
2. 1C, 2C, 3B, 4A, 5A.
3. 1D, 2A, 3A, 4B, 5A.
4. 1B, 2C, 3B, 4A, 5B.
5. 1B, 2C, 3B, 4B, 5C.

Unit 3

THE ADJECTIVES. THE ADVERBS. THE NUMERALS

EXERCISES

(transformation of the sentences according to the model)

1. Form the degrees of comparison.

Model:

Long — longer — (the) longest.

1. Small. 2. Tall. 3. Cheap. 4. Short. 5. Quick. 6. Fast. 7. Slow. 8. Loud.
9. Low. 10. Dark.

2. Form the degrees of comparison.

Model:

Big — bigger — (the) biggest.

1. Hot. 2. Sad.

3. Form the degrees of comparison.

Model:

Large — larger — (the) largest.

1. Brave. 2. Wide. 3. Fine. 4. Simple.

4. Form the degrees of comparison.

Model:

Happy — happier — (the) happiest.

1. Busy. 2. Dirty. 3. Easy. 4. Heavy.

5. Form the degrees of comparison.

Model:

Interesting — more interesting — (the) most interesting.

1. Difficult. 2. Expensive. 3. Necessary. 4. Beautiful.

6. Form the degrees of comparison.

Model:

Quickly — more quickly — most quickly.

1. Slowly.
2. Beautifully.
3. Kindly.
4. Perfectly.

7. Open the brackets.

Models:

This pencil is (long) than that one. This book is (interesting) than that one.

*This pencil is **longer** than that one. This book is **more interesting** than that one.*

1. This bag is (heavy) than that one.
2. This book is (expensive) than that one.
3. This dictionary is (thick) than that one.
4. This pencil is (short) than that one.
5. This flower is (beautiful) than that one.
6. This bench is (high) than that one.
7. This room is (big) than that one.
8. This woman is (young) than that one.
9. This washing machine is (cheap) than that one.
10. This boy is (tall) than that one.

8. Open the brackets.

Models:

This pencil is (long) one.

This book is (interesting) one.

*This pencil is **the longest** one.*

*This book is **the most interesting** one.*

1. This bag is (heavy) one.
2. This book is (expensive) one.
3. This dictionary is (thick) one.
4. This pencil is (short) one.
5. This flower is (beautiful) one.
6. This bench is (high) one.
7. This room is (big) one.
8. This woman is (young) one.
9. This washing machine is (cheap) one.
10. This boy is (tall) one.

9. Translate into English.

Model:

*Это окно **у́же**, чем то.*

*This window is **wider** than that one.*

1. Эта квартира больше, чем та.
2. Эта лампа ярче, чем та.
3. Этот стул выше, чем тот.
4. Этот ковер толще, чем тот.
5. Этот книжный шкаф красивее, чем тот.
6. Этот коврик меньше, чем тот.
7. Этот мальчик выше, чем тот.
8. Эта женщина моложе, чем та.
9. Эта сумка тяжелее, чем та.
10. Этот телевизор дороже, чем тот.

10. Translate into English.

Model:

Это окно самое широкое.

*This window is **the widest one.***

1. Эта квартира самая большая. 2. Эта лампа самая яркая. 3. Этот стул самый высокий. 4. Этот ковер самый толстый. 5. Этот книжный шкаф самый красивый. 6. Этот коврик самый маленький. 7. Этот мальчик самый высокий. 8. Эта женщина самая молодая. 9. Эта сумка самая тяжелая. 10. Этот телевизор самый дорогой.

TESTS WITH THE KEYS

1. Choose the correct forms of the degrees of comparison.

1. Sad

- A. Sad — sadder — (the) most sad.
- B. Sad — sadder — (the) saddest.
- C. Sad — more sad — (the) most sad.
- D. Sad — more sad — (the) saddest.

2. Fine

- A. Fine — more fine — (the) finest.
- B. Fine — finer — (the) finest.
- C. Fine — finer — (the) finest.
- D. Fine — more fine — (the) most finest.

3. Old

- A. Old — older — (the) oldest.
- B. Old — more older — (the) oldest.
- C. Old — older — (the) most oldest.
- D. Old — more older — (the) most oldest.

4. Young

- A. Young — more younger — (the) most youngest.
- B. Young — younger — (the) most youngest.
- C. Young — more younger — (the) youngest.
- D. Young — younger — (the) youngest.

5. Bad

- A. Bad — more bad — (the) most bad.
- B. Bad — better — (the) most bad.

- C. Bad — worse — (the) worst.
- D. Bad — more bad — (the) best.

2. Choose the correct sentences.

1. This flat is (small) than ours.
 - A. This flat is the smallest than ours.
 - B. This flat is smaller than ours.
 - C. This flat is more small than ours.
 - D. This flat is more smaller than ours.
2. This text is (difficult) than that one.
 - A. This text is more difficulter than that one.
 - B. This text is difficulter than that one.
 - C. This text is most difficult than that one.
 - D. This text is more difficult than that one.
3. This duster is (dirty) than that one.
 - A. This duster is dirtier than that one.
 - B. This duster is most dirty than that one.
 - C. This duster is the most dirty than that one.
 - D. This duster is more dirtier than that one.
4. This article is (necessary) one.
 - A. This article is the most necessary one.
 - B. This article is the more necessary.
 - C. This article is most necessary one.
 - D. This article is necessary one.
5. This magazine is (good) one.
 - A. This magazine is gooder one.
 - B. This magazine is more best one.
 - C. This magazine is the most best one.
 - D. This magazine is the best one.

3. Choose the suitable translation of the sentences.

1. Твоя комната холоднее, чем моя.
 - A. Your room is colder than my.
 - B. Your room is colder than mine.
 - C. Your room is more colder than my.
 - D. Your room is more colder than mine.

2. Бабушкина квартира дороже, чем наша.
 - A. The grandmother's flat is more expensive than ours.
 - B. The grandmother flat is more expensive than ours.
 - C. The grandmother's flat is most expensive than ours.
 - D. The grandmother's flat is the most expensive than ours.
3. Сочинение моего друга длиннее, чем мое.
 - A. My friend composition is longer than mine.
 - B. My friend's composition is longer than mine.
 - C. My friends' composition is longer than mine.
 - D. My friend composition is more longer than mine.
4. Его сумка такая же тяжелая, как и ее.
 - A. His bag is as heavy as her.
 - B. His bag is as heavy as hers.
 - C. His bag is heavier as her.
 - D. His bag is as heavier as hers.
5. Его статья лучше, чем твоя.
 - A. His article is gooder than yours.
 - B. His article is best than yours.
 - C. His article is better than yours.
 - D. His article is the best than yours.

The Keys

1. 1B, 2C, 3A, 4D, 5C.
2. 1B, 2D, 3A, 4A, 5D.
3. 1B, 2A, 3B, 4B, 5C.

Unit 4

THE MODAL VERBS AND THEIR EQUIVALENTS. THE PREPOSITIONS OF TIME

MIND THE VERBS *TO BE*, *TO HAVE*

1. I *have* a book. — У меня *есть* книга.
He *has* a book. — У него *есть* книга.
We *had* books. — У нас *были* книги.
2. I *have to* answer questions. — Я *должен* отвечать на вопросы.
He *has to* answer questions. — Он *должен* отвечать на вопросы.
He *had to* answer questions. — Он *должен был* отвечать на вопросы.
3. He *was* a teacher. — Он *был* учителем.
She *was* happy. — Она *была* счастлива.
The table *is* big. — Стол большой.
The table *was* big. — Стол *был* большой.
The table *was* in the room. — Стол *был* в комнате.
4. There *is* a table in the room. — В комнате стол.
There *was* a table in the room. — В комнате *был* стол.
There *are* tables in the room. — В комнате столы.
There *were* tables in the room. — В комнате *были* столы.
5. We *are to* answer questions. — Мы *должны* отвечать на вопросы.
They *were to* answer questions. — Они *должны были* отвечать на вопросы.

EXERCISES

(*transformation of the sentences according to the models*)

1. Replace with the modal equivalents.

Models:

He **can** translate very well.

They **can** translate very well.

He **is able to** translate very well.

They **are able to** translate very well.

1. She can jump high. 2. They can ask questions quickly. 3. We can watch stars in the sky. 4. He can clean the flowerbed. 5. He can play computer games. 6. We can repeat short and long sounds. 7. Their sons can play football well. 8. Her daughter can translate this text. 9. My mother can answer this question. 10. Our grandfather can work in this office.

2. Replace with the modal equivalents.

Models:

*He **may** watch TV.*

*They **may** watch TV.*

*He **is allowed to** watch TV.*

*They **are allowed to** watch TV.*

1. They may ask four questions. 2. He may play computer games. 3. Her mother may answer these questions. 4. Your son may work in the garden. 5. You may walk in this green park. 6. You may change the flowers in the vase. 7. Your daughter may perform two tasks. 8. You may help me. 9. Their sons may play football. 10. She may do it.

3. Replace with the modal equivalents.

Models:

*He **must/should** translate the text.*

*They **must/should** translate the text.*

*He **has to** translate the text.*

*They **have to** translate the text.*

*He **is to** translate the text.*

*They **are to** translate the text.*

1. She should jump high. 2. They must ask questions quickly. 3. We should watch stars in the sky. 4. He must clean the flowerbed. 5. He should play computer games. 6. We must repeat short and long sounds. 7. Their sons should play football well. 8. Her daughter should translate this text. 9. My mother must answer this question. 10. Our grandfather should work in this office.

4. Replace with the modal verbs.

Models:

*He **was to** translate the text.*

*They **were able to** translate the text.*

*He **should** translate the text.*

*They **could** translate the text.*

*They **were to** translate the text.*

*He **was able to** translate the text.*

*They **should** translate the text.*

*He **could** translate the text.*

1. He was to rest in the park. 2. They had to clean the swimming pool. 3. We were able to play computer games. 4. My brother was to perform

this task. 5. Our teacher had to change the task. 6. Our relatives had to live in that flat. 7. The journalist was able to receive that article. 8. The children were able to jump high. 9. His parents had to help their relatives. 10. The lawyer had to ask questions.

5. Open the brackets.

Models:

He (to be) a teacher. They (to be) happy. We (to be) translate the text.
He is a teacher. They are happy. We are to translate the text.

1. His mother (to be) an actress. 2. Their sons (to be) pupils. 3. The curtains (to be) blue. 4. The students (to be) translate these sentences. 5. My grandparents (to be) live in this flat. 6. My sister (to be) study in that university. 7. His uncle's wife (to be) an employee. 8. Her aunt's husband (to be) work in that joint venture. 9. That girl (to be) beautiful. 10. These flowers (to be) very nice.

6. Open the brackets.

Models:

He (to have) a book. He (to have) translate this text.
He has a book. He has to translate this text.

1. She (to have) wash the floor. 2. The student (to have) clean the blackboard. 3. His cousin (to have) many disks. 4. Their grandparents (to have) a good flat. 5. His friend (to have) wash the dog. 6. Her sister (to have) five new magazines. 7. My uncle (to have) change the hotel. 8. That man (to have) a nice motorcycle. 9. My teacher (to have) a thick dictionary. 10. I (to have) a black cat.

7. Translate into English.

Models:

Он может работать хорошо. Он должен работать хорошо.
He can work well. He must work well.
He is able to work well. He has to work well.
He is to work well.

1. Он может прыгать высоко в спортивном зале. 2. Она может повторять все длинные и короткие звуки. 3. Этот студент должен ответить на эти вопросы. 4. Мой двоюродный брат может хорошо играть в футбол. 5. Его сестра должна помыть окна.

8. Translate into English.

Models:

Им **разрешают** отдыхать в парке.

They **are allowed to** rest in the park.

They **may** rest in the park.

Им **следует** перевести этот текст.

They **should** translate this text.

1. Им разрешают гулять в этом зеленом парке. 2. Им следует ответить на эти трудные вопросы. 3. Ей следует помыть полы. 4. Ему разрешают смотреть телевизор. 5. Ему следует помочь родителям.

9. Translate into English.

Model:

Он может прыгать **так же** высоко, **как и** она.

He can jump **as high as** she.

1. Он может переводить так же хорошо, как и она. 2. Они могут работать так же быстро, как и мы. 3. Мои студенты могут отвечать на вопросы так же хорошо, как и ваши. 4. Моя сестра может помыть полы так же хорошо, как и моя мама. 5. Этот ученик может повторять звуки так же четко, как и вы.

10. Translate into English.

Model:

Чем больше мы переводим предложения, **тем лучше** отвечаем на вопросы.

The more we translate the sentences, **the better** we answer the questions.

1. Чем больше мы смотрим телевизор, тем больше информации получаем. 2. Чем больше мы работаем, тем лучше выполняем задания. 3. Чем больше мы работаем, тем меньше мы отдыхаем.

TESTS WITH THE KEYS

1. Choose the sentence which means the same.

1. They are able to wash two windows.
 - A. They must wash two windows.
 - B. They may wash two windows.

- C. They can wash two windows.
 - D. They is able to wash two windows.
2. They must listen to the teacher.
 - A. They have to listen to the teacher.
 - B. They can listen to the teacher.
 - C. They may listen to the teacher.
 - D. They is to listen to the teacher.
 3. I can play this game.
 - A. I am able to play this game.
 - B. I is able to play this game.
 - C. I are able to play this game.
 - D. I was able to play this game.
 4. They could open this joint venture.
 - A. They are able open this joint venture.
 - B. They are able to open this joint venture.
 - C. They were able to open this joint venture.
 - D. They were able open this joint venture.
 5. You have to help her.
 - A. You must help her.
 - B. You can help her.
 - C. You may help her.
 - D. You had to help her.

2. Choose the correct sentences.

1. Your uncle's flat (to be) large.
 - A. Your uncle's flat was to large.
 - B. Your uncle's flat is large.
 - C. Your uncle's flat are large.
 - D. Your uncle's flat to be large.
2. Your parents' office (to have) ten employees.
 - A. Your parents' office have ten employees.
 - B. Your parents' office to have ten employees.
 - C. Your parents' office has ten employees.
 - D. Your parents' office to have to ten employees.
3. These books (to be) necessary.
 - A. These books to be necessary.

- B. These books are necessary.
 - C. These books was necessary.
 - D. These books am necessary.
4. You (to have) use that dictionary.
- A. You to have to use that dictionary.
 - B. You have to use that dictionary.
 - C. You has to use that dictionary.
 - D. You have use that dictionary.
5. I (to be) clean the floor.
- A. I am to clean the floor.
 - B. I are to clean the floor.
 - C. I is to clean the floor.
 - D. I were to clean the floor.

3. Choose the suitable translation of the sentences.

1. Он такой же счастливый, как и она.
- A. He is so happy as she was.
 - B. He was so happy as she was.
 - C. He is as happy as she is.
 - D. He were so happy as she was.
2. Бабушке следует отдохнуть.
- A. The grandmother should rest.
 - B. The grandmother can rest.
 - C. The grandmother was able to rest.
 - D. The grandmother may rest.
3. Мне разрешили войти.
- A. I am allowed to come in.
 - B. I was allowed to come in.
 - C. I am able to come in.
 - D. I are allowed to come in.
4. Этот студент должен ответить на вопросы.
- A. This student must answer the questions.
 - B. This student can answer the questions.
 - C. This student is allowed to answer the questions.
 - D. This student may answer the questions.

5. Ему разрешили посмотреть телевизор.
- A. He is allowed to watch TV.
 - B. He was allowed to watch TV.
 - C. He are allowed to watch TV.
 - D. He were allowed to watch TV.

The Keys

- 1. 1C, 2A, 3A, 4C, 5A.
- 2. 1B, 2C, 3B, 4B, 5A.
- 3. 1C, 2A, 3B, 4A, 5B.

Unit 5

THE SIMPLE (INDEFINITE), CONTINUOUS (PROGRESSIVE), PERFECT FORMS. THE PREPOSITIONS EXPRESSING ABSTRACT RELATIONS. THE PREPOSITIONS OF DIRECTION

THE SIMPLE (INDEFINITE) ACTIVE

EXERCISES

(transformation of the sentences according to the models)

1. Transform the sentences.

Model:

As a rule my mother knits sweaters.

Yesterday my mother knit a sweater.

1. My friend usually reads books. 2. Sometimes he meets her near the school. 3. She cleans windows every month. 4. My father always buys magazines in this newsstand. 5. As a rule he translates texts very well.

2. Transform the sentences.

Model:

As a rule my father reads newspapers.

Tomorrow my father will read newspapers.

1. He often spends much time in the garden. 2. She seldom writes letters. 3. My brother often gets good marks. 4. He always brings textbooks. 5. Every week he swims in the swimming pool.

3. Transform the sentences.

Model:

Some years ago they built a house.

In a year they will build a house.

1. They learnt words yesterday. 2. They left this town many years ago. 3. A week ago my relatives lost their dog. 4. Last Sunday my friends spent much time in the swimming pool. 5. My grandparents bought a vacuum cleaner last month.

4. Transform the sentences.

Model:

*A week ago I/we **sent** that letter.*

*Tomorrow I/we **will send** that letter.*

1. Yesterday we met him at the station. 2. Two days ago I read this article. 3. Last year we left that city. 4. Last month we bought a fridge. 5. I saw him long ago.

5. Open the brackets.

Models:

*In two days we (**to buy**) a TV set.*

*In two days they (**to buy**) a TV set.*

*In two days we **will buy** a TV set.*

*In two days they **will buy** a TV set.*

1. In a year my friends (to leave) our city. 2. Next summer they (to swim) in this river. 3. Next Thursday I (to bring) that disc. 4. Tomorrow we (to find) that lane. 5. Next year my parents (to buy) a computer.

6. Open the brackets.

Models:

*He often (**to see**) her.*

*They often (**to see**) her.*

*He often **sees** her.*

*They often **see** her.*

1. Sometimes my father (to buy) magazines in this newsstand. 2. The students usually (to answer) the questions very well. 3. Her daughter rarely (to help) her. 4. Every day they (to watch) TV. 5. As a rule his grandfather (to read) newspapers in the evening.

7. Open the brackets.

Models:

*Yesterday they (**to write**) a composition.*

*They often (**to write**) compositions.*

*Yesterday they **wrote** a composition.*

*They often **write** compositions.*

1. An hour ago they (to sing) songs. 2. Last month he (to buy) this rare book. 3. Yesterday she (to find) this book in the bookshop. 4. As a rule my grandparents (to spend) their time in this green park. 5. The students usually (to learn) English.

8. Open the brackets.

Models:

They (**to watch**) TV yesterday.

They **watched** TV yesterday.

They (**to see**) this film yesterday.

They **saw** this film yesterday.

1. Last year the students (to study) many subjects. 2. Last year she (to teach) many subjects. 3. Yesterday my mother (to wash) windows. 4. Yesterday his brother (to write) a composition. 5. A week ago we (to catch) a mouse.

9. Translate into English.

Models:

Они **обычно получают** письма.

They **usually get** letters.

Вчера они **получили** письмо.

Yesterday they **got** a letter.

1. Как правило, они работают в офисе. 2. Они всегда гуляют в этом парке. 3. Вчера мои родители купили картину. 4. На прошлой неделе мы плавали в бассейне. 5. Они часто продают книги.

10. Translate into English.

Models:

Он **всегда покупает** диски.

He **always buys** discs.

Они **всегда покупают** диски.

They **always buy** disks.

1. Его сын всегда получает хорошие оценки. 2. Они всегда работают в саду. 3. Мои дедушка и бабушка часто покупают газеты. 4. Наш преподаватель обычно задает много вопросов. 5. Эта девушка редко помогает мне.

TESTS WITH THE KEYS

1. Choose the correct sentences.

- Two years ago my father (to work) at that joint venture.
 - Two years ago my father work at that joint venture.
 - Two years ago my father works at that joint venture.
 - Two years ago my father worked at that joint venture.
 - Two years ago my father will work at that joint venture.

2. Next year we (to build) a house.
 - A. Next year we will build a house.
 - B. Next year we build a house.
 - C. Next year we built a house.
 - D. Next year we will built a house.
3. He seldom (to write) letters.
 - A. He seldom write letters.
 - B. He seldom writes letters.
 - C. He seldom writed letters.
 - D. He seldom shall write letters.
4. In four days he (to take) these books to the library.
 - A. In four days he will take these books to the library.
 - B. In four days he shall take these books to the library.
 - C. In four days he take these books to the library.
 - D. In four days he took these books to the library.
5. Last Thursday I (to spend) much time in the park.
 - A. Last Thursday I spend much time in the park.
 - B. Last Thursday I will spend much time in the park.
 - C. Last Thursday I spent much time in the park.
 - D. Last Thursday I shall spend much time in the park.

2. Choose the suitable translation of the sentences.

1. Вчера он положил этот журнал в книжный шкаф.
 - A. Yesterday he put this magazine into the bookcase.
 - B. Yesterday he putted this magazine into the bookcase.
 - C. Yesterday he will put this magazine into the bookcase.
 - D. Yesterday he puts this magazine into the bookcase.
2. Три дня назад мы получили письмо.
 - A. Three days ago we get the letter.
 - B. Three days ago we got the letter.
 - C. Three days ago we will get the letter.
 - D. Three days ago we shall get the letter.
3. Через месяц они покинут наш город.
 - A. In a month they left our city.
 - B. In a month they leaved our city.
 - C. In a month they will leave our city.
 - D. In a month they shall leave our city.

4. Каждый день он помогает своей маме.
A. Every day he will helped his mother.
B. Every day he shall help his mother.
C. Every day he help his mother.
D. Every day he helps his mother.
5. В прошлое воскресенье я потерял тот диск.
A. Last Sunday I lost that disk.
B. Last Sunday I left that disk.
C. Last Sunday I lose that disk.
D. Last Sunday I losed that disk.

The Keys

1. 1C, 2A, 3B, 4A, 5C.
2. 1A, 2B, 3C, 4D, 5A.

THE SIMPLE (INDEFINITE) PASSIVE

EXERCISES

(transformation of the sentences according to the models)

1. Open the brackets.

Model:

The composition(s) about holidays always (to write) by the pupils.

The composition(s) about holidays is (are) always written by the pupils.

1. The letters often (to write) by him with the pencil. 2. The questions always (to ask) by the teacher. 3. This text usually (to translate) by the students with the help of the teacher. 4. As a rule this journal (to read) by my sister with great interest. 5. This newspaper rarely (to buy) by my father.

2. Open the brackets.

Model:

The composition(s) about holidays (to write) yesterday.

The composition(s) about holidays was (were) written yesterday.

1. The letters (to write) by him with a pencil last week. 2. The questions (to ask) by the teacher last Thursday. 3. Yesterday this text (to translate) by

the students with the help of the teacher. 4. This journal (to read) by my sister with great interest last Sunday. 5. A day ago that newspaper (to buy) by my father.

3. Open the brackets.

Model:

The composition(s) about holidays (to write) by the pupils next week.

*The composition(s) about holidays **will be written** by the pupils next week.*

1. The letters (to write) by him in a week. 2. The questions (to ask) by the teacher next Thursday. 3. Tomorrow this text (to translate) by the students with the help of the teacher. 4. This journal (to read) by my sister with great interest next Sunday. 5. Tomorrow that newspaper (to buy) by my father.

4. Translate into English.

Models:

Хлеб купили вчера.

Туфли купили вчера.

*The bread was **bought** yesterday.*

*The shoes were **bought** yesterday.*

1. Лимоны купили вчера. 2. Овощи принесли вчера. 3. Арбуз был съеден час назад. 4. Кашу съели час назад. 5. Сок был выпит час назад.

5. Translate into English.

Model:

Платье будет куплено мною завтра.

*The dress **will be bought** by me tomorrow.*

1. Виноград будет выращен в следующем году моим бабушкой. 2. Мясо будет куплено им через час. 3. Свитер будет связан мамой весной. 4. Молоко будет выпито маленьким ребенком ночью. 5. Сметана будет куплена ею в субботу.

6. Translate into English.

Model:

*Масло обычно **покупается** мамой на рынке.*

*The butter is usually **bought** by my mother at the market.*

1. Как правило, хлеб покупается нашей бабушкой. 2. Обувь обычно моется мною. 3. Свитер обычно вяжется моей мамой. 4. Кофе ча-

сто выбирается моим отцом. 5. Этот журнал, как правило, читается моей сестрой.

TESTS WITH THE KEYS

1. Choose the correct sentences.

1. The juice (to drink) by me some minutes ago.
 - A. The juice drank by me some minutes ago.
 - B. The juice is drunk by me some minutes ago.
 - C. The juice was drunk by me some minutes ago.
 - D. The juice will be drunk by me some minutes ago.
2. The vegetables (to cut) by my grandmother in some minutes.
 - A. The vegetables will cut by my grandmother in some minutes.
 - B. The vegetables will be cut by my grandmother in some minutes.
 - C. The vegetables were cut by my grandmother in some minutes.
 - D. The vegetables shall be cut by my grandmother in some minutes.
3. The boots (to clean) by my brother every day.
 - A. The boots cleaned by my brother every day.
 - B. The boots clean by my brother every day.
 - C. The boots are cleaned by my brother every day.
 - D. The boots shall be cleaned by my brother every day.
4. The fruit ice cream (to eat) by my younger sister.
 - A. The fruit ice cream was eaten by my younger sister.
 - B. The fruit ice cream shall be eaten by my younger sister.
 - C. The fruit ice cream ate by my younger sister.
 - D. The fruit ice cream was eaten by my younger sister.
5. The questions (to answer) by him at the lesson.
 - A. The questions was answered by him at the lesson.
 - B. The questions answered by him at the lesson.
 - C. The questions shall be answered by him at the lesson.
 - D. The questions will be answered by him at the lesson.

2. Choose the suitable translation of the sentences.

1. Предложения будут переведены с русского языка на английский.
 - A. The sentences will be translated from Russian into English.
 - B. The sentences will translated from Russian into English.

- C. The sentences be translated from Russian into English.
 D. The sentences shall be translated from Russian into English.
2. Задача была выполнена им.
 A. The task was performed by him.
 B. The task will be performed by him.
 C. The task is performed by him.
 D. The task performed by him.
3. Магазины обычно открыты в это время.
 A. The shops were usually opened at this time.
 B. The shops are usually opened at this time.
 C. The shops is usually opened at this time.
 D. The shops will usually be opened at this time.
4. Окна будут вымыты ею завтра.
 A. The windows are cleaned by her tomorrow.
 B. The windows were cleaned by her tomorrow.
 C. The windows will be cleaned by her tomorrow.
 D. The windows will cleaned by her tomorrow.
5. Перчатки были потеряны ею вчера.
 A. The gloves were lost by her yesterday.
 B. The gloves are lost by her yesterday.
 C. The gloves lost by her yesterday.
 D. The gloves were lost by him yesterday.

The Keys

1. 1C, 2B, 3C, 4A, 5D.
 2. 1A, 2A, 3B, 4C, 5A.

THE CONTINUOUS (PROGRESSIVE)

EXERCISES

(transformation of the sentences according to the models)

1. Open the brackets.

Model:

He (to get up) at 7 o'clock.

He is getting up at 7 o'clock.

1. At 7.05 he (to do) his morning exercises. 2. At 7.25 he (to have) breakfast. 3. At 8.30 he (to sit) at the lesson. 4. At 17.00 he (to do) his homework. 5. At 20.30 he (to watch TV).

2. Open the brackets.

Models:

The composition(s) (to write) by the girl now.

The composition(s) is (are) being written by the girl now.

The composition(s) (to write) by the girl all morning yesterday.

The composition(s) was (were) being written by the girl all morning yesterday.

1. The cake (to cook) by my mother all evening yesterday. 2. At the moment the pictures (to describe) by the pupils. 3. The heavy bags (to carry) by my brother at that moment. 4. All the districts of our city (to connect) by bus lines at present. 5. The words (to repeat) by the girl all morning yesterday.

3. Transform the Continuous Active into the Continuous Passive.

Models:

The pupils are reading the book at the moment.

The book is being read by the pupils at the moment.

The pupils were reading the book at that moment.

The book was being read by the pupils at that moment.

1. He was writing this exercise from 5 till 6 o'clock yesterday. 2. At the moment the man is waiting for her. 3. The woman is listening to the radio now. 4. He was visiting this museum the whole morning yesterday. 5. They were eating some fruit all summer last year.

4. Transform the Continuous Passive into the Continuous Active.

Models:

The supper is being cooked by the mother at this moment.

The mother is cooking the supper at this moment.

The supper was being cooked by the mother at that moment.

The mother was cooking the supper at that moment.

1. A letter is being written by the boy at 6 o'clock. 2. A beautiful girl is being described by him. 3. A heavy box is being carried by the workers.

4. The classes are being attended by the students all the term. 5. The exams were being passed by him at the end of the term.

5. Transform the Continuous Active into the Simple (Indefinite) Active.

Models:

It is raining now.

It was raining all morning yesterday.

It rains every day.

It rained yesterday.

1. It is snowing at the moment. 2. Boris is washing his hands at this moment. 3. The alarm clock is ringing now. 4. They were dancing in the garden all evening yesterday. 5. The wind was blowing from morning till night yesterday.

6. Translate into English.

Models:

Он сейчас сдает экзамен.

Он сдавал экзамен вчера.

He is taking an exam now.

He was taking an exam yesterday.

1. В данный момент я представляю своих новых друзей родителям. 2. В настоящее время они работают на этом совместном предприятии. 3. Все утро вчера мы работали в саду. 4. Они переводили вчера статью весь вечер. 5. Целый месяц в прошлом году он не посещал лекции.

TESTS WITH THE KEYS

1. Choose the sentence which means the same.

1. The family is watching TV at this moment.
 - A. TV is watched by the family at this moment.
 - B. TV was watched by the family at this moment.
 - C. TV watched by the family at this moment.
 - D. TV is being watched by the family at this moment.
2. They were eating a lot of apples all autumn last year.
 - A. A lot of apples was eaten by them all autumn last year.
 - B. A lot of apples eaten by them all autumn last year.
 - C. A lot of apples were being eaten by them all autumn last year.
 - D. A lot of apples were eating by them all autumn last year.
3. He was visiting this museum the whole morning yesterday.
 - A. This museum is visited by him the whole morning yesterday.
 - B. This museum visited by him the whole morning yesterday.

- C. This museum was being visited by him the whole morning yesterday.
 D. This museum were visited by him the whole morning yesterday.
4. Rostovites are nicknaming the Don River 'Father Don'.
 A. The Don River is being nicknamed by Rostovites 'Father Don'.
 B. The Don River was being nicknamed by Rostovites 'Father Don'.
 C. The Don River are being nicknamed by Rostovites 'Father Don'.
 D. The Don River were being nicknamed by Rostovites 'Father Don'.
5. The fortress was replacing the custom house at that moment.
 A. The custom house was being replaced by the fortress.
 B. The custom house is being replaced by the fortress.
 C. The custom house were being replaced by the fortress.
 D. The custom house are being replaced by the fortress.

2. Choose the suitable translation of the sentences.

1. Завтра утром мы будем плавать в бассейне.
 A. Tomorrow in the morning we shall swimming in the swimming pool.
 B. Tomorrow in the morning we swim in the swimming pool.
 C. Tomorrow in the morning we will be swimming in the swimming pool.
 D. Tomorrow in the morning we were swimming in the swimming pool.
2. Весь месяц в следующем году мы будем посещать эти занятия.
 A. All month last year we shall be visiting these classes.
 B. All month next year we will be visiting these classes.
 C. All month we are visiting these classes.
 D. All month we were visiting those classes.
3. В следующем году они будут выращивать виноград.
 A. Next year they will growing grapes.
 B. Next year they shall grow grapes.
 C. Next year they shall be growing grapes.
 D. Next year they will be growing grapes.
4. В данный момент статья переводится ими при помощи словаря.
 A. At this moment the article is being translated by them with the help of the dictionary.
 B. At this moment the article was translated by them with the help of the dictionary.

- C. At this moment the article is translated with the help of the dictionary.
- D. At this moment the article is translated by them.
5. В настоящее время журналы покупаются им в этом киоске.
- A. At present the magazines are being bought by him in this newsstand.
- B. The magazines are bought by him in this newsstand.
- C. At present the magazines are bought by him.
- D. At present the magazines are bought in this newsstand.

The Keys

1. 1D, 2C, 3C, 4A, 5A.
2. 1C, 2B, 3D, 4A, 5A.

THE PERFECT

EXERCISES

(transformation of the sentences according to the models)

1. Open the brackets.

Model:

He just (to do) his homework.

*He **has just done** his homework.*

1. He just (to do) his morning exercises. 2. He just (to have) breakfast.
3. He just (to watch TV). 4. He just (to read) this book. 5. He just (to lose) the key.

2. Open the brackets.

Model:

The book just (to read) by him.

*The book **has just been read** by him.*

1. The film just (to see) by us. 2. The work just (to finish) by him.
3. The supper just (to prepare) by her. 4. The letter just (to write) by her.
5. His telephone number just (to lose) by me.

3. Transform the Perfect Active into the Perfect Passive.

Model:

He has just translated this text.

The text has just been translated by him.

1. She has just found an interesting book.
2. Ann has just written a new article.
3. Nelly has already invited us.
4. She has just made tea for all of us.
5. He has just told the truth.

4. Transform the Perfect Active into the Perfect Passive.

Model:

They have already translated this text.

The text has already been translated by them.

1. They have already bought a new pair of trousers.
2. We have already met the postman.
3. The students have already shut the door.
4. You have already finished the article.
5. They have already left the town.

5. Transform the Perfect Passive into the Perfect Active.

Models:

The text has (had) been translated by them.

They have (had) translated the text.

The text will have been translated by them by the end of the lesson.

They will have translated the text by the end of the lesson.

1. The doctor has been seen by us there.
2. The salad will have been put by Mary on the plates by 6 o'clock.
3. Some water had been brought by Nick when we came into the house.
4. All the cakes have been just eaten by them.
5. A box of chocolates has been brought for her by him.

TESTS WITH THE KEYS

1. Transform the Perfect Active/Passive into the Past Simple (Indefinite) Active/Passive and choose the suitable sentences.

1. She had already written a composition.
 - A. She wrote a composition yesterday.
 - B. She already wrote a composition.

- C. She wrote a composition tomorrow.
D. She wrote a composition today.
2. The windows will have been cleaned by my sister by Saturday.
A. In a day the windows will be cleaned by my sister.
B. Yesterday the windows will be cleaned by my sister.
C. Long ago window will be cleaned by my sister.
D. On Saturday the windows were cleaned by my sister.
3. The words have already been written down by the students in the notebooks.
A. The words will write down by the students in the notebooks.
B. The words are written down by the students in the notebooks.
C. The words were written down by the students in the notebooks yesterday.
D. The word is written down by the students in the notebooks.
4. The snake has just been killed by him.
A. The snake was killed by him.
B. The snake were killed by him.
C. The snake will kill by him.
D. The snake has just killed by him.
5. I have just opened the door.
A. I opened the door.
B. I have opened the door.
C. I has just opened the door.
D. I had just opened the door.

2. Choose the suitable translation of the sentences.

1. Прошлым летом мы ели много фруктов.
A. Last summer we eated a lot of fruit.
B. Last summer we eat a lot of fruit.
C. Last summer we have eaten a lot of fruit.
D. Last summer we ate a lot of fruit.
2. С двух до пяти он сидел в своей комнате.
A. From 2 till 5 o'clock he sits in his room.
B. From 2 till 5 o'clock he was sitting in his room.
C. From 2 till 5 o'clock he is sitting in his room.
D. From 2 till 5 o'clock he sat in his room.

3. Я давно видел этот фильм.
 - A. I see this film long ago.
 - B. I watch this film long ago.
 - C. I have seen this film long ago.
 - D. I saw this film long ago.
4. Они уже написали проверочную работу.
 - A. They already write the test.
 - B. They already wrote the test.
 - C. They have already written the test.
 - D. They have just written the test.
5. Он уже забыл ее.
 - A. He has already forgotten her.
 - B. He have already forgotten her.
 - C. He has forgotten her.
 - D. He already forgot her.
6. Об этом человеке много говорят.
 - A. This man was much spoken about.
 - B. This man much spoken about.
 - C. This man is much spoken about.
 - D. This man has been much spoken about.
7. Его нигде не видели на прошлой неделе.
 - A. He was nowhere seen last week.
 - B. He is nowhere seen last week.
 - C. He was nowhere seen on last week.
 - D. He has been nowhere seen last week.
8. В следующем месяце я буду посещать эти занятия.
 - A. Next month I'll attend these classes.
 - B. In the next month I'll attend these classes.
 - C. Next week I'll visit these classes.
 - D. Next month I'll visit these classes.
9. Он закончит письмо через полчаса.
 - A. He will finish the letter in an hour.
 - B. He will finish the letter in half an hour.
 - C. He finish the letter in an hour.
 - D. He will have finished the letter in an hour.

10. Вы пели эту песню тогда.
- A. You was singing this song then.
 - B. You will be singing this song then.
 - C. You had been singing this song then.
 - D. You were singing this song then.
11. Мы недавно купили стиральную машину.
- A. We have recently bought a washing machine.
 - B. We have bought a washing machine.
 - C. We have already bought a washing machine.
 - D. We have just bought a washing machine.
12. Весь день идет дождь.
- A. It has raining all day.
 - B. It was raining all day.
 - C. It has been raining all day.
 - D. It rains all day.
13. Мы редко встречаем друг друга.
- A. We rarely meet each other.
 - B. We rarely are meeting each other.
 - C. We rarely were meeting each other.
 - D. We rarely meet friend by friend.
14. Мой брат всегда хорошо учился в школе.
- A. My brother always studies well at school.
 - B. My brother always studied well at school.
 - C. My brother has always studied well at school.
 - D. My brother had always studied well at school.
15. Как правило, экзамены сдавались им успешно.
- A. As a rule the exams were being passed by him successfully.
 - B. As a rule he passes the exams successfully.
 - C. As a rule the exams was passed by him successfully.
 - D. As a rule the exams were passed by him successfully.
16. Хлеб был куплен моим братом.
- A. The bread was bought by my brother.
 - B. The bread is bought by my brother.
 - C. The bread has been bought by his brother.
 - D. The bread was bought by his brother.

17. Он обычно ездит на работу на автобусе.
A. He usually went to his work by bus.
B. He usually has gone to his work by bus.
C. He usually goes to his work on bus.
D. He usually goes to his work by bus.
18. Иногда мы смотрим телевизор на кухне.
A. Sometimes we watched TV in the kitchen.
B. Sometimes we watch TV in the kitchen.
C. Sometimes we see TV in the kitchen.
D. Sometimes we saw TV in the kitchen.
19. Как правило, музей посещается студентами.
A. As a rule the museum was visited by the students.
B. As a rule the museum has visited by the students.
C. As a rule the museum is visited by the students.
D. As a rule the museum has been visited by the students.
20. Завтра его встретят на вокзале.
A. Tomorrow he will be met at the station.
B. Tomorrow he will met at the station.
C. Tomorrow he will meet at the station.
D. Tomorrow he will be being met at the station.

The Keys

1. 1A, 2 D, 3C, 4A, 5A.
2. 1D, 2B, 3D, 4C, 5A, 6C, 7A, 8A, 9B, 10D, 11A, 12C, 13A, 14B, 15D, 16A, 17D, 18B, 19C, 20A.

Unit 6

THE WORDS FOR MEMORIZING

UNIT 1

«Семья»

boy — мальчик
girl — девочка
man — мужчина
woman — женщина
son — сын
daughter — дочь
brother — брат
sister — сестра
cousin — двоюродный брат,
двоюродная сестра
father — отец

mother — мать
grandfather — дедушка
grandmother — бабушка
husband — муж
wife — жена
friend — друг
parents — родители
relatives — родственники
people — люди
uncle — дядя
aunt — тетя

«Профессия»

student — студент
pupil — ученик
worker — рабочий
employee — служащий
engineer — инженер
teacher — учитель
doctor — доктор, врач
physician — врач-терапевт
scientist — ученый
dentist — зубной врач
actor — актер
actress — актриса
artist — художник
musician — музыкант

writer — писатель
lawyer — юрист
businessman — бизнесмен
manager — менеджер
driver — водитель
journalist — журналист
taylor — портной
fitter — слесарь
carpenter — плотник
judge — судья
priest — священник
hunter — охотник
builder — строитель
pensioner — пенсионер

«Учеба»

<i>school</i> — школа	<i>article</i> — статья
<i>lycee</i> — лицей	<i>title</i> — название
<i>college</i> — колледж	<i>passage</i> — отрывок
<i>university</i> — университет	<i>extract</i> — отрывок
<i>institute</i> — институт	<i>paragraph</i> — абзац
<i>test</i> — проверочная работа, тест	<i>sentence</i> — предложение
<i>credit test</i> — зачет	<i>phrase, word combination</i> — словосочетание
<i>mark</i> — оценка	<i>word</i> — слово
<i>exam</i> — экзамен	<i>syllable</i> — слог
<i>classes</i> — занятия	<i>letter</i> — буква; письмо
<i>lesson</i> — урок	<i>sound</i> — звук
<i>book</i> — книга	<i>pin</i> — булавка
<i>novel</i> — роман	<i>drawing pin</i> — кнопка
<i>textbook</i> — учебник	<i>clip</i> — скрепка
<i>notebook</i> — блокнот, тетрадь	<i>pen</i> — ручка
<i>bag</i> — сумка	<i>pencil</i> — карандаш
<i>magazine</i> — журнал	<i>eraser</i> — резинка, ластик
<i>journal</i> — (научный) журнал	<i>ruler</i> — линейка
<i>newspaper</i> — газета	<i>task</i> — задание
<i>dictionary</i> — словарь	<i>disk</i> — диск
<i>composition</i> — сочинение	
<i>story</i> — рассказ	

UNIT 2

«Учебная аудитория», «Квартира»

<i>window</i> — окно	<i>chair</i> — стул
<i>windowsill</i> — подоконник	<i>bench</i> — скамейка
<i>floor</i> — пол	<i>door</i> — дверь
<i>ceiling</i> — потолок	<i>clock</i> — настенные часы
<i>wall</i> — стена	<i>alarm clock</i> — будильник
<i>blackboard</i> — классная доска	<i>room</i> — комната
<i>chalk</i> — мел	<i>flat</i> — квартира
<i>duster</i> — тряпка	<i>kitchen</i> — кухня
<i>lamp</i> — лампа	<i>bathroom</i> — ванная комната
<i>desk</i> — письменный стол, парт	<i>shower</i> — душ
<i>table</i> — стол	<i>TV set</i> — телевизор

armchair — кресло
sofa — диван
carpet — ковер
cupboard — (посудный) шкаф
furniture — мебель
bookcase — книжный шкаф
wardrobe — шкаф для одежды
bed — кровать
shelf — полка
cooker — кухонная плита
fridge — холодильник
washbasin — умывальник
sink — раковина
tap — водопроводный кран
washing machine — стиральная машина
vacuum cleaner — пылесос
rug — коврик

fork — вилка
spoon — ложка
knife — нож
plate — тарелка
pan — кастрюля
frying pan — сковорода
iron — утюг
vase — ваза
jug — кувшин
glass — стакан
cup — чашка
bottle — бутылка
player — плеер
picture — картина
curtains — занавески, шторы
flowers — цветы
corner — угол

UNIT 3

Прилагательные

white — белый
black — черный
yellow — желтый
green — зеленый
orange — оранжевый
red — красный
blue — голубой

violet — фиолетовый
brown — коричневый
grey — серый
pink — розовый
silver — серебряный
golden — золотой

small — маленький
large — большой
high — высокий
long — длинный
fast, quick — быстрый
loud — громкий
wide — широкий
square — квадратный

big — большой
tall — высокий (*о человеке*)
low — низкий
short — короткий
slow — медленный
quiet — тихий
narrow — узкий
round — круглый

beautiful — красивый
necessary — необходимый
different — разный
clever, intelligent — умный
brave — храбрый
kind — добрый

clean — чистый
cheap — дешевый
noisy — шумный
thick — толстый
warm — теплый
simple — простой
busy — занятой

bright — яркий
easy — легкий
old — старый

light — светлый, легкий
heavy — тяжелый
young — молодой

perfect — идеальный;
безупречный
sad — печальный
fine — замечательный
happy — счастливый

dirty — грязный
expensive — дорогой
quiet — тихий
thin — тонкий
hot — жаркий, горячий
complex — сложный

dark — темный
difficult — трудный
new — новый

Числительные

1 — one
2 — two
3 — three
4 — four
5 — five
6 — six
7 — seven
8 — eight
9 — nine
10 — ten

11 — eleven
12 — twelve
13 — thirteen
14 — fourteen
15 — fifteen
16 — sixteen
17 — seventeen
18 — eighteen
19 — nineteen
20 — twenty

30 — thirty
40 — forty
50 — fifty
70 — seventy
80 — eighty
90 — ninety
100 — hundred
1,000 — thousand
1,000,000 — million

first — первый
second — второй
third — третий
fourth — четвертый
fifth — пятый
thirteenth — тринадцатый
fiftieth — пятидесятый
eightieth — восьмидесятый

UNIT 4

«Город»

town — маленький город

city — большой город

district — район

street — улица

avenue — проспект

lane — переулок

square — площадь

park — парк

garden — сад

road — дорога

crossing — перекресток; переход

car — автомобиль

bus — автобус

bus stop — автобусная остановка

trolleybus — троллейбус

tram — трамвай

bicycle — велосипед

motorcycle — мотоцикл

vehicle — транспортное средство

train — поезд

aeroplane — самолет

bank — банк; берег реки

embankment — набережная

chemist's — аптека

kindergarten — детский сад

hotel — гостиница

monument — памятник

museum — музей

market — рынок

department store — универмаг

dog — собака

cat — кошка

pram, pushchair — детская коляска

airport — аэропорт

building — здание

shop — магазин

office — учреждение, контора

post office — почта

enterprise — предприятие

joint venture — совместное

предприятие

plant — завод; растение

factory — фабрика

station — станция, вокзал

school — школа

institute — институт

college — колледж

university — университет

gym — спортивный зал

swimming pool — бассейн

fountain — фонтан

newsstand — газетный киоск

bookstall — книжный киоск

flowerbed — клумба

street lamp — фонарь

passenger — пассажир

crowd — толпа

theatre — театр

cinema — кинотеатр

sky — небо

cloud — облако

sun — солнце

star — звезда

moon — луна

tree — дерево

bush — куст

air — воздух

river — река
sea — море

ocean — океан
lake — озеро

Правильные глаголы

work — работать
translate — переводить
jump — прыгать
repeat — повторять
ask — спрашивать, просить
answer — отвечать
watch — наблюдать, смотреть
walk — гулять, идти
rest — отдыхать
live — жить

change — менять
help — помогать
perform — выполнять
clean — чистить
receive — получать
play — играть
wash — мыть
open — открывать
study — учиться

UNIT 5

«Дни недели», «Время и времена года»

Sunday — воскресенье
Monday — понедельник
Tuesday — вторник
Wednesday — среда
Thursday — четверг
Friday — пятница
Saturday — суббота

winter — зима
spring — весна
summer — лето
autumn, fall — осень

in the morning — утром
in the afternoon — днем
in the evening — вечером
at night — ночью

today — сегодня, *tomorrow* — завтра, *yesterday* — вчера
week — неделя, *year* — год, *month* — месяц, *century* — век

«Еда»

food — еда
bread — хлеб
butter — масло
sugar — сахар
salt — соль
cake — торт
pie — пирог
sandwich — бутерброд

tea — чай
coffee — кофе
juice — сок
milk — молоко
water — вода
wine — вино
beer — пиво

fruit — фрукты
vegetables — овощи
apple — яблоко
pear — груша
plum — слива
cherry — вишня
pineapple — ананас
orange — апельсин
lemon — лимон
melon — дыня

potatoes — картофель
tomatoes — помидоры
cucumber — огурец
cabbage — капуста
carrot — морковь
beet — свекла
onion — лук
garlic — чеснок
mustard — горчица
vinegar — уксус
pepper — перец
sour cream — сметана

ice cream — мороженое
sweets — конфеты
soup — суп
porridge — каша
egg — яйцо

meat — мясо
pork — свинина
beef — говядина
veal — телятина
mutton — баранина
lamb — ягненок
chicken — цыпленок

«Одежда»

clothes — одежда
dress — платье
skirt — юбка
shirt — рубашка
blouse — блузка
trousers, pants — брюки
anorak — куртка с капюшоном
coat — пальто
raincoat — плащ

fur coat — шуба
suit — костюм
scarf — шарф
tie — галстук
hat — шляпа, шапка
cap — кепка
T-shirt — футболка
socks — носки
stockings — чулки

tights — колготки
sweater — свитер
pullover — пуловер
shorts — шорты
pocket — карман
gloves — перчатки
mittens — варежки
pair — пара

shoes — туфли
boots — ботинки
sandals — босоножки
slippers — комнатные тапочки
trainers — кроссовки

Правильные глаголы

attend — посещать
carry — нести
connect — соединять
cook — готовить
dance — танцевать
describe — описывать
introduce — представлять

kill — убивать
listen (to) — слушать
prepare — готовить(ся)
rain: it ~s, it is ~ing — идет дождь
snow: it ~s, it is ~ing — идет снег
visit — посещать
wait — ждать

Unit 7

TESTING TASKS

1. Write the transcription of the following words.

1. Hate, bad, art, rose, pot, pork, tree, net, serve, blue, fun, curls, mine, hit, bird, fly, mystic.

2. Clean, chap, shape, shop, phase, phone, thanks, they, rhythm, text, six, example, question, knee, knife, wrote, where, why, ink, ring, spring, joke, gym, go, organization.

3. Brought, caught, took, door, warm, hare, snow, how, here, hear, deer, eight, sure, fire, night, leader.

2. Fill in the blanks with prepositions.

1. There is a book ... the shelf. 2. There are some flowers ... the vase. 3. There is a ball ... the table. 4. There were some chairs ... the blackboard. 5. The armchair is ... the TV set. 6. There is a fridge ... the cooker and the sink. 7. The letters are often written ... him ... a pencil. 8. The holidays will begin ... a week. 9. Sometimes lectures are not attended ... him. 10. I am walking ... the street. 11. I go ... the college every day. 12. The people are walking ... the smog. 13. The girl is walking ... the road. 14. We are coming ... the room. 15. ... that moment he saw her. 16. The text was being translated ... the lesson. 17. He was born ... the 5th of March. 18. There are many flowers ... the windowsill. 19. There is a shop ... the college. 20. There is a lamp ... the table.

3. Fill in the blanks with the correct forms of the verb *to be* or *to have*.

1. Their son ... a businessman. 2. He ... a cassette. 3. These boys ... students. 4. Much time ... often spent by my relatives together. 5. My friends will ... introduced to my parents by me tomorrow. 6. The museum ... visited by them last Sunday. 7. The examinations ... seldom passed by him well. 8. The library ... rarely visited by the students last year. 9. The cake was ... cooked by my mother all evening yesterday. 10. The man

... waiting for her at the moment. 11. She ... finished her work when we came in. 12. I ... never been to the USA. 13. He ... already read this book. 14. The letters ... already been written by her. 15. By 9 o'clock yesterday I ... already sent all the letters. 16. She ... just met her husband. 17. They ... not translated this text yet. 18. The sentences ... already ... written by them. 19. We ... students of the college. 20. There ... no magazines on the table.

4. Fill in the blanks with the correct forms of the verb *to eat*.

1. I often ... soup for dinner. 2. Yesterday they ... vegetables for breakfast. 3. What ... you ... now? 4. What ... you ... for dinner yesterday? 5. What ... you ... for breakfast tomorrow? 6. He ... not ... now, he in some minutes. 7. ... you already ... that watermelon? 8. She always ... sandwiches for breakfast. 9. I ... just ... an apple. 10. What ... she ... in the evening yesterday? 11. As a rule we ... some fruit in the evening. 12. At that moment she some ice cream. 13. She ... vegetables every day. 14. We seldom ... cakes. 15. My sister usually ... porridge in the morning. 16. He ... never ... a pineapple. 17. ... you ever ... a pineapple? 18. She ... already ... the soup when we came. 19. We the soup in an hour. 20. When ... you ... porridge with milk?

Part II

Unit 8

Theme: HUMAN CULTURE AND ITS HISTORY

Texts: 1. Human Culture
2. From the History of Human Culture

Dialogues: 1. Different Cultures All Over the World
2. About Russia

Grammar: Tenses

Project 1

Test 1

KEY VOCABULARY

EXERCISE 1. Read and guess the meanings of the new words. It will help you read and discuss the texts and dialogues, arrange the role-plays, present the projects. If you have some difficulties use the dictionary at the end of this book and Internet site www.english-globe.ru

- 1) *a way, a way of life.* There are different ways of doing things. Culture is a people's whole way of life.
- 2) *to create.* This thing was created by a group of people.
- 3) *beliefs, customs, inventions.* Culture includes arts, beliefs, customs, inventions, language, technology and traditions.
- 4) *similar.* The term 'civilization' is similar to the term 'culture'.
- 5) *a feature.* Every culture has its specific features.
- 6) *to share needs.* Basic needs are shared by all people.
- 7) *to obtain.* They obtain knowledge at school.
- 8) *shelter.* They obtain food and shelter.
- 9) *courts, prisons.* There is a system of police, courts and prisons.
- 10) *to protect against invaders.* Every culture has ways to protect itself against invaders.
- 11) *artistic expression.* Every culture has forms of artistic expressions such as painting, music, etc.
- 12) *to differ from.* Cultures differ from one part of the world to another.

- 13) *to influence the behaviour*. Culture influences the behaviour of people.
- 14) *to come across*. They come across other ways of doing things.
- 15) *to deal with*. Sometimes we deal with persons of another culture.
- 16) *uneasy*. I felt uneasy.
- 17) *step*. Step by step we are studying the English language.
- 18) *growth*. There are some important steps in the growth of culture.
- 19) *a tool*. One of the important steps in the growth of culture is the development of tools.
- 20) *a human being*. The early human being learned to make tools.
- 21) *stone*. The tools were made of stone.
- 22) *bone, skin*. The things were made of bone, hair, skin and wood.
- 23) *to learn habits*. They learned the habits of the animals.
- 24) *to plant crops, to rear animals*. People had to plant crops and to rear animals.
- 25) *to occur*. It occurred about 9000 BC (before Christ).
- 26) *to appear*. By 3500 BC, cities had appeared.
- 27) *to make up*. All this knowledge made up the growth of culture.
- 28) *to record*. People could record their thoughts.
- 29) *a generation*. People could pass their thoughts from generation to generation.

EXERCISE 2. Read the international words and mind the stress.

‘Culture, ‘literature, ‘music, i ‘dea, ‘object, group, tech ‘nology, tra ‘dition, civili ‘zation, ‘method, ‘system, po ‘lice, form, ‘detail, ‘company, ‘person, start, ‘million, ‘aspect, ‘visit.

EXERCISE 3. Try to enrich your vocabulary:

A. Analyse the following words with different suffixes, divide them into two groups: nouns and adjectives.

Culture, social, scientist, literature, invention, language, tradition, civilization, feature, basic, invader, relationship, religious, artistic, expression, addition, scientific, biological, comfortable, difference, foundation, prehistoric, important, development, being, hunter, farmer, artist, builder, writing, generation.

B. Make up as many words as you can by combining different parts of the words.

pre-	invent	-ion	-able
in-	relation	-ship	-ent
un-	express	-ment	
	comfort	-er	
	differ		
	historic		
	develop		
	hunt		
	build		

C. Complete the sentences: the word in capitals at the end of each sentence should be changed to form the word that fits suitably in the blank space.

1. It was the ... of the ancient times **INVENT**.
2. He had a ... seat in the bus **COMFORT**.
3. He was ... to her **DIFFER**.
4. One of the important steps was the ... of writing **DEVELOP**.
5. People became artists and ... **BUILD**.

EXERCISE 4. Memorize the words at the phrase level:

A. Match the adjectives in column A with the nouns in column B to form meaningful phrases.

A	B
1) similar	a) belief
2) artistic	b) scientist
3) social	c) meaning
4) narrow	d) term
5) simple	e) expression
6) complex	f) way
7) basic	g) needs
8) religious	h) knowledge
9) scientific	i) relations
10) biological	j) ideas

B. Decide which of the verbs on the left collocate with the nouns on the right.

- | | |
|-----------------------|------------------|
| 1) to create | a) the behaviour |
| 2) to share | b) the thoughts |
| 3) to obtain | c) knowledge |
| 4) to rear | d) crops |
| 5) to protect against | e) habits |
| 6) to influence | f) things |
| 7) to record | g) needs |
| 8) to deal with | h) people |
| 9) to learn | i) animals |
| 10) to plant | j) invaders |

EXERCISE 5. Memorize the word combinations which appear in the texts and dialogues. Pay attention to the prepositions.

For a whole way of life, in its narrow meaning, in such fields, consists of, ways of creating things, refers to, any way of life, result from basic needs, are shared by, a system of courts, to protect against invaders, in their details, from one part of the world to another, for example, from culture to culture, come across other ways of doing things, within their own culture, with persons of another culture, differences in behaviour, for human culture, in prehistoric times, in the growth of culture, the development of tools, the start of farming, the growth of cities, the development of writing, about 2 million years ago, for food, things of bone, the habits of the animals, about 9000 BC, one of the steps, by 3500 BC, aspects of their culture, from generation to generation.

EXERCISE 6. Read the word definitions and then:

A. Agree or disagree with the following definitions.

1. *A custom* is an established and habitual practice of a religious or social kind that is typical of a particular group of people.
2. *To invent* means to make or produce new or useful things or ideas for the first time.
3. *Similar* means of the same kind but not exactly the same in nature or appearance.
4. *To obtain* means to become the owner of something.
5. *To protect* means to be safe.

B. Match each word with its correct definition.

skin, growth, uneasy, a tool, to rear

1. To feel uncomfortable.
2. The increasing in size.
3. A simple instrument that is held in the hands and used for doing special jobs.
4. The natural outer covering of an animal or human body.
5. To care for until fully grown.

C. Find the definitions for some other words which you consider to be important for this topic. Use Internet sites: www.macmillandictionaries.com/online; www.wordaz.com

EXPLORING GRAMMAR

EXERCISE 7. Read the sentences and give the Russian equivalents. If you have some difficulties use the grammar reference at the end of the book or Internet sites: <http://www.english-test.net/>

1. This thing *was created* by a group of people long ago. 2. This thing *has just been created* by a group of people. 3. The culture *is being protect-ed* against the invaders. 4. The cultures *differ* from one another. 5. I *have come across* a new word. 6. We often *deal* with persons of different cultures. 7. Culture *influences* the behaviour of people. 8. Scientists *are learning* the habits of the animals. 9. It *occurred* about 9000 BC. 10. By 3500 BC, cities had appeared.

EXERCISE 8. Make up your own sentences according to the models.

a) Model:

We usually invite our friends to our house.

We are inviting our friends to our house now.

1. As a rule scientists study the habits of the animals. 2. Sometimes we learn rules. 3. Every weekend we visit our relatives. 4. We always listen to music. 5. We often play different games.

b) Model:

I read this book a year ago.

I was reading this book all evening yesterday.

1. My mother cooked breakfast for us an hour ago. 2. They planted crops long ago. 3. They visited their relatives last weekend. 4. My brother bought this sweater the day before yesterday. 5. Yesterday we spent our time together.

EXERCISE 9. Fill in the blanks to practise the use of the verb. The verb is given in brackets at the end of each sentence.

1. As a rule the term ‘civilization’ ... to more advanced ways of life (to refer). 2. Every culture ... the ways to protect itself (to have). 3. This thing ... recently (to create). 4. They always ... goods from the foreign countries (to obtain). 5. At present scientists ... different cultures (to study).

READING

EXERCISE 10. Read the text and focus on its essential facts and then:

A. Choose the most suitable heading for each paragraph.

- 1) Specific Features of Different Cultures.
- 2) What Is Culture?
- 3) Common Features of Different Cultures.

B. Make a précis of the text, using the following phrases.

1. The title of the text is...
2. The text is about... The text deals with...
3. The text covers such points as...
4. It should be underlined that...
5. In conclusion, I should say that...
6. To my mind... In my opinion...

HUMAN CULTURE

Culture is a term which is used by social scientists for a people’s whole way of life. In its narrow meaning culture is activities in such fields as art, literature and music. Social scientists consider that a people’s culture consists of all ideas, objects and ways how people create things. Culture includes arts, beliefs, customs, inventions, language, technology and traditions. The term ‘civilization’ is similar, but it refers mostly to scientifically more advanced ways of life. A culture is any way of life, simple or complex.

All cultures have features that result from basic needs which are shared by all people. Every culture has methods of obtaining food and shelter.

There is also a way to keep order: a system of police, courts and prisons. Every culture has ways to protect itself against invaders. It also has family relationships and religious beliefs. All societies have forms of artistic expression such as painting, music, etc. In addition, each culture has some type of scientific knowledge.

Cultures differ in their details from one part of the world to another. For example, eating is a biological need. But what people eat, when and how they eat, and how food is prepared differ from culture to culture. People do not realize how greatly culture influences their behaviour until they come across other ways of doing things. People feel most comfortable within their own culture, and they prefer the company of others who share their culture. When people have to deal with persons of another culture, even small differences in behaviour may make them uneasy.

EXERCISE 11. Agree or disagree with the following statements.

1. Culture is a people's whole way of life. 2. Culture is activities in such fields as art, literature and music. 3. Culture consists of arts and beliefs. 4. The terms 'culture' and 'civilization' are the same. 5. Culture is a simple way of life. 6. All cultures are the same. 7. People feel most comfortable within their own culture. 8. People feel uneasy with persons of another culture. 9. The foundations for human culture developed in prehistoric times. 10. The development of writing is one of the important steps in the development of culture.

LISTENING

EXERCISE 12. Listen to the text and give a summary.

FROM THE HISTORY OF HUMAN CULTURE

The foundations for human culture developed in prehistoric times. Important steps in the growth of culture include the development of tools, the start of farming, the growth of cities and the development of writing.

The development of tools began about 2 million years ago. The early human beings learned to make stone tools and kill animals for food. Pre-historic people probably made things of bone, hair, skin and wood. The hunters also learned the habits of the animals. Such learning is a simple kind of scientific knowledge.

Then people had to plant crops and rear animals for food. They became the first farmers. It occurred about 9000 BC, and it was one of the most important steps in the growth of human culture.

By 3500 BC, cities had appeared. People became artists and builders, judges and priests. All their new knowledge and skills made up the growth of culture.

The development of writing is one of the most important steps. The first system of writing was developed about 3500 BC. People could record their thoughts and aspects of their culture and could pass them in a written form from generation to generation.

KEY VOCABULARY DEVELOPMENT

EXERCISE 13. Find in the texts English equivalents for these words and word combinations. It will help you understand the texts in details.

Ученые в области социологии; образ жизни; в узком значении; деятельность в таких областях, как; ученые считают; способы создания; культура включает; виды искусства; главным образом; более продвинутый образ жизни; которые являются результатом; основные нужды, которые разделяются всеми людьми; методы получения пищи и крыши над головой; поддерживать порядок; суды и тюрьмы; защищать себя; против захватчиков; семейные отношения; религиозные вероисповедания; художественное выражение; живопись; вдобавок; научное знание; различаются в деталях; например; принятие пищи; различается от культуры к культуре; как сильно культура влияет на поведение людей; встречаются с другими способами; в пределах своей собственной культуры; вынуждены иметь дело с; даже маленькая разница; может заставить чувствовать себя некомфортно; основы человеческой культуры; в доисторические времена; рост культуры; создание орудий труда; начало ведения сельского хозяйства; создание письменности; древние люди; каменные орудия труда; для приготовления пищи; вероятно; изучали привычки животных; научное знание; вынуждены были; выращивать урожай; выращивать животных; это случилось; к 3500 году до нашей эры; города появились; художники и строители; судьи и священники; знания и навыки; составляли; была создана; могли записывать; передавать в письменной форме; от поколения к поколению.

EXERCISE 14. Try to enrich your vocabulary:

A. Find in the texts the words which have similar meanings to the following words.

Applied, all, sense, progressive, main, getting, to defend, kind, to understand, to meet, uncomfortable, the beginning, perhaps.

B. Find in the texts the words which have the opposite meanings to the following words.

Wide, less, complex, big, easy, the end, finished, to disappear, old.

EXERCISE 15. Memorize the new words at the sentence level: fill in the blanks with the missing words in the following sentences. The first letter of each word has been given to help you.

1. I don't like his w... of life. 2. The European cultures are s... . 3. But every culture has its specific f... . 4. I s... the room with my brother. 5. There are some forms of artistic e... in every culture. 6. They obtain f... and s... . 7. I have never c... a... such a word. 8. Culture influences the b... of people. 9. We are studying English s... by s... . 10. The ancient people made things of b... and s... .

GRAMMAR DEVELOPMENT

EXERCISE 16. Analyse the following grammatical forms (you may find them in the texts) and then try to translate them. It will help you understand the texts in details:

a) grammatical forms with the ending –ed:

is used	the hunters learned
are shared	it occurred
is prepared	cities had appeared
culture developed	was developed
human beings learned	

b) grammatical forms with the ending –s:

social scientists	the foundations
a people's whole way of life	in prehistoric times
activities	important steps
in such fields	the development of tools
a people's culture consists	the growth of cities
all ideas, objects	2 million years
culture includes	the early human beings
arts, beliefs	stone tools
it refers	kill animals
all cultures have features	made things

has methods	the hunters
has ways	the habits of the animals
against invaders	had to plant crops
family relationships	the first farmers
religious beliefs	one of the important steps
societies have forms	cities
in their details	artists and builders
culture influences	judges and priests
other ways	skills
the company of others	their thoughts and aspects
had to rear animals	

SPEAKING

EXERCISE 17. Complete the sentences in a logical way.

1. Culture is...
2. In its narrow meaning culture is...
3. Culture includes...
4. The term 'civilization' is...
5. All cultures have features that result...
6. Every culture has...
7. Cultures differ...
8. Culture influences...
9. People feel most comfortable within...
10. They prefer...
11. The foundations for human culture developed...
12. The development of tools began...
13. People had to...
14. People became...
15. People could record...

EXERCISE 18. Answer the questions about culture.

1. What does the term 'culture' mean?
2. What does the term 'culture' mean in its narrow meaning?
3. What does culture include?
4. What does the term 'civilization' mean?
5. What common features do all cultures have?
6. What forms of artistic expression do all societies have?

7. What different features do all cultures have?
8. When do people feel most comfortable?
9. When do people feel uneasy?
10. When did the foundations for human culture develop?
11. What are the important steps in the growth of culture?
12. When did the development of tools begin?
13. What did prehistoric people make things of?
14. What did the hunters learn?
15. When did the first farmers appear?
16. When did the first cities appear?
17. When was the first system of writing developed?
18. What could people record then?

EXERCISE 19. Read the dialogue, sum up the information and act out a similar dialogue.

DIFFERENT CULTURES ALL OVER THE WORLD

- A: Hello! Haven't seen you for ages! Where have you been?
 B: Hello! I have visited Japan recently. It was great! The culture in Japan differs from ours.
 A: Naturally. Cultures differ from country to country.
 B: Yes. You are right. All is different: food, clothes. The way they eat, the way they speak.
 A: I understand. I've read a lot about different cultures. People's nationalities can even be recognized by the way they greet each other.
 B: Sure. We shake hands when we meet. But in Japan people usually bow...
 A: Sorry for interrupting you. And the French usually kiss each other on the cheeks.
 B: Sometimes we do the same. But still European and Asian cultures differ greatly!
 A: You are lucky to have visited Asia! Have you taken photos there?
 B: Of course. Come on Sunday, and I'll show you all of them.
 A: Thanks. I'll visit you with pleasure.

EXERCISE 20. Act out a role-play.

ABOUT RUSSIA

Russian students are talking with Mr Black, an Englishman from London.

- Мистер Блэк, культура вашей страны отличается от нашей? — Sometimes it does. Sometimes it does not.

— Что показалось вам необычным в России?

— Да, я был в вашей стране. Англичане выстраиваются в очередь за всем.

— Что-нибудь еще?

— Да, мы шумный народ. Что вам у нас понравилось?

— Собираетесь ли вы еще приехать в Россию?

— Добро пожаловать в Россию!

— People are not always polite. They don't wait their turn in the queue.

— Yes. You are right. Not only in the shops but waiting for a bus.

— Russian people talk loudly in the streets, in buses and on the train.

— Many things. Your country is very beautiful. Many people are kind and hospitable. A lot of them can speak English perfectly well.

— Yes, I am. I am going to visit your country with my daughter.

— Thank you.

EXERCISE 21. Arrange role-plays on the following subjects. Be as imaginative as you can.

1. Imagine that you are talking with a Japanese man.
2. You are visiting London and asking the guide about different customs and traditions of the English people.
3. You are a guide. You are talking with tourists from China.

EXERCISE 22. Get ready for the different kinds of communication:

A. Memorize the following phrases.

Что говорят при встрече и прощании

Good morning (afternoon, evening)! — Доброе утро (день, вечер)!

Hello (Hi)! — Привет!

Nice (glad) to see you. — Приятно (рад) видеть вас.

How are you? — Как вы себя чувствуете?

How's life? — Как жизнь?

How are you getting on? — Как вы поживаете?

Fine, thanks. — Хорошо, спасибо.

Not too (so) bad. — Неплохо.

Can't complain. — Не могу пожаловаться.

So-so. — Так себе.

Pretty bad. — Очень плохо.

Could be better. — Могло бы быть лучше.

Let's go somewhere together. — Давай сходим куда-нибудь вместе.

I don't mind, but now I am in a hurry. — Я не возражаю, но сейчас я тороплюсь.

Good bye! — До свидания!

Bye-bye! — Пока!

So long. — Пока! (До встречи!)

See you soon. — До скорой встречи.

I hope we'll meet soon. — Я надеюсь, мы скоро увидимся.

Good luck to you. — Удачи вам.

I wish you success. — Я желаю вам успехов.

All the best. — Всего хорошего.

The same to you. — Того же и тебе.

Please remember me to... — Пожалуйста, передай привет...

Have a nice holiday (journey). — Хорошего вам отдыха (поездки).

Call me some time. — Позвони мне как-нибудь.

B. Read the dialogues and act out similar ones.

— Hello, Mike! Nice to see you.

— Hello, Sam! How are you?

— I'm fine, thanks. And how are you?

— Thank you. Not so bad. Can't complain.

— Let's go somewhere together.

— I don't mind, but now I am in a hurry. Call me some time. So long.

I wish you success.

— The same to you. Remember me to your sister. I hope we'll meet soon.

WRITING

EXERCISE 23. Make up your own story on one of these topics.

1. Different cultures.
2. Our customs and traditions.
3. Holidays in our country.
4. Holidays in the UK.

PROJECT WORK

EXERCISE 24. Compile information on the topic. Present the project to your group. You may use the following Internet site:

www.freewebs.com/worldcultures

TEST 1

1. Choose the proper words and fill in the blanks.

- This ... monument was created by a group of people.*
A. stone B. shelter C. share D. culture
- This ... has a lot of problems.*
A. stone B. generation C. shelter D. difference
- The culture influences the ... of people.*
A. feature B. way C. behaviour D. growth
- At that period they were planting*
A. crops B. animals C. skins D. habits
- ... was the material for different things.*
A. Animals B. Habits C. Bone D. Crops
- He was ... when he was talking with her.*
A. human B. uneasy C. whole D. mostly
- There are different ways of ... expression.*
A. human B. uneasy C. artistic D. similar
- One of the important steps in the growth of culture was ... development.*
A. tools B. growth C. steps D. prison
- There are specific ... in our culture.*
A. steps B. features C. invaders D. courts
- They are obtaining ... there.*
A. steps B. food C. culture D. expression

2. Fill in the blanks with the proper grammatical forms.

- These things ... by these people.*
A. is shared B. was shared C. share D. are shared
- These goods ... from foreign countries.*
A. obtain B. are obtained C. obtained D. are obtaining

3. *They are not similar, they ... from each other.*
A. differs B. differ C. are differed D. were differed
4. *The behaviour of people ... by the culture.*
A. is influenced B. influences C. influence D. influenced
5. *As a rule he ... with all these things.*
A. deal B. to deal C. deals D. dealing
6. *They ... the habits of the animals last year.*
A. were learning C. are learning
B. was learning D. learn
7. *It ... long before.*
A. occur B. occurs C. occurred D. has occur
8. *At present they ... crops.*
A. was planting C. planted
B. are planting D. were planting
9. *He ... yet.*
A. has not appeared C. have not appeared
B. has appeared D. appeared
10. *In some minutes they ... this song.*
A. record B. will record C. shall record D. recorded

3. The text contains different mistakes: 2 — in spelling, 2 — in grammar. Correct the mistakes and rewrite the text.

Every culture changes. The speed of change may be quick or slow. As the culture consist of many parts, a change in one part affects many others. In recent times much cultural change have ocured in customs, ideas and other nonmaterial parts of a nation's culture.

4. Answer these multiple-choice questions.

1. *What is culture?*
A. Arts.
B. Customs and traditions.
C. The whole way of life.
2. *What is culture in its narrow meaning?*
A. The whole way of life.
B. Art, literature and music.
C. Customs and traditions.

3. *When did the foundations for human culture develop?*
 - A. In modern times.
 - B. Nowadays.
 - C. In prehistoric times.
4. *When was the first system of writing developed?*
 - A. About 3500 BC.
 - B. About 9000 BC.
 - C. 2 million years ago.

Unit 9

<i>Theme:</i>	RUSSIA
<i>Texts:</i>	1. The Russian Federation 2. Moscow
<i>Dialogue:</i>	1. The State System of the Russian Federation 2. From the History of Russia
<i>Grammar:</i>	The Infinitive
<i>Project 2</i>	
<i>Test 2</i>	

KEY VOCABULARY

Exercise 1. Read and guess the meanings of the new words. It will help you read and discuss the texts and dialogues, arrange the role-plays, present the projects. If you have some difficulties use the dictionary at the end of this book and Internet site www.english-globe.ru

- 1) *to extend*. Russia extends from the Baltic Sea to the Pacific Ocean.
- 2) *total, a total area*. The total area of Russia is 17 million square kilometres.
- 3) *to border*. Russia borders many countries.
- 4) *a surface*. The surface of the country is various.
- 5) *grasslands*. On its territory you can see wide grasslands.
- 6) *a plain*. Russia is situated on two plains.
- 7) *a chain, a mountain chain*. The Urals, the mountain chains, separate Asia and Europe.
- 8) *mild, a mild climate*. The central part of Russia has a mild climate.
- 9) *abundant*. Russia has abundant natural resources.
- 10) *soil, fertile soils*. Russia is rich in fertile soils.
- 11) *a water supply*. Russia has a great water supply.
- 12) *wealth*. Health is above wealth.
- 13) *densely populated*. The European part of the country is densely populated.
- 14) *to prefer*. I don't like to watch TV. I prefer to read books.
- 15) *outskirts*. We don't live in the city's centre, we live on the outskirts.

- 16) *a commander-in-chief*. Our President is the commander-in-chief of the armed forces.
- 17) *to appoint*. The President appoints ministers.
- 18) *to approve*. It must be approved by the Federal Assembly.
- 19) *to adopt*. The Russian flag was adopted in 1991.
- 20) *a stripe*. The flag has three stripes.
- 21) *freedom*. The red colour on the flag symbolizes the freedom.
- 22) *an eagle*. An eagle is a bird.
- 23) *a fortress*. Moscow was founded as a fortress.
- 24) *an invasion*. Moscow was ruined during the Tartar invasion.
- 25) *gradually*. Rare books were gradually collected by him.
- 26) *to destroy*. The city was destroyed by the fascists.
- 27) *a bridge*. There are a lot of bridges over the Moskva River.
- 28) *an event, a historic event*. Many historic events have left their traces on the city's face.
- 29) *a government*. The Prime Minister is the head of the government.
- 30) *a cathedral*. Moscow is known for its beautiful cathedrals.
- 31) *abroad*. I have never been abroad. I have travelled only in Russia.
- 32) *a dome*. Red Square is famous for its multidomed St Basil's Cathedral.
- 33) *to be proud of*. We are proud of our capital.
- 34) *magnificent*. We are proud of our beautiful and magnificent capital.
- 35) *legislative, executive, judicial*. The federal government includes the three branches: legislative, executive, judicial.
- 36) *a chamber*. The Federal Assembly consists of the two chambers: the Council of Federation and the State Duma.
- 37) *to belong*. The executive power belongs to the government.
- 38) *a court*. The judicial power is represented by the Constitutional Court, the Supreme Court and the regional courts.
- 39) *useful*. To know the history of any country is useful.
- 40) *the reign, to reign*. It was during the reign of Catherine the Great.

EXERCISE 2. Read the international words and mind the stress.

ˌFedeˈration, ˈEurope, ˈAsia, ˈmillion, kiloˈmetres, ˈterritory, zone, deˈposits, gas, ˈmineral, natioˈnality, ˈpresident, comˈmander, ˈminis-ter, Asˈsembly, flag, ˈnation, rain, ˈhistory, ˈindustry, ˈcentre, ˈculture, ˈtourist, ˈmonument, ˈtheatre, muˈseum, ˈgallery, uniˈversity, ˈhistory, maˈterial, ˈcomplex, ˌconstiˈtution, arisˈtocracy, ˈperiod, ˌideˈology, ˈparty, deˈmocracy.

EXERCISE 3. Try to enrich your vocabulary:

A. Translate, analyse the words with different suffixes and divide them into the two groups: nouns and adjectives.

Federation, Arctic, Baltic, Pacific, total, various, different, climatic, central, continental, abundant, natural, mineral, population, ethnic, minority, nationality, densely, official, language, federal, government, horizontal, European, Russian, freedom, invasion, historic, beautiful, industrial, political, monument, educational, institution, university, scientist, magnificent, commander, legislative, executive, judicial, constitutional, regional, American, conversation, useful, tradition.

B. Make up as many words as you can by combining different parts of the words.

in-	differ	-ent	-al
	continent	-ence	-ful
	govern		
	free	-ment	
	education		
	region	-dom	
	use		

C. Complete the sentences: the word in capitals at the end of each sentence should be changed to form a word that fits suitably in the blank space.

1. To know the history of any country is ... USE.
2. The red colour on the Russian flag symbolizes ... FREE.
3. The head of the ... is the Prime Minister GOVERN.
4. The climatic zones on the vast territory of Russia are ... DIFFER.
5. Moscow State University is one of higher ... institutions in Moscow EDUCATION.

EXERCISE 4. Memorize the words at the phrase level:

A. Match the adjectives in column A with the nouns in column B to form meaningful phrases.

A	B
1) large	a) territory
2) total	b) deposit
3) official	c) stripes

- | | |
|---------------|---------------|
| 4) wide | d) emblem |
| 5) different | e) zones |
| 6) natural | f) resources |
| 7) Russian | g) flag |
| 8) vast | h) grasslands |
| 9) horizontal | i) language |
| 10) national | j) area |

B. Decide which of the verbs on the left collocate with the nouns on the right.

- | | |
|---------------|--------------|
| 1) to border | a) deposits |
| 2) to include | b) ministers |
| 3) to appoint | c) the city |
| 4) to restore | d) tourists |
| 5) to attract | e) countries |

EXERCISE 5. Memorize the word combinations which appear in the texts and dialogues. Pay attention to the prepositions.

Extends from the Arctic Ocean to the Black Sea, on its territory, on two plains, in our country, in Europe, a lot of rivers, on the vast area of our country, in the North, in summer, the central part of the country, in the South, in winter, the climate of Siberia, deposits of gas, three-quarters of the mineral wealth, in Siberia, the population of Russia, most of Russia's people, in cities, the official language of the country, the head of the state, the commander-in-chief of the armed forces, must be approved by the Federal Assembly, the head of the government, in 1991, the capital of Russia, by Prince, on the Moskva River, during the Tartar invasion, in the 13th century, by fire, under its bridges, on the city's face, one of the biggest cities, with the population of 9.5 million people, about 900 kilometres, from all over the world, the heart of Moscow, is named after, are proud of the capital, at last, for the History classes, about the state system, in brief, at the head of our country, belongs to the Government, is headed by the Prime Minister, is represented by the Constitutional Court.

EXERCISE 6. Read the word definitions and then:

A. Agree or disagree with the following definitions.

1. *A plain* is a large area of flat land.
2. *A grassland* is an area covered mainly with grass, especially wild open land used for cattle to feed on.

3. *A steppe* is a large area of land without trees, especially that in Russia and part of Asia and southeast Europe.
4. *Abundant* means more than enough.
5. *Wealth* is a large amount of money and possessions.

B. Match each word with its correct definition. Match each word with its correct definition.

to reign, to adopt, to approve, to appoint, to belong (to)

1. To choose for a position or job.
2. To have a favourable opinion, especially of a course of action or type of behaviour.
3. To approve formally.
4. To be the property of.
5. To be the king or queen.

C. Find the definitions for some other words which you consider to be important for this topic. Use Internet sites: www.macmillandictionaries.com/online; www.wordaz.com

EXPLORING GRAMMAR

EXERCISE 7. Read the sentences with the Infinitive and give the Russian equivalents.

1. *To see* the wide grasslands is interesting. 2. They began *to describe* the climate of Russia. 3. I want *to visit* my relatives. 4. He wants *to collect* stamps. 5. They have an idea *to restore* this monument. 6. *To prepare* a report about the natural resources of Russia I went to the library. 7. *To know* the history of any country is useful. 8. It helps me *to understand* better the people's customs and traditions. 9. I don't want *to talk* about it. 10. On the Russian flag there are three stripes (white, blue and red) *to symbolize* the earth, the sky and the freedom.

EXERCISE 8. Make up your own sentences according to the models.

a) Model:

The customs and traditions which we should study are very interesting.

The customs and traditions to be studied by us are very interesting.

1. The museum which they should visit is far from here. 2. The book which the students should read is interesting. 3. The report which I should

prepare is about the climate of this country. 4. The ring which he should present is very beautiful. 5. The sweater which she should knit is of the white colour.

б) Model:

Чтобы лучше знать историю, ты должен читать больше исторических книг.

To know the history better you must read more historical books.

1. Чтобы понять народ этой страны, вы должны знать их обычаи и традиции. 2. Чтобы подготовить этот доклад, вы должны пойти в библиотеку. 3. Чтобы хорошо знать географию, вы должны изучать карту. 4. Чтобы поступить в этот университет, вы должны хорошо подготовиться. 5. Чтобы получать хорошие оценки, я должен усердно учиться.

EXERCISE 9. Fill in the blanks to practise the use of the Infinitive.

1. They want ... a report about the political structure of this country.
2. ... ministers is the function of the President. 3. She began ... a sweater.
4. The flag ... is approved by the people. 5. ... the people of the country you should know their customs and traditions.

READING

EXERCISE 10. Read the text and focus on its essential facts and then:

A. Choose the most suitable heading for each paragraph.

- 1) The National Symbols;
- 2) The Territory of the Russian Federation;
- 3) The Climate;
- 4) The Natural Resources;
- 5) The Population;
- 6) The Head of the State;
- 7) The Surface of the Country.

B. Make a précis of the text, using the following phrases.

1. The title of the text is...
2. The text is about... The text deals with...
3. The text covers such points as...
4. It should be underlined that...

5. In conclusion, I should say that...
6. To my mind... In my opinion...

THE RUSSIAN FEDERATION

The Russian Federation (Russia) is the world's largest country in area. It extends from the Arctic Ocean to the Black Sea, and from the Baltic Sea to the Pacific Ocean. It is located in Europe and Asia. Its total area is over 17 million square kilometres. Russia borders many countries such as Finland, Ukraine, the Baltic States, China, Mongolia and others.

The surface of Russia is various. You can see lowlands and highlands, forests and wide grasslands on its territory. The Russian Federation is situated on two plains. The longest mountain chains are the Urals, which separate Europe and Asia, the Caucasus, the Altai. There are many rivers and lakes in our country. Major rivers include the Volga in Europe, the Yenisei, the Ob and the Lena in Asia. Lake Baikal in Siberia is the world's deepest lake.

There are different climatic zones on the vast area of our country. In the north it is very cold, even in summer. The central part of the country has a mild climate. In the south it is warm, even in winter. The climate of Siberia is continental: summers are hot and dry and winters are very cold.

Russia has abundant natural resources, which, besides large areas of forests, vast fertile soils and a great water supply, include large deposits of gas, coal, iron ore, etc. Three-quarters of the minerals wealth are concentrated in Siberia and the Far East.

The population of Russia is over 150 million people. Most of Russia's people (over 80 per cent) are ethnic Russians, but more than 100 minority nationalities also live in our country. The European part of the country is densely populated. Most of the people (about 70 per cent) prefer to live in cities, towns and on their outskirts. The official language of the country is Russian.

The head of the state is the President, who is the commander-in-chief of the armed forces. The President appoints the ministers, but they must be approved by the Federal Assembly. The head of the government is the Prime Minister.

The Russian flag was adopted in 1991. It has three horizontal stripes which symbolize: white — the earth, blue — the sky, red — the freedom. Besides the Russian flag, there is another national symbol of Russia — a two-headed eagle.

EXERCISE 11. Agree or disagree with the following statements.

1. Russia borders many countries. 2. The area of the Russian Federation is not large. 3. The surface is the same on the vast territory of Russia. 4. Russia has abundant natural resources. 5. More than 150 million people live in Russia.

LISTENING

EXERCISE 12. Listen to the text and give a summary.

MOSCOW

Moscow is the capital of Russia, our Motherland. It was founded in 1147 as a fortress on the Moskva River. The city was ruined during the Tartar invasion in the 13th century. The city was gradually restored and became stronger. The Napoleon army in 1812 destroyed Moscow by fire, but Moscow was soon rebuilt and developed again. Moscow is more than 850 years old. Much water has flowed under its bridges, and many historic events have left their traces on the city's face.

Modern Moscow is one of the biggest and most beautiful cities of the world. It is one of Russia's major industrial cities with the population of 9.5 million people. Its total area is about 900 thousand square kilometres. Moscow is a political centre where the government of our country works.

Moscow is a cultural centre. It attracts tourists from all over the world. Moscow is known for its beautiful cathedrals, monuments, theatres, museums, etc. The Bolshoi Theatre, the Tretyakov Art Gallery, the Pushkin Fine Arts Museum, the Kremlin are well known even abroad. Red Square with its multidomed St Basil's Cathedral is the heart of Moscow.

Moscow is the city of higher educational institutions. Moscow State University, which is named after the greatest Russian scientist M. Lomonosov, is famous all over the world.

All people of Russia are proud of their magnificent and beautiful capital.

KEY VOCABULARY DEVELOPMENT

EXERCISE 13. Find in the texts English equivalents for these words and word combinations. It will help you understand the texts in details.

Самая большая страна, простирается, общая площадь, свыше, около, граничит с, такие как, низменности, нагорье, расположена на, самые длинные горные цепи, которые отделяют, на севере, на юге, даже летом, большие залежи, железная руда, три четверти,

по происхождению, густо заселена, окраина, глава государства, главнокомандующий Вооруженными силами, должны быть одобрены, глава правительства, был принят, которые символизируют, двуглавый орел, постепенно восстанавливался, развивалась снова, утекло, оставили следы, со всего мира, соборы, музей изобразительных искусств, за границей, многокупольный, высшие учебные заведения, назван в честь, гордятся, величественный.

EXERCISE 14. Try to enrich your vocabulary:

A. Find in the texts the words which have the similar meanings as the following words.

Biggest, territory, whole, different, a lot of, plentiful, to contain, towns, liberty, to ruin, nice, famous, centre.

B. Find in the texts the words which have the opposite meanings to the following words.

Lowlands, narrow, in the south, hot, small, majority, vertical, black, to restore, weaker, above, agricultural.

EXERCISE 15. Memorize the new words at the sentence level: fill in the blanks with the missing words in the following sentences. The first letter of each word has been given to help you.

1. Russia b... many countries. 2. In the vast Russian area you can see wide g... . 3. The Urals mountain c... separate Europe and Asia. 4. Some parts of Russia have a m... climate. 5. There are large d... of natural resources on the territory of Russia. 6. Most of m... wealth is in Siberia and the Far East. 7. They live on the o... of the city. 8. Moscow was founded in 1147 as a f... . 9. Moscow is one of the m... industrial cities. 10. The g... of the country works in Moscow.

GRAMMAR DEVELOPMENT

EXERCISE 16. Analyse the following grammatical forms (you may find them in the texts) and then try to translate them. It will help you understand the texts in details:

a) grammatical forms with the ending -ed:

is situated

was adopted

is located
are concentrated
is populated
must be approved
it developed

was founded
was ruined
was restored
the army destroyed
is named

b) grammatical forms with the ending -s:

the world's largest country
Russia borders many countries
the forests and grasslands
rivers and lakes
the world's deepest lake
climatic zones
summers and winters
natural resources
large deposits
three-quarters
most of Russia's people
ethnic Russians
nationalities
cities, towns
it extends

square kilometres
the President appoints
ministers
stripes
its bridges
events
traces
on the city's face
Russia's major cities
the government works
it attracts tourists
its cathedrals, monuments
St Basil's Cathedral
all peoples

SPEAKING

EXERCISE 17. Complete the sentences in a logical way.

1. The Russian Federation is...
2. It extends...
3. Russia borders...
4. Its total area is...
5. The Urals mountain chains separate...
6. There are...
7. It is...
8. The central part has...
9. Russia has...

10. The population of Russia is...
11. The capital of the country is...
12. The head of the state is...
13. The Russian flag was adopted...
14. It has...
15. We are proud of...

EXERCISE 18. Answer the questions about Russia.

1. What territory does the country occupy?
2. What is its total area?
3. What countries does Russia border?
4. What are the specific features of the surface of Russia?
5. What are the longest mountain chains?
6. What are the major rivers of Russia?
7. Where is the world's deepest lake situated?
8. What climatic zones are there in Russia?
9. Where are winters very cold in Russia?
10. What natural resources is Russia rich in?
11. Where is the most of the mineral wealth?
12. How many million people is the population of Russia?
13. What part of the country is densely populated?
14. How many minority nationalities live in the Russian Federation?
15. Who is the head of the state?
16. Who is the head of the government?
17. When was the Russian flag adopted?
18. What do the three stripes on the Russian flag symbolize?
19. What is the capital of our Motherland?
20. Why does Moscow attract tourists from all over the world?

EXERCISE 18. Read the dialogue, sum up the information and act out a similar dialogue.

THE STATE SYSTEM OF THE RUSSIAN FEDERATION

A: Hi, Andrew! You have come at last. Glad to see you.

B: Hi, Max! Glad to see you too.

A: Have you prepared for your history classes?

B: Yes, I have. We should have prepared the texts about the state system of the Russian Federation.

A: You are absolutely right. But I was busy yesterday and didn't manage to prepare the material. Will you be so kind as to tell me about it in brief?

- B: Certainly. Don't worry. It is not too complex. Hope that you do know who is the head of our country.
- A: Naturally. The President, who is the commander-in-chief of the armed forces. He also appoints ministers in the government.
- B: That's fine. Do you know what branches the federal government consists of?
- A: I wish I knew.
- B: You see, the federal government includes the three branches: legislative, executive and judicial. The legislative power is realized by the Federal Assembly, which consists of the two chambers: the Upper Chamber, the Council of Federation, and the Lower Chamber, the State Duma. The executive power belongs...
- A: Oh, sorry for interrupting you. I do know about it. It belongs to the government, which is headed by the Prime Minister.
- B: Good for you. And the judicial power is represented by the Constitutional Court, the Supreme Court and the regional courts. That's all.
- A: I don't know how to thank you.
- B: Not at all. It was a real pleasure for me to do it.

EXERCISE 20. Act out a role-play.

FROM THE HISTORY OF RUSSIA

A conversation between a Russian student and an American student is taking place in the library.

— Привет, Джон. Что ты здесь делаешь?

— Замечательно. Знать историю любой страны полезно.

— У нашей страны очень богатая история.

— Тебе не все понятно? Могу я помочь?

— Если я не ошибаюсь, к концу XVIII века русская аристократия приняла европейскую одежду и речь...

— Hi, Andrew. You see, I am reading a book on Russian history.

— You are absolutely right. It helps me to understand better your people's customs and traditions.

— I agree with you, but it is too complex.

— To tell the truth, I haven't quite got why in the 18th century French became the official language in your country.

— I see. It was during the reign of Catherine the Great, a period which was characterized by the great cultural growth.

— Да, но это было давно.

— Well, in the 20th century the main power became communism, an ideology of the Bolshevik party. And there was no freedom, no democracy...

— Трудно сказать. Я не уверен в этом. Не все было так плохо... Мне бы не хотелось говорить об этом...

— Well, but it seems to me that it is better now. You can easily travel abroad, enjoy freedom of speech and religion...

EXERCISE 21. Arrange role-plays on the following subjects. Be as imaginative as you can.

1. At a tourist agency in Russia.
2. You are a guide to a foreigner.

EXERCISE 22. A. Get ready for the different kinds of communication:

A. Memorize the following phrases.

Как поздравить, сделать комплимент

I congratulate you on your excellent results. — Я поздравляю тебя с отличными результатами.

My congratulations. — Мои поздравления.

Happy birthday! — С днем рождения!

Happy New Year! — С Новым годом! (Счастливого Нового года!)

Merry Christmas! — С Рождеством! (Веселого Рождества!)

May all your dreams come true. — Пусть все ваши мечты исполнятся.

I wish you success (good health, luck). — Я желаю вам успехов (хорошего здоровья, удачи).

You look wonderful (lovely) today. — Вы выглядите чудесно (замечательно) сегодня.

You were great. — Вы были великолепны.

Good for you. — Молодец.

Well done. — Отлично сработано.

B. Read the dialogues and act out similar ones.

— Hi, David! How are you getting on?

— Fine, thanks.

— You were great at the conference yesterday. My congratulations on your excellent results!

- Thanks a lot. It was nice to meet you. Let's keep in touch.
- Have a nice weekend! Bye!
- Good luck to you. See you later.

WRITING

EXERCISE 23. Make up your own story on one of these topics.

1. The rivers in Russia.
2. The deepest lake in the world.
3. The population of Russia.
4. The President of our country.
5. Red Square.
6. Russia is my Motherland.

PROJECT WORK

EXERCISE 24. Compile information on the topic. Present the project to your group. You may use the following Internet site: www.infoplease.com/ipa/A0107909.html.

TEST 2

1. Choose the proper words and fill in the blanks.

1. *We are proud ... our country.*
 A. in B. of C. on D. to
2. *... rivers include the Volga in Europe, the Yenisei, the Ob and the Lena in Asia.*
 A. Abundant B. National C. Major D. Total
3. *The greatest ... of natural gas are located in Siberia and the Far East.*
 A. mineral B. concentrate C. deposits D. plains
4. *The city was ... restored after the Tartar invasion.*
 A. especially B. densely C. naturally D. gradually
5. *St Basil's Cathedral has many*
 A. eagles B. domes C. chambers D. courts
6. *The ... power is realized by the Federal Assembly.*
 A. executive B. judicial C. legislative D. federal

5. *Where is the most of the mineral wealth of Russia?*
 - A. In Siberia and the Far East.
 - B. In the European part of the country.
 - C. Near the Black Sea.
6. *How many million people live in Russia?*
 - A. More than 150 million people.
 - B. More than 100 million people.
 - C. More than 90 million people.
7. *What part of the country is densely populated?*
 - A. Siberia.
 - B. The Far East.
 - C. The European part of the country.
8. *Who is the head of the state?*
 - A. The President.
 - B. The Prime Minister.
 - C. The King.

Unit 10

Theme: THE UNITED KINGDOM OF GREAT BRITAIN
AND NORTHERN IRELAND

Texts: 1. The UK
2. London

Dialogues: 1. The Climate of the UK
2. Northern Ireland

Grammar: The Gerund

Project 3

Test 3

KEY VOCABULARY

EXERCISE 1. Read and guess the meanings of the new words. It will help you read and discuss the texts and dialogues, arrange the role-plays, present the projects. If you have some difficulties use the dictionary at the end of this book and Internet site www.english-globe.ru

- 1) *united, the United Kingdom.* The United Kingdom of Great Britain and Northern Ireland (the UK) occupies a territory of the British Isles.
- 2) *an island.* The UK includes 5,500 islands.
- 3) *a coast.* The UK is situated off the northwestern coast of Europe.
- 4) *to separate, separated.* The UK is separated from the Continent by the English Channel and the Strait of Dover.
- 5) *to surround, surrounding.* The British Isles are surrounded by the water.
- 6) *to influence.* The surrounding waters influence the climate of the country.
- 7) *thistle, daffodil, leek, shamrock.* The national emblems of different parts of the UK are the red rose, the thistle, the daffodil, the leek and the shamrock.
- 8) *to describe.* It is necessary to describe each part of the country.
- 9) *to mention.* Don't mention it!
- 10) *a peninsula.* The southern peninsula is washed by the English Channel.

- 11) *to flow*. Many rivers are flowing through Great Britain.
- 12) *a tributary*. Some rivers have tributaries.
- 13) *swift*. As a rule the rivers in the mountains are swift.
- 14) *busy*. The Thames is a busy river.
- 15) *to be worth*. This country is worth seeing.
- 16) *to continue*. She continued to write a letter.
- 17) *a cross*. The flag of the UK is made up of three crosses.
- 18) *a patron saint*. St George is the patron saint of England.
- 19) *upright*. The red cross is upright.
- 20) *a background*. The upright red cross is against a white background.
- 21) *a habit*. He smokes and has some more bad habits.
- 22) *to succeed in*. He has succeeded in business.
- 23) *to depend upon*. This country doesn't depend upon the industry of other countries.
- 24) *to manufacture*. The firm manufactures cars.
- 25) *changeable*. The weather is very changeable because of the winds.
- 26) *humid*. This country has a very humid climate.
- 27) *to melt*. The snow melts quickly, because it is warm.
- 28) *to assist*. Please, assist me to find information on the subject.
- 29) *to miss*. Her sister has gone to another country, and she misses her very much.
- 30) *an emerald*. She has got a ring with emeralds.
- 31) *the Trinity*. The shamrock is an illustration of the Christian doctrine of the Trinity.

EXERCISE 2. Read the international words and mind the stress.

ˈTerritory, ˈEurope, ˈocean, ˈcontinent, proˈtection, ˈnation, ˈemblem, ˈregion, ˈmillion, ˈcentre, flag, port, ˈindustry, bank, fiˈnance, ˈhistory, park, hoˈtel, disˈcussion, ˈconference, ˈclimate, ˈvariant, ˈperson, ˈvisit, inforˈmation, ˈpoet, ˈlegend, illusˈtration, club, ˈmeeting.

EXERCISE 3. Try to enrich your vocabulary:

A. Analyse the following words with different suffixes, divide them into two groups: nouns and adjectives.

Separation, important, importance, protection, invader, influence, national, business, continuous, central, successful, changeable, changeless, assistance, worthless, worthy, total, diagonal, industrial, official, population, financial, historical.

B. Make up as many words as you can by combining different parts of the words.

in-	success	-ence	-able
un-	change	-ion	-ful
	protect		-ent
	depend		-al
	nation		

C. Complete the sentences: the word in capitals at the end of each sentence should be changed to form the word that fits suitably in the blank space.

1. A Scottish person has to listen ... to understand a Londoner CAREFUL.
2. Every part of the country has its ... emblem NATION.
3. Lowlands comprise ... and eastern England SOUTH.
4. The UK is one of the important ... centres of the world COMMERCE.
5. The UK doesn't depend upon economies and ... manufacturing of other countries INDUSTRY.

EXERCISE 4. Memorize the words at the phrase level:

A. Match the adjectives in column A with the nouns in column B to form meaningful phrases.

A	B
1) official	a) Sea
2) southern	b) Ireland
3) national	c) coast
4) Irish	d) Kingdom
5) Atlantic	e) Isles
6) total	f) area
7) British	g) Ocean
8) Northern	h) emblem
9) United	i) peninsula
10) northwestern	j) language

B. Decide which of the verbs on the left collocate with the nouns on the right.

1) to occupy	a) the climate
2) to influence	b) the country
3) to describe	c) a conversation
4) to continue	d) a territory

EXERCISE 5. Memorize the word combinations which appear in the texts and dialogues. Pay attention to the prepositions.

The United Kingdom of Great Britain and Northern Ireland, the territory of the British Isles, with the total area, the coast of Europe, between the Atlantic Ocean and the North Sea, is separated from the Continent, is washed by the sea, the protection against the invaders, are flowing through Great Britain, the river with tributaries, the population of the UK, for a long time, one of the centres, the centre of the world.

EXERCISE 6. Read the word definitions and then:

A. Agree or disagree with the following definitions.

1. *An island* is a piece of land which is surrounded by water.
2. *A peninsula* is a piece of land which is almost completely surrounded by water, but is joined to a larger mass of land.
3. *An ocean* is the great mass of salt water that covers most of the Earth's surface.
4. *A strait* is a narrow passage of water between two areas of land which connects two seas.
5. *A channel* is a narrow sea passage which connects two seas.

B. Match each word with its correct definition.

emerald, to melt, coast, shamrock, daffodil

1. A very common bell-shaped pale yellow flower of early spring.
2. A plant that has three leaves on each stem.
3. The land on or close to the edge of the sea.
4. To become liquid.
5. A bright green precious stone.

C. Find the definitions for some other words which you consider to be important for this topic. Use Internet sites: www.macmillandictionaries.com/online; www.wordaz.com.

EXPLORING GRAMMAR

EXERCISE 7. Read the sentences and give the Russian equivalents. If you have some difficulties use the grammar reference at the end of the book or Internet sites: <http://www.english-test.net/>

1. *Spending* your free time is better in one of the parks of the West End.
2. The UK continues *succeeding* in commerce.
3. All well-known streets in

London such as Whitehall, Downing Street, Fleet Street are worth *seeing*. 4. We can't speak about Northern Ireland without *mentioning* Southern Ireland, an independent republic. 5. I liked the idea of *visiting* the capital of Wales, Cardiff. 6. *Designing* St Paul's Cathedral was done by the famous architect Sir Christopher Wren. 7. Christopher Wren started *rebuilding* the churches of London after the Great Fire of 1666. 8. Many rich people like *spending* their free time in the West End. 9. After *reading* the legend I can explain why the shamrock is the national emblem of Northern Ireland. 10. They have a wish of *spending* their time in highlands.

EXERCISE 8. Make up your own sentences according to the models.

a) Model:

To spend your free time is better in one of the parks of the West End.

Spending your free time is better in one of the parks of the West End.

1. Christopher Wren finished to build St Paul's Cathedral in 1701. 2. A Scottish person should listen carefully if he wants to understand a Londoner. 3. The UK continues to succeed in commerce. 4. The English people have a habit to name the East End 'the hands of London'. 5. The City succeeds to remain the financial centre of the UK.

b) Model:

Мы не можем описывать страну, не упоминая о ее рельефе (без упоминания о рельефе).

We can't describe a country without mentioning its surface.

1. Трудно понять традиции и обычаи народа, не изучая его историю. 2. Трудно изучать английский язык, не посещая англоязычную страну. 3. После церемонии закрытия ворот Тауэра на ночь никто не может подойти к Тауэру, не показав пропуск. 4. Невозможно рассказать о Лондоне, не упомянув о трех самых знаменитых зданиях. 5. Невозможно представить Англию без дождя.

EXERCISE 9. Fill in the blanks to practise the use of the Gerund.

1. Many houses in Glasgow need ..., because they are not suitable for ... (rebuild, live). 2. After ... Wars of the Roses between the two houses: House of York and House of Lancaster in the 15th century, a red rose became the national emblem of England (wage). 3. On ... the daffodil and the leek as national emblems of Wales, many Welshmen began ... either a daffodil or a leek on their jackets (choose, wear). 4. Christopher Wren invented

new ways of ... traditional English building materials (use). 5. Every night at 10 pm at the Tower of London the ceremony of ... the Tower for the night takes place (close).

READING

EXERCISE 10. Read the text and focus on its essential facts and then:

A. Choose the most suitable heading for each paragraph.

- 1) Four Parts of the UK;
- 2) The Territory of the British Isles;
- 3) The Flag of the UK;
- 4) Economics of the UK;
- 5) The Population of the UK;
- 6) The Surface of Great Britain;
- 7) The Head of the State.

B. Make a précis of the text, using the following phrases.

1. The title of the text is...
2. The text is about... The text deals with...
3. The text covers such points as...
4. It should be underlined that...
5. In conclusion I should say that...
6. To my mind... In my opinion...

THE UK

The United Kingdom of Great Britain and Northern Ireland (the UK) occupies the territory of the British Isles (5,500 islands) with the total area of 244,100 sq km. The UK is situated off the northwestern coast of Europe between the Atlantic Ocean and the North Sea. It is separated from the Continent by the English Channel and the Strait of Dover. The UK is also washed by the Irish Sea, the St George's Channel and the North Channel. Surrounding the British Isles by the water has been an important protection against the invaders throughout the English history. Certainly, it influences the climate of the country.

The UK consists of four parts, and every part has its national emblem: England — the red rose, Scotland — the thistle, Wales — the daffodil and the leek, Northern Ireland — the shamrock. The capitals of the four parts are London, Edinburgh, Cardiff and Belfast respectively.

One can't describe a country without mentioning its surface. The island of Great Britain can be divided into the two main regions: Lowland Britain and Highland Britain. Lowlands comprise southern and eastern England. Highlands include Scotland, Wales, the Pennines, the Lake District and the southern peninsula of Britain. Many rivers are flowing through Great Britain, such as the longest Severn with its tributaries, the swiftest Spey, the busiest Thames, etc. All parts of Great Britain are worth seeing.

The population of the UK is over 57 million people. The official language is English, but some people continue speaking their mother tongue: Scottish in western Scotland, Welsh in northern and central Wales, and Irish in Northern Ireland.

The flag of the UK is made up of the three crosses of the patron saints: the upright red against a white background — St George of England, the white diagonal against a blue background — St Andrew of Scotland, the red diagonal against a white background — St Patrick of Northern Ireland. The English people have the habit of naming their national flag 'the Union Jack'.

The UK is a constitutional monarchy. The head of the state is the Queen who reigns with the support of Parliament.

For a long time the UK has succeeded in remaining one of the important commercial centres of the world. Nowadays the UK doesn't depend upon economics and industrial manufacturing of other countries.

EXERCISE 11. Agree or disagree with the following statements.

1. The UK occupies the territory of the British Isles.
2. The UK is washed by many seas and an ocean.
3. Many rivers are flowing through Great Britain.
4. There are many beautiful parks in the West End.
5. The UK has succeeded in remaining one of the important commercial centres of the world.

LISTENING

EXERCISE 12. Listen to the text and give a summary.

LONDON

One can't describe a country without mentioning its capital. London, the capital of the United Kingdom of Great Britain and Northern Ireland, occupies a great area with the population over seven million people. It is situated upon both banks of the Thames. It is the main port and the most important city. London can be divided into the three parts: the City of London, the West End and the East End.

The City, the heart of London, comprises the area of 2.6 sq km. Less than 6,000 people live there. After finishing their working day more than 500,000 people leave the City. This part of London with numerous banks and offices has succeeded in remaining the financial centre of the UK for a long time.

The West End, the centre of London, is worth seeing. It includes historical palaces, famous parks, large hotels and shops. Rich people enjoy spending their free time and money there.

The East End, the workers' region, is made up of great industrial areas that depend on shipping.

So, the English people have a habit of naming the City 'the money of London', the West End 'the goods of London' and the East End 'the hands of London'.

KEY VOCABULARY DEVELOPMENT

EXERCISE 13. Find in the texts English equivalents for these words and word combinations. It will help you understand the texts in details.

Общая площадь, расположено в стороне от, отделяется от континента, важная защита против, на протяжении всей истории, соответственно, нельзя описать, южный полуостров, протекают через (по), самая оживленная, родной язык, белый фон, на обоих берегах, исторические дворцы, проводить время, тратить деньги.

EXERCISE 14. Try to enrich your vocabulary:

A. Find in the texts the words which have similar meanings to the following words.

Whole, defence, of course, unit, narcissus, chief, quick, lively, to visit, several, to go on, vertical, to call, during, to produce, a lot of, large, wealthy.

B. Find in the texts the words which have the opposite meanings to the following words.

North, southern, east, western, international, with, to unite, short, slow, to stop, diagonal, to fail, small, poor, here, agricultural, some, manufacturing.

EXERCISE 15. Memorize the new words at the sentence level: fill in the blanks with the missing words in the following sentences. The first letter of each word has been given to help you.

1. One can't describe a country without m... its surface. 2. All parts of Great Britain are w... seeing. 3. The island can be d... into two main regions. 4. Surrounding the British Isles by the water i... the climate of the country. 5. The Severn with its t... is the longest river in Great Britain. 6. Highlands include Scotland, Wales, the Pennines, the Lake D... and the southern p... of Britain. 7. Warm southwestern w... influence the climate of Great Britain greatly. 8. Less than 6,000 people l... in the City. 9. The City of London has succeeded in remaining the f... centre of the UK for a long time. 10. The English people have a habit of naming the City 'the m... of London'.

GRAMMAR DEVELOPMENT

EXERCISE 16. Analyse the following grammatical forms (you may find them in the texts) and then try to translate them. It will help you understand the texts in details::

a) grammatical forms with the ending *-ing*:

without mentioning	are flowing
are worth seeing	has succeeded in remaining
continue speaking	enjoy spending
the habit of naming	that depend on shipping

b) grammatical forms with the ending *-ed*:

is situated	has succeeded
is separated	is washed
can be divided	

c) grammatical forms with the ending *-s*:

occupies the territory	its tributaries
5,500 islands	three crosses
St George's Channel	the patron saints
the invaders	comprises an area
it influences	numerous banks
the UK consists of	it includes
four parts	famous parks
main regions	the workers' region

SPEAKING

EXERCISE 17. Complete the sentences in a logical way.

1. The UK is situated off...
2. Great Britain is washed by...
3. The United Kingdom of Great Britain and Northern Ireland consists of...
4. Every part of the UK has its national emblem:...
5. The capitals of the four parts of the UK are...
6. The island of Great Britain can be divided into...
7. Lowlands comprise...
8. Highlands include...
9. Many rivers are flowing through Great Britain, such as...
10. The Severn is...
11. The Spey is...
12. The Thames is...
13. The official language of the UK is English, but some people...
14. The flag of the UK is made up of...
15. Nowadays the UK...

EXERCISE 18. Try to compare the two countries. Answer the questions and complete the grid.

Questions	Russia	The UK
1. What territory does the country occupy?		
2. What is its total area?		
3. What is the country washed by?		
4. What is the climate of the country?		
5. What regions can the country be divided into?		
6. What rivers are flowing through the country?		
7. What is the longest river?		
8. How many people live in the country?		
9. What is the official language?		
10. What does the flag of the country represent?		
11. What is the capital of the country?		
12. Where is the capital situated?		
13. What are the famous places of the capital?		
14. What are the famous places of the country?		
15. Who is the head of the country?		

EXERCISE 19. Read the dialogue, sum up the information and act out a similar dialogue.

THE CLIMATE OF THE UK

- A: It's well known that speaking of the weather is the favourite topic in the UK. Will you take part in discussing the British climate at our conference next Monday?
- B: With pleasure. Do you know that the English like saying: 'We have no climate, but only weather'?
- A: Yes, I do. They say that they have the three variants of weather: when it's raining in the morning, when it's raining in the afternoon and when it's raining all day long.
- B: Sometimes it rains so heavily that they say: 'It's raining cats and dogs!' And sometimes they say about a person: 'As changeable as the weather'. Do you know why the British weather is so changeable?
- A: You see, Britain is visited by winds from different parts of the world, that's why the weather is so changeable.
- B: So, we may say that the British climate has the two main features: it is humid and changeable...
- A: Sorry for interrupting you, but I can add one more feature: it is mild.
- B: What does it mean?
- A: It means that it is never too hot or too cold. Winters are extremely mild. Melting snow is quick. The Gulf Stream and warm southwestern winds influence the climate greatly.
- B: You are great. I want to know as much as you do. I'll be at the conference by all means. Can you assist me in finding some information on the subject?
- A: You are welcome!

EXERCISE 20. Act out a role-play.

NORTHERN IRELAND

Mr O'Conrad has just arrived in Rostov-on-Don. The conversation took place at the airport between him and the head of the Russian-British International Club.

— Let me introduce myself. I'm Daniel O'Conrad. I'm from the United Kingdom of Great Britain and Northern Ireland.

— Добро пожаловать в Россию. Моя фамилия Петров. Всегда приятно поговорить с англичанином.

— Many foreigners say ‘England’, ‘English’, when they mean ‘Britain’, or ‘the UK’, or ‘British’. I am not English. I am an Irishman.

— You see, Northern Ireland includes six of the nine counties of the historic province of Ulster, that’s why we have a habit of naming it ‘Ulster’.

— No, I am not from Belfast. I live in a small town and I always miss my green Ireland when I am away from home. Irish poets call my country the ‘Emerald Isle’.

— According to the legend the patron St Patrick chose the shamrock to illustrate the Christian doctrine of the Trinity to the Irish.

— Извините. Вы из Северной Ирландии, да? Насколько я знаю, эта часть Соединенного Королевства также называется Ольстер. Не могли бы вы рассказать почему?

— Если я не ошибаюсь, это самая маленькая часть Соединенного Королевства, но очень зеленая и красивая. Вы, наверное, из столицы, не так ли?

— Так красиво. А почему трилистник является национальной эмблемой Северной Ирландии?

— Так интересно. Приходите на заседание нашего клуба завтра, чтобы рассказать о своей стране. Это стоит послушать.

EXERCISE 21. Arrange role-plays on the following subjects. Be as imaginative as you can.

1. At the Tourist Agency in London.

2. You are from Scotland. You are invited to a meeting with Russian students. They are asking you questions about your country.

EXERCISE 22. Get ready for the different kinds of communication:

A. Memorize the following phrases.

**Как подбодрить, посочувствовать,
предложить свою помощь**

Don’t worry. — Не волнуйтесь.

Everything will be alright. — Все будет хорошо.

Relax. — Расслабьтесь.

Take it easy. — Воспринимайте это легко.

Don't take it to heart. — Не принимайте это близко к сердцу.
Let's hope for the best. — Давайте надеяться на лучшее.
Things happen. — Всякое бывает.
Let me help you. — Позвольте мне помочь вам.
Let me do it. — Позвольте мне сделать это.
What can I do for you? — Что я могу сделать для вас?
Give it to me. — Оставьте это мне.
Can I help you? — Могу я помочь тебе?
Good luck. — Удачи вам.

B. Read the dialogues and act out similar ones.

— What's about your exam results?

— Don't know yet. I hope that everything will be alright. But I am a little bit nervous about it.

— Don't worry and relax. Let's hope for the best.

— Thanks. We'll wait and see.

* * *

— Hello, Jim! Glad to see you. How's life?

— Hello, Jane! Glad to see you too. I'm fine, thanks. And what about you?

— Could be better!

— What's about your exam results?

— Don't know yet. I hope that everything will be alright. But I am a little bit nervous about it.

— Don't worry and relax. Let's hope for the best.

— Thanks. We'll wait and see.

— And you were great at the conference yesterday. My congratulations on your excellent results!

— Thanks a lot. Let's go somewhere together.

— I don't mind, but now I'm in a hurry. It was nice to meet you. Have a nice weekend.

— The same to you. Remember me to your sister.

— OK. Call me some time. See you soon!

— All the best. Bye!

WRITING

EXERCISE 23. Make up your own story on one of these topics.

1. Rivers in Great Britain.
2. The surface of Great Britain.
3. The West End.
4. Scotland.
5. Wales.

PROJECT WORK

EXERCISE 24. Compile information on the topic. Present the project to your group. You may use the following Internet sites: www.projectbritain.com; www.linguistic.ru

TEST 3

1. Choose the proper words and fill in the blanks.

1. *The UK ... the territory of the British Isles.*
A. comprises B. separates C. surrounds D. flows
2. *The UK is situated off the northwestern coast of Europe on the*
A. ocean B. islands C. tributaries D. cross
3. *St Partick chose the ... to illustrate the Christian doctrine of the Trinity to the Irish.*
A. shamrock B. thistle C. daffodil D. leek
4. *... comprise southern and eastern England.*
A. Highlands B. coast C. strait D. Lowlands
5. *Highlands include Scotland, Wales, the Pennines, the Lake District and the southern ... of Britain.*
A. island B. coast C. Lowlands D. peninsula
6. *Many swift rivers in Scotland have their*
A. islands B. tributaries C. strait D. peninsula
7. *The ... red cross against a white background is of the patron St George.*
A. diagonal B. upright C. English D. total

8. *The Welsh people have a ... of speaking their mother tongue.*
 A. background B. habit C. protection D. patron
9. *The UK doesn't ... upon other countries.*
 A. succeed B. remain C. depend D. manufacture
10. *The industrial ... is more developed in southern Wales.*
 A. manufacturing B. habit C. coast D. surface

2. Choose the proper form: Gerund, Gerund + preposition or preposition + Gerund and fill in the blanks.

1. *... the surface of the country is of great importance.*
 A. by mentioning C. on mentioning
 B. mentioning D. after mentioning
2. *Highland Britain is worth*
 A. of seeing C. in seeing
 B. seeing D. on seeing
3. *The UK continues ... commerce.*
 A. with succeeding C. in succeeding
 B. succeeding with D. succeeding in
4. *The UK succeeds ... one of the important commercial centres of the world.*
 A. remaining C. on remaining
 B. in remaining D. remaining in
5. *The English people started ... their national flag 'the Union Jack' long ago.*
 A. naming C. on naming
 B. with naming D. in naming
6. *The country people went ... their mother tongue.*
 A. on speaking C. of speaking
 B. with speaking D. by speaking
7. *The Welsh people have a habit ... their mother tongue.*
 A. in speaking C. speaking
 B. on speaking D. of speaking
8. *... the thistle as the national emblem of Scotland, Scotsmen began to wear it on their jackets.*
 A. without choosing C. in choosing
 B. choosing D. on choosing

9. *One can't describe the surface of the country ... lakes and rivers.*

- A. with mentioning
- B. without mentioning
- C. on mentioning
- D. in mentioning

10. *Many people like the idea ... Scotland.*

- A. of visiting
- B. in visiting
- C. on visiting
- D. by visiting

3. The text contains different mistakes: 4 — spelling, 3 — in grammar. Correct the mistakes and rewrite the text.

One cannot describe the UK without mention Wales, a highland country. Some people like visit Snowdonia, a park in the region of high mountains. The population of Wales is about 3 milion people. Cardiff, the kapital and the largest city of Wales, is situate near the river Taff. Since ancient times the Welsh have been fond of singing. Nowdays the standart of singing is very high.

4. Answer the multiple-choice questions about London.

1. *Where is London situated?*

- A. On the right bank of the Thames.
- B. On the left high bank of the Thames.
- C. On both banks of the river Thames.

2. *How many people does London comprise?*

- A. 8 million people.
- B. 7 million people.
- C. 6 million people.

3. *How many parts can London be divided into?*

- A. 4 parts.
- B. 2 parts.
- C. 3 parts.

4. *Where is Westminster Abbey situated?*

- A. In the City.
- B. In the East End.
- C. In the workers' region.

5. *How is the City often called?*

- A. The goods of London.

- B. The hands of London.
- C. The money of London.

6. *Where do Londoners like to spend their free time?*

- A. In numerous banks.
- B. In shops.
- C. In green parks.

7. *What is the heart of London?*

- A. Westminster Abbey.
- B. The Tower.
- C. The City.

Unit 11

Theme: THE UNITED STATES OF AMERICA

Texts: 1. The USA
2. Washington, D.C.

Dialogues: 1. The Climate of the USA
2. The Names of the States

Grammar: The Participle I, II

Project 4

Test 4

KEY VOCABULARY

EXERCISE 1. Read and guess the meanings of the new words. It will help you read and discuss the texts and dialogues, arrange the role-plays, present the projects. If you have some difficulties use the dictionary at the end of this book and Internet site www.english-globe.ru

- 1) *to cover.* It covers a large territory in the central and southern parts of North America.
- 2) *a valley.* The dry valley is between the mountain chains.
- 3) *to connect.* The lakes are connected by natural channels.
- 4) *rapids.* The channels are cut by rapids.
- 5) *common.* Spanish is the second most common language in the USA.
- 6) *to set, to set aside.* The federal government set aside a piece of land for the District of Columbia.
- 7) *a seal, the Great Seal.* One of the USA national symbols is the Great Seal.
- 8) *to represent.* The stripes on the American flag represent thirteen original states.
- 9) *an olive branch and arrows.* An eagle is holding an olive branch and arrows.
- 10) *a desire.* I have a desire to live in peace.
- 11) *an ability.* He has an ability to make model aeroplanes.
- 12) *a war, to wage a war.* This country has an ability to wage wars.

- 13) *the Eye of Providence*. The Eye of Providence represents God on the Great Seal.
- 14) *an honour*. The capital of the USA was named in G. Washington's honour.
- 15) *to abbreviate, an abbreviation*. D.C. is an abbreviation for District of Columbia.
- 16) *to mix up with*. The state Washington should not be mixed up with the capital Washington, D.C.
- 17) *to deal with*. New Orleans deals with cotton.
- 18) *wheat, cattle*. Chicago deals with wheat and cattle.
- 19) *to go sightseeing*. If you go sightseeing, you will see many interesting places.
- 20) *carefully*. Washington, D.C. is the first carefully planned capital in the world.
- 21) *a reason*. I do understand the reason of it.
- 22) *a desert, a semidesert*. It is very hot there because of the desert and semidesert.
- 23) *similar, to be similar*. Weather patterns in southeast are similar to northwest, but warmer.
- 24) *a bachelor's degree*. He graduated from the college with a bachelor's degree in Geography.
- 25) *an oven*. 'California' is a Spanish name which means 'heat of the oven'.
- 26) *a tribe*. The name 'Alabama' came from a warlike tribe of Indians.

EXERCISE 2. Read the international words and mind the stress.

'Territory, 'kilo, metres, 'centre, 'region, 'nature, 'channel, re'source, 'mineral, gas, 'million, group, 'President, 'symbol, 'nation, flag, 'olive, 'pyramid, fi'nance, 'cotton, 'industry, ad,mini'stration, ma'chine, 'process, plan, 'climate, infor'mation, dis'cuss, zone, 'visit, 'continent, ge'ography, 'legend, 'interest.

EXERCISE 3. Try to enrich your vocabulary:

A. Analyse the following words with different suffixes, divide them into two groups: nouns and adjectives.

Central, Atlantic, Pacific, region, natural, abundant, population, Mexican, German, Canadian, Italian, Cuban, official, language, national, founder, federal, government, national, original, Providence, abbrevia-

tion, administrative, general, attention, famous, building, beautiful, unusual, information, different, climatic, changeable, tropical, continental, conversation, Indian.

B. Make up as many words as you can by combining different parts of the words.

in-	found	-er	-al
un-	govern	-ment	-ful
	nation		-ent
	usual		
	care		
	differ		

C. The words in capitals at the end of each sentence should be changed to form a word that fits suitably in the blank space.

1. They were the ... of the nation FOUND.
2. The people are wholly or ... involved in the administrative machine DIRECT.
3. The capital of the USA is ... planned CARE.
4. ... nationalities live in this country DIFFER.
5. One of the US ... symbols is the Great Seal NATION.

EXERCISE 4. Memorize the words at the phrase level:

A. Match the adjectives in column A with the nouns in column B to form meaningful phrases.

A	B
1) large	a) kilometres
2) similar	b) patterns
3) dry	c) valley
4) natural	d) Isles
5) federal	e) territory
6) square	f) river
7) swift	g) language
8) administrative	h) machine
9) official	i) government
10) British	j) channel

B. Decide which of the verbs on the left collocate with the nouns on the right.

1) to cover	a) the country
-------------	----------------

- | | |
|----------------|-------------------|
| 2) to include | b) the lakes |
| 3) to border | c) a territory |
| 4) to describe | d) the region |
| 5) to comprise | e) the language |
| 6) to connect | f) the place |
| 7) to speak | g) the climate |
| 8) to choose | h) the area |
| 9) to involve | i) the population |

EXERCISE 5. Memorize the word combinations which appear in the texts and dialogues. Pay attention to the prepositions.

In the world, in area, from the Atlantic Ocean to the Pacific Ocean, in the east, without mentioning, can be divided into, between the mountain chains, through the country, are connected by channels, are cut by rapids, is rich in resources, vast areas of fertile soils, deposits of minerals, about 94 per cent, from British Isles, consists of, a piece of land, for the nation's capital, a federal system of government, with the President at the head, the national symbols of the USA, on the American flag, on the reverse side, between the states, not far from the Atlantic Ocean, with this abbreviation, not to be mixed up with another Washington, on the Pacific Coast, a centre of finance, about three-quarters of the population, about it, the reason of it, from the north to the south, because of the desert and semidesert, on the whole, between him and a Russian student, is covered with snow, a lot of Mexicans, heat of the oven, they came to the banks of the river.

EXERCISE 6. Read the word definitions and then:

A. Agree or disagree with the following definitions.

1. *A valley* is an area of land lying between two lines of hills or mountains, often with a river running through it.
2. *Rapids* are the parts of the river where the water moves very fast over rocks.
3. *A seal* is the official mark of a government, company, etc., often made by pressing a pattern into wax or making an unremovable mark on papers which is fixed to certain formal and official writings.
4. *A war* is armed fighting between nations.
5. *A peace* is a period in which there is no war between two or more nations.

B. Match each word with its correct definition.

a desire, an abbreviation, a tribe, an ability, cattle

1. A shortened form of a word.
2. A strong hope or wish.
3. The fact of having the skill, power or other qualities that are needed in order to do something.
4. Cows and bulls, especially as kept on farms for meat or milk.
5. A social group made up of people of the same race, beliefs, customs, language, etc, living in a particular area often under the leadership of a chief.

C. Find the definitions for some other words which you consider to be important for this topic. Use Internet sites: www.macmillandictionaries.com/online; www.wordaz.com

EXPLORING GRAMMAR

EXERCISE 7. Read the sentences and give the Russian equivalents. If you have some difficulties use the grammar reference at the end of the book or Internet sites: <http://www.english-test.net/>.

1. They were *spending* their holidays in Moscow. 2. The money was *spent* on computer games. 3. They were *choosing* the books in the library the whole morning yesterday. 4. The books were *chosen* by them. 5. I like the *singing* birds. 6. I like the birds *singing* in the trees. 7. The *spoken* language was difficult to understand. 8. The article *written* by this journalist was unusual. 9. While *writing* a composition, he made some mistakes. 10. *Having written* a composition, he went out. 11. *Being well prepared*, he passed his exams successfully. 12. If *studied*, the English language will display many words of Latin origin. 13. *Having opened* the door, he went into the room. 14. *Having introduced* my new friends to my parents, I began to play computer games with them. 15. The *written* article was *published* in this journal. 16. *Being cooked* by my mother, the dinner was very nice. 17. *Visiting* the museum, he met her there. 18. The *enlarged* park became more beautiful. 19. Our city *destroyed* by the fascists was rapidly *restored*. 20. The new *built* theatre attracted a lot of people.

EXERCISE 8. Make up your own sentences according to the models.

a) Model:

When he was walking in the park, he met his friends.

(When) Walking in the park, he met his friends.

After they had visited the museum, they went home.

Having visited the museum, they went home.

1. When he was in Washington, D.C., he visited the Lincoln Memorial. 2. While you are walking along the streets of Washington, you can find the 'Eye Street'. 3. When you are finding your way around Washington, you can use your logic. 4. After he had chosen the place for the capital, he began to plan it carefully. 5. After she had written a letter, she went to the post office.

b) Model:

Though he was not prepared well, he could answer that question.

Though not prepared well, he could answer that question.

1. When the letter was written, it was sent to Moscow. 2. If you are invited to the party, you should come in time. 3. As he was asked, he brought his article. 4. Though he was invited, he did not come to the party. 5. When the book was translated into the Russian language, it was read with great interest.

c) Model:

Ветер, дующий с севера, был очень холодный.

The wind, blowing from the north, was very cold.

1. Парламент, состоящий из двух палат, имеет реальную власть. 2. Кордильеры, включающие Скалистые горы, находятся на западе. 3. Реки, протекающие в горах, очень быстрые. 4. Естественные каналы, соединяющие озера, пересечены порогами. 5. На флаге США тринадцать полос, представляющих тринадцать первоначальных штатов.

d) Model:

Столица США Вашингтон, которая была названа (названная) в честь первого президента, была тщательно спланирована.

Washington, D.C., named in the first president's honour, was carefully planned.

1. Английский язык всегда был главным языком, на котором говорили в США. 2. Озера, которые соединены естественными каналами, очень красивые. 3. Естественные каналы, пересекаемые порогами, соединяют озера. 4. Место, выбранное Джорджем Вашингтоном для столицы США, было между штатами Виргиния и Мэриленд. 5. Испанское слово «невада» обозначает «место, которое покрыто снегом».

EXERCISE 9. Fill in the blanks to practise the use of the Participle I and II (the verb is given in brackets at the end of each sentence).

1. The boy ... a disc is my student (buy). 2. The distance ... by him is very long (run). 3. The composition was ... by the students (write). 4. The students were ... a composition (write). 5. When ... she brought some books (ask). 6. When ... this book, he found much interesting information (read). 7. He saw the ... bird in the sky (fly). 8. ... from the university, he began to work in this joint venture (graduate). 9. We were drinking tea ... by her (make). 10. My grandmother lives in the house ... in 1990 (build).

READING

EXERCISE 10. Read the text and focus on its essential facts and then:

A. Choose the most suitable heading for each paragraph.

- 1) The National Symbols;
- 2) The USA Territory;
- 3) The Natural Resources;
- 4) The Population;
- 5) The Surface of the Country;
- 6) Fifty States with the President at the Head.

B. Make a précis of the text, using the following phrases.

1. The title of the text is...
2. The text is about... The text deals with...
3. The text covers such points as...
4. It should be underlined that...
5. In conclusion I should say that...
6. To my mind... In my opinion...

THE USA

The United States of America is the fourth largest country in the world in area. It covers a large territory of about 9,400,000 square kilometres in the central and southern part of North America, extending from the Atlantic Ocean in the east to the Pacific Ocean in the west. It also includes Alaska in the northwestern part of North America and Hawaii far out in the Pacific Ocean. The United States of America borders Canada in the north and Mexico in the south. The United States is often called the US, the USA, or America.

One can't describe a country without mentioning its surface. The USA can be divided into the three main regions: the Appalachians in the east, the plain in the central part, the Cordilleras including the Rocky Mountains, Sierra Nevada and the dry Californian Valley between them in the west. Many rivers are flowing through the country, such as the swiftest Columbia and Colorado, the longest Mississippi with its main tributaries, the Missouri and the Ohio. The northeastern part of the USA comprises the region of the five Great Lakes (Superior, Huron, Michigan, Erie and Ontario) connected by natural channels, which are cut by rapids (the greatest one is the Niagara Falls).

The USA is rich in natural resources. It has vast areas of fertile soil, an abundant water supply and large areas of forests. There are also large deposits of minerals such as coal, iron ore, natural gas, etc.

The United States is the third largest country in the world in population (about 250 million people). About 94 per cent of the people were born in the United States. The largest foreign-born groups are Mexicans, Germans, Canadians, Italians, British and Cubans. The US has never had an official language, but English has always been the main language spoken in the country. Emigrants from the British Isles, including the nation's founders, spoke English. Spanish is the second most common language in the USA.

The US consists of fifty states and the District of Columbia. The District of Columbia is a piece of land set aside by the federal government for the nation's capital, Washington, D.C. The United States has a federal system of government with the President at the head.

The national symbols of the USA include the American flag and the Great Seal. There are fifty stars on the American flag symbolizing fifty states of the USA, and thirteen stripes representing thirteen original states. On the one side of the Great Seal there is an eagle holding an olive branch and arrows, which are symbolizing a desire for peace and the ability to wage a war. On the reverse side there is the Eye of Providence, representing God, and a pyramid dated 1776.

EXERCISE 11. Agree or disagree with the following statements.

1. The USA is the fourth largest country in the world in area.
2. The USA is the third largest country in the world in population.
3. Only 50 per cent of the people of the USA were born there.
4. The USA consists of fifty states and the District of Columbia.
5. The USA has the national emblems.

LISTENING

EXERCISE 12. Listen to the text and give a summary.

WASHINGTON, D.C.

The first President of the USA George Washington, in whose honour the city was named, chose the place for the capital between the states of Virginia and Maryland, on the Potomac River not far from the Atlantic Ocean. The City itself forms the District of Columbia abbreviated into D.C. The name of the capital is always used with this abbreviation not to be mixed up with another Washington, a state on the Pacific Coast.

Washington, D.C. is like no other city of the USA. New York is a centre of finance, shopping, fun; New Orleans deals with cotton; Chicago will sell you wheat and cattle. But Washington's only industry is government. The White House where the US President lives and works, the Capitol, the home of the US Congress, and the Supreme Court are all in Washington, D.C. About three-quarters of the population in Washington, D.C. are wholly or indirectly involved in the administrative machine and the general process of government.

If you go sightseeing in Washington, D.C., your attention will be attracted not only by such famous buildings as the Capitol and the White House, but also by the Washington Monument, the Lincoln Memorial, the Thomas Jefferson Memorial, the Smithsonian Institute, etc.

Washington, D.C. is not the largest city in the United States, but it is one of the most beautiful and unusual cities in the country, the first carefully planned capital in the world.

KEY VOCABULARY DEVELOPMENT

EXERCISE 13. Find in the texts English equivalents for these words and word combinations. It will help you understand the texts in details.

Четвертая по занимаемой площади страна в мире, охватывает, простираясь, далеко в, не упоминая, может быть разделена, между ними, ее главные притоки, естественные каналы, пороги, природные ресурсы, плодородная почва, огромные залежи, железная руда, основатели нации, отведенный, с президентом во главе, звезды, полосы, оливковая ветвь, стрелы, огромное желание, способность вести войну, на обратной стороне, недалеко от, чтобы не перепутать, не похож ни на какой другой город, пшеница, крупный рогатый скот, Верховный суд, Капитолий, три четверти населения, процесс

управления, посещение достопримечательностей, внимание будет привлечено, необычные города, тщательно планируемый.

EXERCISE 14. Try to enrich your vocabulary:

A. Find in the texts the words which have similar meanings to the following words.

Biggest, stretching, to comprise, chief, district, quickest, great, wish, well-known, nice.

B. Find in the texts the words which have the opposite meanings to the following words.

Smallest, in the east, in the north, wet, slowest, shortest, artificial, poor, always, peace, near, buy, directly, usual.

EXERCISE 15. Memorize the new words at the sentence level: fill in the blanks with the missing words in the following sentences. The first letter of each word has been given to help you.

1. The USA e... from the Atlantic Ocean in the east to the Pacific Ocean in the west. 2. The USA c... the fourth largest territory in the world. 3. The USA b... Mexico in the south. 4. We should mention the s... of the country. 5. Many rivers are f... through the country. 6. The natural channels are cut by r... . 7. There is vast area of f... soil in the USA. 8. He speaks Spanish, the second most c... language in the USA. 9. The piece of land, set a... by the federal government for the nation's capital, is between the states of Virginia and Maryland. 10. There are thirteen s... on the American flag.

GRAMMAR DEVELOPMENT

EXERCISE 16. Analyse the following grammatical forms (you may find them in the texts) and then try to translate them. It will help you understand the texts in details:

a) grammatical forms with the ending -ing:

a territory extending

without mentioning

the Cordilleras including

are flowing

emigrants including

fifty stars symbolizing

thirteen stripes representing

an eagle holding

are symbolizing

the Eye of Providence representing

a centre of shipping
go sightseeing
a famous building

b) grammatical forms with the ending -ed:

is often called	the United States
can be divided	are involved
lakes connected by	will be attracted
was named	the first planned capital
the District of Columbia abbreviated into	

c) grammatical forms with the ending -s:

the United States	the nation's founders
it covers	the US consists of
it also includes	the nation's capital
main regions	the national symbols
many rivers	stars and stripes
main tributaries	original states
the part comprises	the city itself forms
by rapids	New Orleans deals with
natural resources	Washington's only industry
vast areas	the US President lives and works
large deposits of minerals	three-quarters
foreign-born groups	unusual cities
Mexicans	emigrants

SPEAKING

EXERCISE 17. Complete the sentences in a logical way.

1. The Unites States of America is...
2. It covers...
3. It also includes...
4. It borders...
5. The USA can be divided into...
6. Many rivers are flowing...
7. The northeastern part of the USA comprises...

8. The USA has...
9. There are...
10. The US has never had...
11. Spanish is...
12. The US consists of...
13. The capital of the nation is...
14. The President is...
15. The national symbols are...

EXERCISE 18. Compare the three countries. Answer the questions and complete the grid.

Questions	Russia	The UK	The USA
1. What is the total area?			
2. How many people live there?			
3. What is the official language?			
4. What are the main natural resources?			
5. What river is the longest?			
6. What lake is the largest?			
7. What is the capital?			
8. What river is the capital located on?			
9. Who is the head of the country?			
10. What chambers (houses) does the Parliament (Congress) of the country consist of?			

EXERCISE 19. Read the dialogue, sum up the information and act out a similar dialogue.

THE CLIMATE OF THE USA

- A: Hello, Andrew! Are you in a hurry? Can you help me?
- B: Hello, Boris! What's the matter?
- A: You see, today at the English classes we'll discuss the climate of the USA. I haven't managed to get enough information about it. But I've heard you have already discussed this topic at your classes.
- B: You are absolutely right. I'll try to help you. There are different climatic zones on the territory of the USA. Besides, the weather is very changeable.
- A: Oh, yes! I do understand the reason of it. Being crossed by the mountain chains from the north to the south, the country is visited by cold winds from the north and warm winds from the south.

B: Good for you! Try to memorize the following: on the Pacific Coast are mild summers, cool winters, much rain; inland southwest it is very hot because of the desert and semidesert. Weather patterns in the southeast are similar to those in the northeast but warmer...

A: Sorry for interrupting you. What about Alaska and Hawaii?

B: Oh, the climate is quite different there. It is very cold on Alaska, and on Hawaii the climate is tropical.

A: Yes, I do know about it.

B: Don't forget that on the whole the climate in the USA is continental.

A: A thousand thanks!

B: Not at all. It was a real pleasure for me to do it.

EXERCISE 20. Act out a role-play.

ABOUT THE NAMES OF THE STATES

James Mitchell, an American from Las Vegas with a bachelor's degree in Geography, has come on a visit to Russia. The conversation is taking place between him and a Russian student Alex.

— Господин Митчелл, вы из какого штата?

— А почему ваш штат так называется? Что обозначает это слово?

— Неужели? Это прекрасно. Господин Митчелл, а вы говорите по-испански?

— Много еще штатов названы по-испански?

— I am from Las Vegas, Nevada.

— You see, 'Nevada' is a Spanish word meaning 'covered with snow'. It is not cold in my area. Melting snow is quick. But even from my house you can see snow-capped Rocky Mountains.

— Just a little. A lot of Mexicans live in our city.

— Not many, but still 'California' is a Spanish name which means 'heat of the oven'. 'Colorado' is a Spanish name for the river which means 'coloured red'. Besides, the names of many states have the Indian origin.

— Да, я знаю об этом. Например, штат Мичиган получил свое название от индейцев и означает «большое озеро».

— Здорово! Так все интересно. Мистер Митчелл, мне бы хотелось поговорить с вами как-нибудь еще.

— Good for you. There is a legend about the origin of the name 'Alabama'. It came from a warlike tribe of Indians. Once they came to the banks of the river and said: 'Alabama!' which meant 'Here we rest'.

— You are welcome.

EXERCISE 21. Arrange role-plays on the following subjects. Be as imaginative as you can.

1. You are a guide in Washington, D.C.

2. You are an American. You are on a visit to Russia. You are invited to one of the colleges. Now you are among Russian students. They are asking you questions about you and your country.

EXERCISE 22. Get ready for the different kinds of communication:

A. Memorize the following phrases.

Как поблагодарить, ответить на благодарность

Thanks a lot. — Спасибо большое.

Thanks awfully. — Ужасно благодарен.

Thank you very much. — Спасибо вам большое.

A thousand thanks. — Тысяча благодарностей.

I would like to thank you. — Мне бы хотелось поблагодарить вас.

Thank you for... — Спасибо за...

My gratitude cannot be expressed in words. — Моя благодарность не может быть выражена в словах.

I don't know how to thank you. — Я не знаю, как поблагодарить вас.

Don't mention it. — Не стоит упоминать об этом.

Not at all. — Не стоит благодарностей.

You are welcome. — Всегда к вашим услугам.

It's OK. — Все хорошо.

That's all right. — Все хорошо.

It was no trouble at all. — Мне это ничего не стоило.

It was a real pleasure for me to do it. — Мне было приятно сделать это для вас.

B. Read the dialogues and act out similar ones.

- I'd like to invite you to our party.
- A thousand thanks. At what time?
- Does 7 o'clock suit you?
- Fine. Thanks for inviting me...
- You are welcome!

* * *

- Good morning, Tom! How are you getting on?
- Good morning, Jane! Not too bad. Can't complain.
- You were great at the exam yesterday. My congratulations on your excellent results!
- Thank you very much. And what about your exam results?
- Don't know yet.
- Don't worry and relax. Don't take it to heart. I'd like to invite you to our party.
- Thank you for inviting me. At what time?
- Does 8 o'clock suit you?
- OK! Can I help you?
- Give it to me. See you soon.
- Bye for now!

WRITING

EXERCISE 23. Make up your own story on one of these topics.

1. The rivers in the USA.
2. The five great Lakes.
3. The population of the USA.
4. The Great Seal.
5. The places of interest in Washington.
6. The climate of the USA.

PROJECT WORK

EXERCISE 24. Compile information on the topic. Present the project to your group. You may use the following Internet site: www.lingustic.ru

TEST 4

1. Choose the proper words and fill in the blanks.

1. *The USA is the third largest country in the world in*

- A. area
B. natural resources
- C. population
D. coal
2. *It also includes ... in the northwestern part of North America.*
- A. Alaska
B. California
- C. Hawaii
D. Nevada
3. *The Rocky Mountains are in the*
- A. east
B. west
- C. north
D. south
4. *The Lake Ontario is located in the ... part of the USA.*
- A. northwestern
B. southwestern
- C. northeastern
D. southeastern
5. *It has vast areas of ... soil.*
- A. natural
B. large
- C. abundant
D. fertile
6. *The nation's founders spoke*
- A. Spanish
B. Italian
- C. English
D. Russian
7. *The name of the capital should not be mixed ... with a state on the Pacific Coast.*
- A. down
B. out
- C. up
D. aside
8. *The capital is ... no other city of the USA.*
- A. love
B. resemble
- C. like
D. name after
9. *The weather in the USA is very*
- A. mild
B. cold
- C. changeable
D. similar
10. *The word 'Michigan' means*
- A. heat of the oven
B. a large lake
- C. coloured red
D. covered with snow

2. Fill in the blanks with the proper grammatical forms.

1. *The tops of the mountains are ... with snow.*
- A. covering
B. having covered
- C. covered
D. having been covered

2. *The lakes are ... by natural channels.*

A. connecting	C. having connected
B. connected	D. having been connected
3. *The channels ... by rapids are long.*

A. cutting	C. having cut
B. cut	D. connected
4. *The place for the capital was ... aside by the federal government.*

A. set	C. having set
B. setting	D. having been set
5. *There are thirteen stripes on the American flag ... thirteen original states.*

A. having been represented	C. representing
B. represented	D. having represented
6. *The ... population took part in the process of government.*

A. involving	C. involved
B. being involved	D. having been involved
7. *... by the mountain chains from the north to the south, the country is visited by winds from the north and from the south.*

A. crossing	C. having crossed
B. being crossed	D. having been crossed
8. *He has not ... to get the information.*

A. managed	C. being managed
B. managing	D. having been managed
9. *The word 'nevada' is a Spanish word ... 'covered with snow'.*

A. meant	C. having meant
B. meaning	D. having been meant
10. *The winds ... from the north are very cold.*

A. blowing	C. blown
B. having been blown	D. visited

3. The text contains different mistakes: 1 — in spelling, 6 — in grammar. Correct the mistakes and rewrite the text.

The building of the Capitol have got its name from the temple (храм) in Rome. The Capitol consist of a central building with a great dome and two galleries. Under the dome there are a monumental hall calling the Rotunda. There are 540 rooms in these huge building. The Capitol Building stand on the Capitol Hill, the highest point of the city, that's why the Capitol Building is seen from any point of the capital.

4. Answer the multiple-choice questions about the United States of America.

1. *What territory does the USA occupy?*
 - A. About nine thousand four hundred square kilometres.
 - B. About nine million four hundred square kilometres.
 - C. About nine million four hundred thousand square kilometres.
2. *What countries does the USA border?*
 - A. Canada, Mongolia.
 - B. Mexico, Spain.
 - C. Canada, Mexico.
3. *What are the major rivers of the USA?*
 - A. The Mississippi, the Columbia, the Colorado.
 - B. The Missouri, the Ohio, the Niagara.
 - C. The Columbia, the Colorado, the California.
4. *How many million people live in the USA?*
 - A. About two hundred fifty thousand people.
 - B. About two hundred fifty million people.
 - C. About fifty million people.
5. *Where is the capital of the country located?*
 - A. Between the states of New Jersey and New York.
 - B. Between the states of Virginia and Maryland.
 - C. Between the states of Washington and Oregon.
6. *In what part of the country is it very hot?*
 - A. Inland southwest.
 - B. On the Pacific Coast.
 - C. On the Atlantic Coast.
7. *What part of the country has the tropical climate?*
 - A. Hawaii.
 - B. The Pacific Coast.
 - C. The Atlantic Coast.
8. *Who is the head of the State?*
 - A. The King.
 - B. The President.
 - C. The Queen.

Unit 12

<i>Theme:</i>	HOLIDAYS IN THE UK AND USA
<i>Texts:</i>	1. Christmas 2. Social Events and Ceremonies in the USA and UK
<i>Dialogues:</i>	1. Festivals and Special Days in the UK 2. Festivals and Special Days in the USA
<i>Grammar revision</i>	
<i>Project 5</i>	
<i>Test 5</i>	

KEY VOCABULARY

EXERCISE 1. Read and guess the meanings of the new words. It will help you read and discuss the texts and dialogues, arrange the role-plays, present the projects. If you have some difficulties use the dictionary at the end of this book and Internet site www.english-globe.ru

- 1) *to take place*. Christmas takes place on December 25th.
- 2) *busy*. The shops are very busy before Christmas.
- 3) *to decorate*. Many shops decorate their buildings with Christmas trees.
- 4) *lights*. Many shops decorate their buildings with lights.
- 5) *to hang (hung)*. People hang decorations from the ceiling.
- 6) *shiny*. People hang shiny, brightly coloured decorations along the walls.
- 7) *the edge*. In the US some people put small lights along the edges of the windows.
- 8) *the roof*. In the US some people put small lights along the edges of the roof.
- 9) *both... and...* Some people in both the UK and the US decorate their front doors.
- 10) *a wreath*. Some people in both the UK and the US decorate their front doors with a wreath.
- 11) *a leaf (leaves)*. Some people in both the UK and the US decorate their front doors with a wreath, a circle made of green leaves.

- 12) *Eve*. The day before Christmas is known as Christmas Eve.
- 13) *the church*. Some people go to church to a special service.
- 14) *excited*. Children get very excited on Christmas Eve.
- 15) *the chimney*. Children believe that Santa Claus will come down the chimney of their house in the night.
- 16) *a sock, a stocking*. Children believe that Santa Claus will put presents in the Christmas stocking (a special bag shaped like a large sock).
- 17) *the mantel*. Children believe that Santa Claus will put presents in the Christmas stocking on the mantel.
- 18) *a turkey*. Christmas Dinner is typically turkey with potatoes and other vegetables.
- 19) *a store, sales*. In the US many stores have special sales after Christmas.
- 20) *cheap goods*. Many stores have a period of time when goods can be bought cheaper.
- 21) *a servant*. Rich people gave their servants a present of money known as a 'Christmas box'.
- 22) *to take down*. On Twelfth Night people take down the decoration.
- 23) *to remove*. On Twelfth Night people take down the decoration and remove the Christmas trees.
- 24) *graduation*. In US high schools there is a formal ceremony for graduation.
- 25) *to complete*. There is a formal ceremony for graduation when students have completed their high school education.
- 26) *to wear (wore, worn) a gown*. Students wear special hats and gowns (long, loose pieces of clothing worn for special ceremonies).
- 27) *to earn the highest grades, a valedictorian*. The student who has earned the highest grades in his/her grades all through the high school is the class valedictorian.
- 28) *to print*. His photo may be printed in the local newspaper.
- 29) *a prom*. A special formal dance is called a prom.
- 30) *to sign*. Most students buy a yearbook each year, and their friends write messages in it and sign it.
- 31) *to go in for*. Many students go in for sports.
- 32) *the fete*. The fete is a day of enjoyment and entertainment.
- 33) *to celebrate*. There are some specific holidays which are celebrated only in the UK.
- 34) *a pancake*. One of the holidays is Pancake Day when people eat pancakes.

- 35) *Easter, Lent*. Pancake Day is before Easter, and people eat cakes because they are not allowed to eat milk, butter and eggs during Lent.
- 36) *a poppy*. There is a special day in the UK when people wear red paper poppies.
- 37) *bonfires, fireworks*. During Bonfire Night there are a lot of bonfires and fireworks in the streets.
- 38) *to remind*. I have forgotten about it, remind me, please.
- 39) *to fail*. Guy Fawkes tried, but failed, to destroy the Houses of Parliament.
- 40) *gunpowder*. Guy Fawkes tried, but failed, to destroy the Houses of Parliament with gunpowder.

EXERCISE 2. Read the international words and mind the stress.

Deco'ration, 'service, 'pudding, 'period, sport, tele'vision, 'ceremony, 'student, dip'loma, course, 'photograph, 'football, ho'tel, tra'dition, 'parliament.

EXERCISE 3. Try to enrich your vocabulary:

A. Analyse the following words with different suffixes, divide them into two groups: nouns and adjectives

Important, public, special, picture, decoration, television, social, graduation, education, musical, formal, message, enjoyment, entertainment, specific, silent, tradition, parliament, pleasure.

B. Make up as many words as you can by combining different parts of the words.

un-	graduat(e)	-ion	-al
	educat(e)	-ment	-ant
	music	-ure	-able
	form		
	enjoy		
	entertain		
	pleas(e)		

C. The word in capitals at the end of each sentence should be changed to form a word that fits suitably in the blank space.

1. It was a real ... to listen to that song PLEASE.
2. There is a ... dance after graduation FORM.

3. The fete is a day of ... ENJOY.
4. They often go to the ... theatre MUSIC.
5. He has completed his high school ... EDUCATE.

EXERCISE 4. Memorize the words at the phrase level:

A. Match the adjectives in column A with the nouns in column B to form meaningful phrases.

A	B
1) shiny	a) gown
2) busy	b) door
3) cheap	c) holiday
4) loose	d) decorations
5) public	e) area
6) special	f) leaves
7) social	g) shops
8) main	h) goods
9) green	i) events
10) formal	j) ceremony

B. Decide which of the verbs on the left collocate with the nouns on the right.

1) to decorate	a) the Christmas tree
2) to hang	b) a yearbook
3) to take down	c) the building
4) to remove	d) lights
5) to complete	e) the decorations
6) to wear	f) sports
7) to earn	g) the grades
8) to print	h) the education
9) to sign	i) the photograph
10) to go in for	j) a gown

EXERCISE 5. Memorize the word combinations which appear in the texts and dialogues. Pay attention to the prepositions.

On December 25th, presents for, before Christmas, decorate with lights, pictures with snowmen, on them, made of paper, from the ceiling,

along the walls, along the edges of the windows, the main door of their houses, made of green leaves, go to church, have a drink with friends, on Christmas Eve, in the night, at the end of their beds, on the mantel, with their families, turkey with potatoes, after Christmas Day, a period of time, on the day after Christmas, in the past, a present of money, a ceremony for graduation, loose piece of clothing, through the high school, at the graduation ceremony, in the local newspaper, by the students, at the end of the last year, at a hotel, in it, go in for sports, in primary schools.

EXERCISE 6. Read the word definitions and then:

A. Agree or disagree with the following definitions.

1. *A prom* is a formal dance given for students in a high school or college class.
2. *A fete* is a day of public enjoyment and entertainment held usually out of doors in villages in summer.
3. *An edge* is a part or place where something ends or begins.
4. *A wreath* is an arrangement of flowers or leaves in a circle.
5. *An eve* is the night or day before the stated religious day or holiday.

B. Match each word with its correct definition.

a sock, a stocking, a mantel, a turkey, a servant

1. A frame surrounding a fireplace.
2. A large bird.
3. A closely fitting garment for a woman's leg and foot which is usually made from a thin light material.
4. A person who is paid to do personal services for someone.
5. A covering of soft material for the foot, usually worn inside a shoe.

C. Find the definitions for some other words which you consider to be important for this topic. Use Internet sites: www.macmillandictionaries.com/online; www.wordaz.com.

EXPLORING GRAMMAR

EXERCISE 7. Read the sentences and give the Russian equivalents. If you have some difficulties use the grammar reference at the end of the book or Internet sites: <http://www.english-test.net/>.

1. There were many shops decorated with lights. 2. Brightly coloured decorations are made of paper. 3. A wreath is made of green leaves. 4. Children get excited on Christmas Eve. 5. Santa Claus will come down the chimney of the house in the night. 6. People are spending the day with their families. 7. Having special sales, the shops are busy. 8. Rich people gave their servants presents, known as 'Christmas boxes'. 9. The people have removed their Christmas trees. 10. Having completed their high school education, they were having a formal ceremony.

EXERCISE 8. Make up your own sentences according to the models.

a) Model:

They traditionally buy presents for their friends.

They have already bought presents for their friends.

1. They usually decorate the house with lights. 2. As a rule we send Christmas cards to our friends. 3. Children often meet Santa Claus in the street. 4. Parents always put presents in the Christmas stocking. 5. They usually spend the day with their families.

b) Model:

Christmas is the most important public holiday in the US and UK, it takes place on December 25th.

Being the most important public holiday in the US and UK, Christmas takes place on December 25th.

1. Christmas cards are very beautiful, they usually have pictures with Christmas trees, snowmen, Santa Claus. 2. Christmas is a public holiday, it is spent by people in the families. 3. It is a formal ceremony, it is held after graduation. 4. It is a special formal dance, it is called a prom. 5. Many stores are visited by many people, the stores are very busy.

EXERCISE 9. Fill in the blanks with the proper grammar form of the verb to practise the use of tenses and verbals. The verb is given in brackets at the end of each sentence.

1. ... shaped like a large sock, the Christmas stocking is put on the mantel (to be). 2. ... special sales, the shops are full of people on the day after Christmas (to have). 3. They ... already their Christmas tree (remove). 4. The student ... the highest grades in his course all through the high school (to earn). 5. His photograph ... in the local newspaper (to print).

READING

EXERCISE 10. Read the text and focus on its essential facts and then:

A. Choose the most suitable heading for each paragraph.

- 1) Special Sales;
- 2) Christmas Presents;
- 3) Christmas Eve;
- 4) The Home Decoration for Christmas;
- 5) Christmas Dinner.

B. Make a précis of the text, using the following phrases.

1. The title of the text is...
2. The text is about... The text deals with...
3. The text covers such points as...
4. It should be underlined that...
5. In conclusion I should say that...
6. To my mind... In my opinion...

CHRISTMAS

Christmas is the most important public holiday in the US and UK and takes place on December 25th. People traditionally buy presents for their friends and family for Christmas. Before Christmas the shops are very busy. Many shops decorate their buildings with lights and Christmas trees. Some big shops also have a special area decorated like Santa's home, where children can meet Santa and tell him what presents they want. People also send Christmas cards to their friends to say Merry Christmas. Christmas cards usually have pictures with Christmas trees, snowmen, Santa Claus.

Many people decorate their homes for Christmas. Most people buy Christmas trees. They put small lights and decorations on them. In the UK people hang shiny, brightly coloured decorations made of paper from the ceiling or along the walls inside their homes. In the US some people put small lights along the edges of their windows, the roof and the main door of their houses. Some people in both the UK and the US decorate their front doors with a wreath, a circle made of green leaves.

The day before Christmas Day is known as Christmas Eve. Some people go to church to a special service. Other people have a drink with their friends. Children get very excited on Christmas Eve because they believe that Santa Claus will come down the chimney of their house in the night

and put presents in the Christmas stocking (a special bag shaped like a large sock) at the end of their beds or on the mantel.

Christmas Day is a public holiday, and people spend the day with their families. They open their presents and then have a special meal called Christmas Dinner. This is typically turkey with potatoes and other vegetables. In the UK Christmas pudding follows this.

In the US many stores have special sales (a period of time when goods can be bought cheaper) on the day after Christmas. In the UK the sales usually start later and are known as the January sales. In the UK the day after Christmas Day is called Boxing Day and is also a public holiday. It is called Boxing Day because in the past it was the day when rich people gave their servants a present of money known as a 'Christmas box'. A lot of sport is played on Boxing Day, and many people watch sport on television. Twelfth Night is twelve days after Christmas and is the day when people take down their decorations and remove their Christmas trees.

EXERCISE 11. Agree or disagree with the statements. Add some more information.

1. Christmas is the most important public holiday in the US and UK.
2. The shops are not very busy before Christmas.
3. Most shops do not decorate their buildings.
4. The day before Christmas Day is known as Christmas Eve.
5. On Christmas Day people eat only pudding.

LISTENING

EXERCISE 12. Listen to the text and give a summary.

SOCIAL EVENTS AND CEREMONIES IN THE USA AND UK

In US high schools there is a formal ceremony for graduation when the students have completed their high school education. Students wear special hats and gowns (long, loose pieces of clothing worn for special ceremonies) and receive their diploma. The student who has earned the highest grades in his/her courses all through the high school is the class valedictorian. The valedictorian usually gives a speech at the graduation ceremony, and in smaller towns his/her photograph may be printed in the local newspaper.

Sports events, especially football, are very popular in US schools. There are often dances, plays and musical events organized by the students. At the end of the last year of high school there is a special formal dance,

often held at a hotel, called a prom. Most students buy a yearbook each year, and their friends write messages in it and sign it.

In the UK schools often have dances, plays and musical events as well, and many students go in for sports. In primary schools the sports day and the fete (a day of enjoyment and entertainment) are important events.

KEY VOCABULARY DEVELOPMENT

EXERCISE 13. Find in the texts English equivalents for these words and word combinations. It will help you understand the texts in details.

Состоится 25 декабря, покупают подарки для друзей, украшают здания огоньками, украшенная как дом для Санта-Клауса, какие подарки они хотят, посылают рождественские открытки, чтобы поздравить с Рождеством, большинство людей, вешают сверкающие яркие украшения, вдоль стен, по краю окон, парадная дверь, сделанный из зеленых листьев, за день до Рождества, ходят в церковь на специальную службу, очень возбуждены, через трубу дома, ночью, на краю кроватей, на камине, индейка с картофелем и другими овощами, за этим следует пудинг, специальные распродажи, товары можно купить дешевле, в день после Рождества, обычно начинаются позже, в прошлом, проводится много спортивных игр, снимают украшения, общественные события, официальная церемония, посвященная выпуску, специальные головные уборы и мантии, достиг самых высоких успехов, студент-выпускник (произносящий прощальную речь), на протяжении, произносит речь, могут напечатать в местной газете, в конце последнего года старшей школы, студенческий курсовой бал, пишут пожелания в ней, также, занимаются спортом, в начальных школах.

EXERCISE 14. Try to enrich your vocabulary:

A. Find in the texts the words which have similar meanings to the following words.

Stores, large, to wish, also, to begin, much, to finish, to get.

B. Find in the texts the words which have the opposite meanings to the following words.

After, to sell, big, outside, without, to close, more, expensive, to finish, earlier, poor, informal, short, tight, the beginning, the first.

EXERCISE 15. Memorize the new words at the sentence level: fill in the blanks with the missing words in the following sentences. The first letter of each word has been given to help you.

1. People h... bright decorations inside their homes. 2. They decorate their front doors with a w... . 3. They go to c... to a special service. 4. Children get e... on Christmas Eve. 5. Santa will put presents on the m... . 6. People eat t... for Christmas Dinner. 7. During special sales people can buy c... goods. 8. Rich people presented their s... with money. 9. Some students e... the highest grades. 10. The best students are called v... .

GRAMMAR DEVELOPMENT

EXERCISE 16. Analyse the following grammatical forms (you may find them in the texts) and then try to translate them. It will help you understand the texts in details:

a) grammatical forms with the ending *-ed*:

brightly coloured decorations
a special bag shaped like a large sock
is played
have completed
has earned
may be printed
organized by the students
formal dance called a prom

b) grammatical forms with the ending *-s*:

takes place
buy presents
for their friends
many shops
with lights
green leaves

SPEAKING

EXERCISE 17. Complete the sentences in a logical way.

1. Christmas is the most...
2. People traditionally buy...
3. Many shops decorate...

4. People send...
5. Many people decorate...
6. Some people go to...
7. Children are very excited because...
8. People spend the day with...
9. People have a special...
10. Many stores have...
11. Twelfth Night is the day when...
12. In US high school there is...
13. Students wear...
14. The valedictorian usually gives...
15. In the UK schools often have...

EXERCISE 18. Answer the questions about holidays in the UK and US.

1. What is the most important public holiday in the US and UK?
2. When does it take place?
3. Why are the shops very busy before Christmas?
4. How do many shops decorate their buildings?
5. Where can children meet Santa Claus?
6. How people decorate their homes for Christmas?
7. What is the day before Christmas Day called?
8. How do people spend their time?
9. Why do children get excited on Christmas Eve?
10. What do people usually eat for Christmas Dinner?
11. When can people buy cheaper goods?
12. Where and when is Boxing Day celebrated?
13. Why is it called Boxing Day?
14. What do people usually watch on TV?
15. When do people remove Christmas trees?
16. What do students wear during a formal ceremony for graduation?
17. Who usually gives a speech at the graduation ceremony?
18. What may be printed in the local newspaper?
19. What events are very popular in US schools?
20. What events take place in the UK schools?

EXERCISE 19. Read the dialogue, sum up the information and act out a similar dialogue.

FESTIVALS AND SPECIAL DAYS IN THE UK

- A: Do you know any specific holidays which are celebrated only in the UK?
 B: Sure. One of them is Pancake Day when people eat pancakes.

- A: Oh, I know. This day is before Easter.
- B: Not quite. It is the last day before Lent, a period of forty days when people eat only simple food. They eat pancakes because they are not allowed to eat milk, butter and eggs during Lent.
- A: A funny tradition. Any other tradition and holidays?
- B: A special day in the UK when people wear red paper poppies and are silent for two minutes at 11 o'clock to show respect for the men and women who were killed in World Wars I and II.
- A: Sorry for interrupting you... I have read about this tradition. It is called Remembrance Sunday.
- B: Right you are. And have you ever heard about Guy Fawkes' Night, which is celebrated on the 5th of November?
- A: Yes, it is also called Bonfire Night when there are a lot of bonfires and fireworks in the streets.
- B: Do you know why?
- A: Remind me, please.
- B: This is done to remember the time when Guy Fawkes tried, but failed, to destroy the Houses of Parliament with gunpowder in 1605.
- A: Thanks a lot. It was a real pleasure to talk with you.
- B: You are welcome.

EXERCISE 20. Act out a role-play.

FESTIVALS AND SPECIAL DAYS IN THE USA

Russian students are talking with an American journalist about specific US holidays.

— Чтобы показать свое уважение к президентам США, у американцев есть специальный праздник, не так ли?

— Sure. The third Monday in February is President's Day. On this day the Americans remember the birthdays of George Washington and Abraham Lincoln.

— Есть ли еще какие-нибудь специфические праздники, которые празднуются только в США?

— A very beautiful holiday is Mardi Gras. In the days before Lent there is a carnival in New Orleans, Louisiana, with drinking, dancing, entertainment and a parade.

— Я слышал, что у вас есть праздник вашего государственного флага. Это так?

— День независимости, День благодарения, День Колумба... У вас много праздников.

— Хотелось бы узнать, как отмечаются эти праздники.

— Yes, you are right. The 14th of June is Flag Day, the day when the US flag was officially accepted and first used in 1777.

— Yes, the 4th of July is Independence Day, the fourth Thursday in November is Thanksgiving Day, the 12th of October is Columbus Day, and many others.

— You are welcome.

EXERCISE 21. Arrange role plays on the following subjects. Be as imaginative as you can.

1. You are in a shop before Christmas. You are talking with the shop assistant.
2. You are a valedictorian. You are giving a speech at the graduation ceremony.

EXERCISE 22. Get ready for the different kinds of communication:

A. Memorize the following phrases.

Как извиниться и ответить на извинение

Sorry. — Извините.

Excuse me. — Извините меня.

I must apologize to you. — Я должен извиниться перед вами.

I beg your pardon. — Я прошу прощения.

Forgive me, please. — Простите меня, пожалуйста.

Excuse my interrupting you. — Извините, что перебиваю вас.

Sorry for being late. — Извините, что опоздал.

That's alright. — Ничего страшного.

It's OK. — Все хорошо.

No need to be sorry. — Нет нужды извиняться.

Don't worry. — Не волнуйтесь.

Forget it. — Забудьте это.

Please don't apologize. — Пожалуйста, не извиняйтесь.

Never mind. — Ничего страшного.

B. Read the dialogues and act out similar ones.

- I'm terribly sorry I'm late. It was very difficult to find your office.
- That's quite all right. Sit down, please. Perhaps now I could start asking you questions... Why do you want to leave your present job and join us?
- I don't feel my qualifications are being properly used. What does the job of general assistant in your office involve? What...
- Excuse my interrupting you, but you may read all about this job in this leaflet.

* * *

- Oh, David! I'm terribly sorry. I'm late.
- Hi, Kate! That's all right! Glad to see you!
- Nice to see you too. What about your exam results?
- Don't know yet. But I'm a little bit nervous about...
- Excuse my interrupting you. Don't worry. Everything will be all right!
- We'll wait and see. Let's go somewhere together.
- I don't mind.

WRITING

EXERCISE 23. Make up your own story on one of the topics.

1. Christmas is the most important public holiday in the US and UK.
2. Special sales after Christmas Day.
3. Boxing Day.
4. A formal ceremony for graduation in the USA.

PROJECT WORK

EXERCISE 24. Compile information on the topic. Present the project to your group. You may use the following Internet sites: www.projectbritain.com; www.linguistic.ru

TEST 5

1. Choose the proper words and fill in the blanks.

1. *Pancake Day is celebrated before ...*
 - A. Mardi Gras
 - B. Lent
 - C. Christmas
 - D. Flag Day

2. *On this holiday people wear red paper*
 A. decorations C. goods
 B. pancakes D. poppies
3. *The ... is a day of enjoyment and entertainment.*
 A. fete C. wreath
 B. valedictorian D. prom
4. *The photo may be ... in the newspaper.*
 A. completed B. removed C. signed D. printed
5. *Santa Claus may come through a*
 A. wreath B. church C. chimney D. edge
6. *The walls are decorated with ... coloured paper.*
 A. shiny B. cheap C. excited D. completed
7. *After Christmas Day in the US many shops have special*
 A. sales B. goods C. lights D. leaves
8. *People put small lights along the*
 A. stocking B. turkey C. roof D. graduation
9. *A special formal dance is called a*
 A. prom B. fete C. sign D. event
10. *On Pancake Day people eat*
 A. turkey B. vegetables C. pancakes D. pudding

2. Fill in the blanks with the proper grammatical forms.

1. *... high school there is a formal ceremony.*
 A. Graduating from C. Graduate from
 B. On graduating from D. Graduated from
2. *He ... presents for his friends.*
 A. have bought C. has bought
 B. buy D. buying
3. *A special area in the shop ... like Santa's home.*
 A. decorated C. has decorated
 B. is decorated D. decorating
4. *Cards ... by people on Christmas Day have pictures with Santa Claus, Christmas trees, snowmen.*
 A. send C. sende
 B. sent D. sending

5. *Most people ... already ... Christmas trees.*
- | | |
|---------------|----------------|
| A. has bought | C. to buy |
| B. was buying | D. have bought |
6. *... the day with their families people have a special meal called Christmas Dinner.*
- | | |
|-------------|-------------------|
| A. Spending | C. On spending |
| B. Spent | D. After spending |
7. *As a rule children ... the Christmas stockings at the end of their beds on the mantel.*
- | | |
|------------|-------------|
| A. putting | C. put |
| B. puting | D. have put |
8. *In the UK the sales usually ... later.*
- | | |
|-------------|-------------------|
| A. starting | C. starts |
| B. start | D. having started |
9. *In the past rich people ... their servants with money.*
- | | |
|--------------|---------------|
| A. presented | C. presenting |
| B. present | D. presents |
10. *In a day they ... their Christmas tree.*
- | | |
|----------------|-----------------|
| A. will remove | C. have removed |
| B. removes | D. removing |

3. The text contains different mistakes: 5 — in spelling, 3 — in grammar. Correct the mistakes and rewrite the text.

Most people in the US knows important historikal facts about George Washington, such as that he was a millitary leader in the American Revolution, and that he become the first President of the US. He is often call 'the Father of Our County', and many turists visit Mount Vernon, the home where he and his wife Martha lived in Virginia. His birthday is celebrated every year on Febryry 22nd as a public holiday called President's Day.

4. Answer the multiple-choice questions about holidays in the USA and UK.

1. What holidays are celebrated in the UK?

A. Mardi Gras, Pancake Day.
B. Mardi Gras, President's Day.
C. Pancake Day, Guy Fawkes Night.

2. What holidays are celebrated in the USA?
 - A. Thanksgiving Day, Columbus Day.
 - B. Mardi Gras, Pancake Day.
 - C. Pancake Day, Guy Fawkes Night.
3. On what holiday do people wear red paper poppies?
 - A. On Mardi Gras.
 - B. On Remembrance Sunday.
 - C. On Guy Fawkes Night.
4. On what holiday are there a lot of bonfires in the street?
 - A. On Mardi Gras.
 - B. On Remembrance Sunday.
 - C. On Guy Fawkes Night.
5. *When is President's Day in the USA?*
 - A. The second Monday in February.
 - B. The third Monday in February.
 - C. The fourth Thursday in November.

Unit 13

<i>Theme:</i>	EDUCATION
<i>Texts:</i>	1. Informal and Formal Education 2. General and Vocational Education
<i>Dialogues:</i>	1. Education in the UK 2. Education in the USA
<i>Grammar:</i>	The Complex Object
<i>Project 6</i>	
<i>Test 6</i>	

KEY VOCABULARY

EXERCISE 1. Read and guess the meanings of the new words. It will help you read and discuss the texts and dialogues, arrange the role-plays, present the projects. If you have some difficulties use the dictionary at the end of this book and Internet site www.english-globe.ru

- 1) *experience, learning experiences.* Education includes different kinds of learning experiences.
- 2) *a sense, in the broadest sense.* In its broadest sense, education is the ways in which people get knowledge and understanding about the world and about themselves.
- 3) *a skill, to learn skills.* The pupils are learning different skills.
- 4) *to gain, to gain knowledge.* People gain knowledge about the world.
- 5) *a scheme.* We'll use this scheme while discussing the problem.
- 6) *formal, informal.* We'll discuss formal and informal education.
- 7) *daily, daily life.* People are involved in learning during their daily life.
- 8) *manner, with good manners.* Children are taught to eat with good manners.
- 9) *to ride, to ride a horse, to ride a bicycle.* Children learn to ride a bicycle.
- 10) *to pass, to pass an exam.* At the university he has to pass different kinds of exams.
- 11) *to be in charge of.* The Minister of Education is in charge of education at all the levels.

- 12) *to expect*. I expect she will pass the exam.
- 13) *both... and...* Education includes both informal and formal ways of learning.
- 14) *vocational education*. School systems provide both general and vocational education.
- 15) *gifted, physically or mentally handicapped*. Most countries provide education both for gifted and for physically or mentally handicapped children.
- 16) *an adult*. The country provides education both for children and for adults.
- 17) *an aim, to aim*. The aim of vocational education is to prepare the students for a job.
- 18) *intelligent*. She is a very intelligent student.
- 19) *responsible*. The Minister of Education is responsible for education at different levels.
- 20) *to transmit*. The information is transmitted from one computer to another through a telephone line.
- 21) *a heritage, a cultural heritage*. The aim of general education is to transmit a common cultural heritage.
- 22) *carpentry*. At technical schools students are taught carpentry, metalwork and electronics.
- 23) *to require*. The regulations require that all students shall attend at least 90 per cent of the lectures.
- 24) *further, further education*. On leaving school adults may take up further education.
- 25) *compulsory*. Primary and secondary education is compulsory in most countries.
- 26) *beyond*. The pupils who stay in school at the age of 16 and beyond this age, will prepare for the General Certificate of Education examination at Advanced Level.
- 27) *to support*. The higher schools in the UK are mainly supported by public funds.
- 28) *by correspondence*. The Open University in the UK provides degree courses by correspondence.
- 29) *instead*. It's too wet to go for a walk, let's go to the swimming pool instead.
- 30) *junior, senior*. High schools in the USA may be junior and senior.
- 31) *to earn*. He earns much money.

EXERCISE 2. Read the international words and mind the stress.

Form, dis'cussion, 'telephone, i'nitiative, 'visit, mu'seum, ,tele'vision, show, 'video, 'radio, 'programme, test, e'xam, inst'ruction, 'college, ,uni'versity, 'system, 'type, dip'loma, cer'tificate, 'nation, in'form, de'sign, 'culture, 'specialist, ,arith'metic, ge'ography, 'history, 'student, elect'ronics, 'course, pro'fession, ca'reer, ,agri'culture, 'architecture, 'business, 'medicine, ma'terial, infor'mation, 'public, corpo'ration, 'institute.

EXERCISE 3. Try to enrich your vocabulary:

A. Analyse the following words with different suffixes, divide them into two groups: nouns and adjectives.

Informal, formal, education, different, experience, useful, language, teacher, television, instruction, childhood, learner, nation, general, vocational, special, intelligent, cultural, heritage, specialist, technical, professional, agriculture, architecture, pleasure, educational, public, independent, corporation, correspondence, assistance, Russian, American, conversation, national, attendance.

B. Make up as many words as you can by combining different parts of the words.

in-	differ	-ent
	use	-ful
	teach	-er
	learn	-ist
	special	
	depend	

C. Complete the sentences: the word in capitals at the end of each sentence should be changed to form the word that fits suitably in the blank space.

1. British universities are ... from the public system of education DEPEND.
2. ... expect students to pass the exam TEACH.
3. Students should come to college ... REGULAR.
4. Pupils are taught ... subjects DIFFER.
5. ... study various subjects with the teacher at the head LEARN.

EXERCISE 4. Memorize the words at the phrase level:

A. Match the adjectives in column A with the nouns in column B to form meaningful phrases.

A	B
1) different	a) childhood
2) formal	b) scheme
3) useful	c) amount
4) large	d) education
5) intelligent	e) subjects
6) young	f) heritage
7) good	g) manners
8) early	h) schools
9) cultural	i) citizens
10) technical	j) people

B. Decide which of the verbs on the left collocate with the nouns on the right.

1) to include	a) subjects
2) to involve	b) knowledge
3) to learn	c) a call
4) to gain	d) a show
5) to ride	e) exams
6) to make	f) a bicycle
7) to get	g) people
8) to visit	h) skills
9) to watch	i) information
10) to pass	j) a shop
11) to enter	k) the university
12) to earn	l) money

EXERCISE 5. Memorize the word combinations which appear in the texts and dialogues. Pay attention to the prepositions

About the world, about themselves, for discussing, to divide into, during their daily life, for example, by hearing, by trying, in the same formal manner, with good manners, on their own initiative, without a teacher,

look at a videotape, listen to the radio, at different kinds of schools, in most countries, a system of formal education, during their early childhood, in this type of education, in charge of education, with the teachers at the head, to come to school, in their learning, at the end of their learning, the school systems of all modern nations, for gifted children, after leaving school, a large amount of time, aims at producing, in secondary schools, the aim of vocational education, for a job, between the ages of 5 and 16, agree with you, at the age of 15, beyond the age of 16, by public funds, by correspondence, in their own homes, about it, is responsible for, at all stages, by name.

EXERCISE 6. Read the word definitions and then:

A. Agree or disagree with the following definitions.

1. *A skill* is a special ability to do something well, especially as gained by learning and practice.
2. *A sense* is good and especially practical understanding.
3. *A manner* is the way or method in which something is done or happens.
4. *An adult* is a fully grown person, especially a person over an age stated by law, usually 18 or 21.
5. *A heritage* is an object, custom or quality which is passed down over many years within a nation, social group or family and is thought of as something valuable and important which belongs to all its members.

B. Match each word with its correct definition

carpentry, to transmit, experience, to gain, intelligent

1. The art of work of a person who is skilled at making and repairing wooden objects, especially one who does this as a job.
2. Having or showing powers of learning, reasoning or understanding.
3. To send or pass from one person, place, thing to another.
4. Knowledge or skill which comes from practice in an activity or doing something for a long time, rather than from books.
5. To get something useful, wanted.

C. Find the definitions for some other words which you consider to be important for this topic. Use Internet sites: www.macmillandictionaries.com/online; www.wordaz.com.

EXPLORING GRAMMAR

EXERCISE 7. Read the sentences and give the Russian equivalents. If you have some difficulties use the grammar reference at the end of the book or Internet sites: <http://www.english-test.net/>.

1. We consider *education to be* the ways in which people learn skills, gain knowledge and understanding about the world and about themselves. 2. Teachers expect *learners to come* to school regularly and on time. 3. Teachers suppose *learners to work* at about the same speed as their classmates. 4. Teachers wish *learners to pass* exams successfully. 5. Teachers want *them to take up* their education after leaving school. 6. He wants *the material* about the educational system *to be memorized*. 7. The parents made *him enter* this university. 8. They expected *us to support* him. 9. We know *him to have entered* the university. 10. I heard *Mr Brown congratulate* Jane on her birthday.

EXERCISE 8. Make up your own sentences according to the models.

a) Model:

Has Mary filled in the form? (to see) — Yes, I saw her fill in the form.

1. Has Mr Brown congratulated Jane on her birthday? (to hear) 2. Did Peter come in? (watch) 3. Did John apologize to her? (to hear) 4. Has James done it? (to feel) 5. Did Mary write a composition? (to see)

b) Model:

We expect that they will come tomorrow.

We expect them to come tomorrow.

1. The parents suppose that their son will pass that exam. 2. The government considers that the vocational education develops trained specialists. 3. They believe that the general education transmits cultural heritage. 4. We know that primary school pupils are taught such skills as reading, writing and arithmetic. 5. We know that they also receive instruction in different subjects.

c) Model:

Мы не ожидали, что он придет.

We didn't expect him to come.

1. Мы не предполагали, что вы сделаете это. 2. Преподаватель hopes, чтобы они написали сочинение об этом. 3. Я желаю, чтобы вы

поступили в этот университет. 4. Он считает, что она переведет этот текст хорошо. 5. Я не ожидал, что они учатся здесь.

d) Model:

Преподаватель заставил студентов посещать лекции.

The teacher made the students attend lectures.

1. Мать заставила дочь почистить ковер. 2. Она заставила его спеть. 3. Он заставил ее написать статью. 4. Я заставил его встать и выйти. 5. Он заставил нас ответить на вопросы.

EXERCISE 9. Fill in the blanks to practise the use of the Complex Object (the verb is given in brackets at the end of each sentence).

1. They saw him ... the street (to cross). 2. We think him ... a composition (to write). 3. We think the composition ... by him (to write). 4. The mother made her daughter ... the text (to translate). 5. The mother supposes the children ... TV (to watch). 6. The teacher supposed the students ... the material about the educational system in the country (to study). 7. The teacher supposed the material about the educational system ... by the students (to study). 8. Mary allowed the book ... into the bookcase (to put). 9. They expected him ... the exam (to pass). 10. I know her ... texts very well (to translate).

READING

EXERCISE 10. Read the text and focus on its essential facts and then:

A. Choose the most suitable heading for each paragraph.

- 1) What is Education?
- 2) Formal Education.
- 3) Informal Education.
- 4) Different Kinds of Formal Education.

B. Make a précis of the text, using the following phrases.

1. The title of the text is...
2. The text is about... The text deals with...
3. The text covers such points as...
4. It should be underlined that...
5. In conclusion I should say that...
6. To my mind... In my opinion...

INFORMAL AND FORMAL EDUCATION

Education includes different kinds of learning experiences. In its broadest sense, we consider education to be the ways in which people learn skills, gain knowledge and understanding about the world and about themselves. One useful scheme for discussing education is to divide these ways of learning into the two types: informal and formal.

Informal education involves people in learning during their daily life. For example, children learn their language simply by hearing and by trying to speak themselves. In the same informal manner they learn to dress themselves, to eat with good manners, to ride a bicycle or to make a telephone call. Education is also informal when people try to get information or to learn skills on their own initiative without a teacher. To do so, they may visit a book shop, library or museum. They may watch a television show, look at a videotape or listen to a radio programme. They do not have to pass tests or exams.

We consider formal education to be the instruction given at different kinds of schools, colleges, universities. In most countries people enter a system of formal education during their early childhood. In this type of education the people who are in charge of education decide what to teach. Then learners study those things with the teachers at the head. Teachers expect learners to come to school regularly and on time, to work at about the same speed as their classmates and to pass tests and exams. Learners have to pass the exams to show how well they have progressed in their learning. At the end of their learning learners may earn a diploma, a certificate or a degree as a mark of their success over the years.

The school systems of all modern nations provide both general and vocational education. Most countries also offer special education programmes for gifted or for physically or mentally handicapped children. Adult education programmes are provided for people who wish to take up their education after leaving school. Most countries spend a large amount of time and money for formal education of their citizens.

EXERCISE 11. Agree or disagree with the following statements.

1. There are two types of education. 2. One useful scheme for discussing education is to divide the ways of learning into two types. 3. Informal education involves people in learning during their daily life. 4. Formal education is the instruction given at different kinds of colleges. 5. At the end of learning, learners do not earn a diploma or a certificate.

LISTENING

EXERCISE 12. Listen to the text and give a summary.

GENERAL AND VOCATIONAL EDUCATION

General education aims at producing intelligent, responsible, well-informed citizens. It is designed to transmit a common cultural heritage rather than to develop trained specialists.

Almost all elementary education is general education. In every country primary school pupils are taught skills they will use throughout their life, such as reading, writing and arithmetic. They also receive instruction in different subjects, including geography, history etc. In most countries almost all young people continue their general education in secondary schools.

The aim of vocational education is primarily to prepare the students for a job. Some secondary schools specialize in vocational programmes. Technical schools are vocational secondary schools, where students are taught more technical subjects such as carpentry, metalwork and electronics. Technical school students are required to take some general education courses and vocational training. Universities and separate professional schools prepare students for careers in such fields as agriculture, architecture, business, engineering, law, medicine, music, teaching, etc.

KEY VOCABULARY DEVELOPMENT

EXERCISE 13. Find in the texts English equivalents for these words and word combinations. It will help you understand the texts in details.

В широком смысле, обучаются навыкам, получают знания, о себе, полезная схема, пути (способы) обучения, официальный, неофициальный, повседневная жизнь, например, слушая, стараясь, с хорошими манерами, ездить на велосипеде, звонить по телефону, по их собственной инициативе, книжный магазин, сдавать экзамены, в большинстве стран, раннее детство, кто отвечает (в ответственности), во главе, вовремя, с приблизительно одинаковой скоростью, одноклассники, должны сдавать экзамены, степень, оценка их успеха, одаренные дети, дети с физическими или умственными недостатками, обучение для взрослых, продолжить после окончания школы, большое количество денег, граждане, общее образование, профессиональное образование, ставит целью, умный, ответственный

ный, хорошо информированный, передавать общее культурное наследие, больше чем, подготовленные специалисты, начальное образование, на протяжении всей жизни, средние школы, профессиональные программы, плотничное дело, слесарное дело, профессиональная подготовка, отдельный, техника, юриспруденция.

EXERCISE 14. Try to enrich your vocabulary:

A. Find in the texts the words which have similar meanings to the following words.

To contain, to believe, the means, to study, to get, a kind, to talk, data, various, to be responsible for, a diploma, to want, to continue.

B. Find in the texts the words which have the opposite meanings to the following words.

Informal, narrow, bad, different, the beginning, old, to give up, small, before.

EXERCISE 15. Memorize the new words at the sentence level: fill in the blanks with the missing words in the following sentences. The first letter of each word has been given to help you.

1. T... their life people are learning different kinds of skills. 2. They g... knowledge about the world. 3. We'll discuss the education using one useful s... . 4. Children learn to r... a bicycle. 5. On their own i..., people may visit a museum. 6. The students have to p... exams. 7. They are in c... of education. 8. The students are working at about the same s... . 9. Learners may e... a degree. 10. His certificate is a m... of his success over the years.

GRAMMAR DEVELOPMENT

EXERCISE 16. Find in the texts, translate and analyse:

a) grammatical forms with the ending -ing:

kinds of learning experiences
to gain understanding about the world
a scheme for discussing
these ways of learning
involves people in learning
by hearing and by trying to speak themselves
in their learning
after leaving school

general education aims at producing
such as reading, writing and arithmetic
in different subjects, including geography

b) grammatical forms with the ending -ed:

they have progressed
for gifted children
for physically and mentally handicapped children
programmers are provided
well-informed citizens
it is designed

c) grammatical forms with the ending -s:

education includes	the school systems
different kinds	all modern nations
to learn skills	their citizens
these ways of learning	general education aims at
two types	trained specialists
informal education involves	different subjects
with good manners	secondary schools
to pass exams and tests	vocational programmes
schools, colleges, universities	technical schools
in most countries	technical subjects
learners study	for careers
teachers	in such fields
classmates	
over the years	

SPEAKING

EXERCISE 17. Complete the sentences in a logical way.

1. Education includes different kinds of...
2. People gain knowledge and understanding about...
3. There are two types of...
4. Informal education involves people in...
5. Children learn their language simple by...
6. People get information or learn skills on...
7. Formal education is the instruction given at...

8. People enter a system of formal education during...
9. Teachers expect learners to come to school...
10. Learners have to pass the exams to show...
11. General education aims at producing intelligent...
12. Primary school pupils are taught skills they will...
13. Almost all young people continue their general education in...
14. Vocational education prepares the students for...
15. Learners may earn a diploma, a certificate or...

EXERCISE 18. Compare the educational systems of Russia, the UK and the USA. Answer the questions and complete the grid.

Questions	Russia	the UK	the USA
1. Who is responsible for organizing and regulating the educational system?			
2. What stages is formal education divided into?			
3. What stages of formal education are compulsory?			
4. Are there private schools in the country?			
5. In what types of schools can children get general education?			
6. In what types of educational institutions can people get vocational education?			
7. In what types of educational institutions can people get higher education?			
8. What are the specific features of the educational system in the country?			

EXERCISE 19. Read the dialogue, sum up the information and act out a similar dialogue.

CONVERSATION ABOUT THE EDUCATION IN THE UK

- A: Hi, Andrew! Aren't you in a hurry? Let's revise the material for the English classes.
- B: Hi, Danil! With pleasure. As far as I remember, we are to get information about the educational system in the UK.
- A: You are absolutely right. First of all, we should memorize that the system of education in Britain is divided into the three stages: primary, secondary and further education.

- B: And don't forget that there are state and private schools in the UK.
- A: Good for you. But, you see, about 93 per cent of British children go to state-assisted schools. As far as I know, both primary and secondary education, between the ages of 5 and 16, is compulsory in Britain.
- B: Yes, I agree with you. And at the age of 15 or 16 pupils take an examination called the General Certificate of Secondary Education, abbreviated GCSE ...
- A: Sorry for interrupting you. I want to add that most pupils who stay in school beyond the age of 16 prepare for the General Certificate of Education examination at Advanced level, A level. It is abbreviated GCE. Well, and what about higher education?
- B: I know exactly that British universities are not part of the public system of education.
- A: Right! They are independent corporations, but they are mainly supported by public funds.
- B: Have you heard about the Open University?
- A: Yes, it is unique in providing degree courses by correspondence for students working in their own homes. They are supported by books and broadcasts.
- B: Oh, you know so much about it.
- A: Thanks for your assistance.
- B: It was no trouble at all.

EXERCISE 20. Act out a role-play.

CONVERSATION ABOUT THE EDUCATION IN THE USA

Alex, a Russian student, is again talking with James Mitchell, an American from Las Vegas, Nevada. This time their conversation is about the education in the USA.

— Господин Митчел, какая система образования в вашей стране?

— You see, the US has no national education system. Instead, each state is responsible for organizing and regulating its own system of education. There are common elements in the separate state systems, however.

— И какие же это общие черты (элементы)?

— Есть ли частные школы в США?

— Господин Митчел, у вас есть дети? Какую школу они посещают?

— Господин Митчел, а какая разница между high schools и higher schools?

— Господин Митчел, извините, что перебиваю вас. А в каких образовательных заведениях можно получить высшее образование?

— Спасибо огромное. Очень хочется побывать у вас в стране.

— Well, formal education is divided into the following stages: elementary, secondary and higher education. School attendance is compulsory in every state.

— The state provides schooling at all stages of education, but parents can send their children to private schools.

— Oh, Alex. I have a daughter, a nice girl, Chelsea by name. She attends a private school.

— A great one. High schools, junior and senior, provide secondary education. Most of them offer both general and vocational courses of study. And higher schools provide higher learning...

— Places of higher learning include community and junior colleges, technical institutes, universities and separate professional schools.

— You are welcome!

EXERCISE 21. Arrange role plays on the following subjects. Be as imaginative as you can.

1. You are a teacher of the foreign language. What and how will you teach your pupils?
(The topic for discussion is 'Education'.)
2. You are a teacher of the Russian language at one of the lessons in the American school.

EXERCISE 22. Get ready for the different kinds of communication:

A. Memorize the following phrases.

Как выразить согласие, несогласие с мнением собеседника

Of course (not). — Конечно (нет).

Certainly (not). — Конечно (нет).

All right (I am afraid not). — Да (Боюсь, что нет).
I (don't) agree with you. — Я (не) согласен с вами.
I don't mind (I'd rather not). — Я не возражаю (Я против).
You are (not) right. — Вы (не)правы.
It's a go (No go)! — Пойдет! (Не пойдет!)
I am all for it (I am against it). — Я полностью «за» (Я против этого).
I (don't) think so. — Я так (не)думаю.
Naturally (Hardly). — Конечно (Вряд ли).
Far from it. — Далеко от этого.
You are welcome. — Всегда пожалуйста.
You are mistaken. — Вы ошибаетесь.
It's a great idea! — Это замечательная идея!
Nothing of the kind. — Ничего подобного.
It goes without saying. — Безусловно.
It's out of the question. — Об этом не может быть и речи.
I wish I could. — Если бы я мог.
On the contrary. — Наоборот.

B. Read the dialogues and act out similar ones.

- Are you going to visit your grandmother?
- Of course. It goes without saying.
- Could you help her? Some trees in her garden need cutting.
- I am afraid not. I have no time. I'll do it next time.
- And could you do me a lift?
- Naturally. You are welcome!

* * *

- Good afternoon, Richard! How are you?
- Good afternoon, James! Fine, thanks. And how are you getting on?
- Not too bad. But I don't know yet my exam results and...
- Sorry for interrupting you... But you were great at the exam. Well done! Everything will be all right!
- Nothing of the kind. You are mistaken. It was pretty bad.
- I don't agree with you. Don't worry. Let's hope for the best.

WRITING

EXERCISE 23. Make up your own story. The following points will help you.

- A.** *Think about different schools where you studied before, where you are studying now. Try to answer the following questions.*

1. Did you (or do you) enjoy them?
 2. What do you want to change in them? Why?
 3. Did you (or do you) have any teachers or subjects that you especially like (dislike)?
 4. Do you think it is better to have single-sex or mixed schools?
 5. What do you think about exams?
 6. Are they necessary?
 7. Do you usually feel nervous about them?
 8. What do you think is the purpose of going to school (college)?
- B. What are the most important characteristics that make your ideal teacher (an ideal student)?**

PROJECT WORK

EXERCISE 24. Compile information on the topic. Present the project to your group. You may use the following Internet sites: www.topuniversities.com/university-rankings/world-university-rankings/2011

TEST 6

1. Choose the proper words and fill in the blanks.
 1. *While discussing educational systems of different countries we use*
 A. skills B. a scheme C. the ways D. types
 2. *It is not difficult to use good ... while eating.*
 A. manners B. children C. schemes D. speed
 3. *They want to take ... their education.*
 A. with B. for C. without D. up
 4. *To transmit a common cultural heritage is ... of general education.*
 A. made B. received C. the aim D. the design
 5. *The children are taught skills they will use ... their life.*
 A. above B. throughout C. though D. thought
 6. *In most countries almost all young people ... their general education in secondary schools.*
 A. take up C. include
 B. offer D. specialize

7. *The system of education in Britain is divided into the three stages: ..., secondary and further education.*
- | | |
|---------------|------------|
| A. vocational | C. primary |
| B. general | D. special |
8. *British universities are ... corporations, but they are mainly supported by public funds.*
- | | |
|----------------|------------|
| A. independent | C. various |
| B. different | D. unique |
9. *Each state in the USA is in ... of organizing and regulating its own system of education.*
- | | |
|----------------|-----------|
| A. responsible | C. charge |
| B. nation | D. system |
10. *High schools, ... and senior, provide secondary education in the USA.*
- | | |
|---------------|---------------|
| A. primary | C. junior |
| B. elementary | D. vocational |

2. Choose the proper form of the Infinitive and fill in the blanks.

1. *We didn't expect you ... it.*
- | | |
|---------------|----------------------|
| A. to do | C. do |
| B. to be done | D. to have been done |
2. *The teacher wishes them ... a composition about it.*
- | | |
|-------------------------|-------------|
| A. to be written | C. to write |
| B. to have been written | D. write |
3. *He believes them ... this text well.*
- | | |
|---------------------|----------------------------|
| A. to translate | C. translate |
| B. to be translated | D. to have been translated |
4. *They suppose this material ... in the article.*
- | | |
|---------------|------------|
| A. to use | C. use |
| B. to be used | D. be used |
5. *He didn't expect them ... here.*
- | | |
|------------------|-------------------------|
| A. to study | C. to have been studied |
| B. to be studied | D. study |
6. *The teacher made her ... the lectures.*
- | | |
|--------------|---------------------|
| A. to attend | C. to have attended |
| B. attend | D. to be attended |

7. *I saw him ... this magazine yesterday.*

- A. to read
- B. to be reading
- C. read
- D. to have read

8. *She finds them*

- A. have gone
- B. to be gone
- C. to have gone
- D. go

9. *He thought you ... these questions.*

- A. to answer
- B. to have been answered
- C. answer
- D. to be answered

10. *The teacher supposed the text about education ... by the students.*

- A. to read
- B. read
- C. to be read
- D. to have read

3. The text contains different mistakes: 2 — in spelling, 5 — in grammar. Correct the mistakes and rewrite the text.

In most western nations advanced general education is often called liberal education, which aim at broad mentall development, and teach learners to study a problem from diferent sides. The branches of learning that help in these development are called liberal arts. This branches includes the humanities, mathematics and the biological, physical and social sciences.

4. Answer the multiple-choice questions about the education in the UK and USA.

1. *What stages is formal education in the USA divided into?*

- A. General and special education.
- B. Elementary, special, adult education.
- C. Elementary, secondary, higher education.

2. *What stages is formal education in the UK divided into?*

- A. Primary, secondary and further education.
- B. Secondary and vocational education.
- C. State and private schools.

3. *At what age do pupils take GCSE examination in the UK?*

- A. Between the ages of 5 and 16.
- B. At the age of 15 or 16.
- C. At the age of 11.

4. *At what age do pupils take GCE examination in the UK?*
 - A. Beyond the age of 16.
 - B. Between the ages of 14 and 15.
 - C. Beyond the age of 10.
5. *What kinds of schools provide secondary education in the USA?*
 - A. Higher schools.
 - B. Junior and senior schools.
 - C. Different kinds of colleges.

Unit 14

<i>Theme:</i>	SCIENCE
<i>Texts:</i>	1. Science and Scientists 2. Science and Technology
<i>Dialogues:</i>	1. Computers 2. About IBMC
<i>Grammar:</i>	The Complex Subject
<i>Project 7</i>	
<i>Test 7</i>	

KEY VOCABULARY

EXERCISE 1. Read and guess the meanings of the new words. It will help you read and discuss the texts and dialogues, arrange the role-plays, present the projects. If you have some difficulties use the dictionary at the end of this book and Internet site www.english-globe.ru

- 1) *a science, a scientist, scientific.* Science deals with facts and the relationship among these facts. Some scientists try to solve difficult mathematical problems. They use different scientific methods.
- 2) *to search, a researcher.* Some scientists search for clues to the origin of the universe. Researchers have examined this problem.
- 3) *to investigate.* Some researchers investigate why we act the way we do.
- 4) *to unify.* Scientists develop theories that help them order and unify the facts.
- 5) *to attempt.* Scientists attempt to solve mathematical problems.
- 6) *to explain.* Scientists try to explain different problems.
- 7) *to prove.* A theory becomes a part of scientific knowledge if it has been tested experimentally and proved to be true.
- 8) *complicated, a complicated problem.* Some scientists attempt to solve complicated mathematical problems.
- 9) *to appear.* Many new fields of science have appeared.
- 10) *a boundary.* The boundaries between scientific fields have become less and less clear.
- 11) *closely interconnected.* All sciences are closely interconnected.

- 12) *a tool*. Different kinds of tools and machines make our life easier.
- 13) *a discovery, an invention*. The discoveries and inventions of scientists also help shape our views about ourselves and our place in the universe.
- 14) *to satisfy*. Technology means the use of people's inventions and discoveries to satisfy their needs.
- 15) *a shelter*. Since people have appeared on the Earth they have had to get food, clothes and shelter.
- 16) *a steam engine*. Industrial technology began with the development of the steam engine, the growth of factories and the mass production of goods.
- 17) *to contribute*. Science has contributed much to modern technology.
- 18) *nuclear, nuclear power*. Some modern technologies such as nuclear power production and space travel depend heavily on science.
- 19) *digital, a digital computer*. Digital computers deal with numbers.
- 20) *to refer*. The word 'computer' almost always refers to a digital computer.
- 21) *a quantity, a physical quantity*. Analog computers work with a physical quantity such as weight, speed, temperature.
- 22) *to measure*. The thermometers measure the temperature.
- 23) *liquid*. They measure temperature in terms of the length of a thin line of liquid in a thermometer.
- 24) *to process, to process the data*. The computers are able to process the data.
- 25) *a typewriter*. IBM makes data processing systems, electronic computers, electric typewriters, dictation machines, etc.
- 26) *headquarters*. IBM's headquarters are in Armonk, New York.

EXERCISE 2. Read the international words and mind the stress.

'Latin, fact, 'structure, 'problem, 'system, 'method, 'theory, 'principle, test, group, 'nature, 'basis, tech'nology, ma'chine, ma'terial, 'industry, 'aspect, 'radio, tele'vision, 'telephone, communi'cation, 'metal, com'puter, type, 'symbol, 'temperature, ther'mometer, 'business, 'centre.

EXERCISE 3. Try to enrich your vocabulary:

A. Analyse the following words with different suffixes, divide them into two groups: nouns and adjectives

Relationship, scientist, structure, researcher, mathematical, systematic, observation, IBM, general, scientific, natural, social, technical,

numerous, influence, invention, industrial, development, production, different, television, communication, computer, digital, physical, temperature, international, producer, electric, electronic, dictation.

B. Make up as many words as you can by combining different parts of the words.

re-	search	-er	-al
inter-	experiment	-ment	
	invent	-ent	
	general	-ion	
	develop		
	product		
	differ		
	digit		
	nation		

C. Complete the sentences: the word in capitals at the end of each sentence should be changed to form the word that fits suitably in the blank space.

1. ... examine the structure of the cells SEARCH.
2. A ... computer is a common one DIGIT.
3. This theory was ... proved EXPERIMENT.
4. He has won a prize at the ... conference NATION.
5. When we speak about computers, we ... mean digital computers GENERAL.

EXERCISE 4. Memorize the words at the phrase level:

A. Match the adjectives in column A with the nouns in column B to form meaningful phrases.

A	B
1) broad	a) word
2) systematic	b) problem
3) natural	c) theory
4) Latin	d) principle
5) different	e) groups
6) general	f) methods
7) major	g) field
8) industrial	h) objects

- 9) scientific
- 10) mathematical

- i) technology
- j) sciences

B. Decide which of the verbs on the left collocate with the nouns on the right.

- | | |
|-------------------|----------------|
| 1) to cover | a) clues |
| 2) to deal with | b) the cells |
| 3) to come from | c) the problem |
| 4) to search for | d) tools |
| 5) to examine | e) the field |
| 6) to investigate | f) facts |
| 7) to develop | g) the word |
| 8) to divide into | h) a theory |
| 9) to provide | i) groups |
| 10) to shape | j) the basis |
| 11) to invent | k) the views |

EXERCISE 5. Memorize the word combinations which appear in the texts and dialogues. Pay attention to the prepositions.

Comes from, the field of knowledge, deals with facts, among these facts, a wide variety of subjects, search for clues to the origin of the universe, consist of general principles, a part of scientific knowledge, can be divided into, new fields of science, at the same time, the boundaries between scientific fields, numerous areas of science, influence on our lives, the basis of modern technology, inventions of scientists, our views about, in the universe, on the Earth, through the ages, speak of technology, about 200 years ago, with the development of the steam engine, the growth of factories, production of goods, aspect of people's lives, the development of the car, contributed much to modern technology, for example, from iron, for centuries, the structure of the metal.

EXERCISE 6. Read the word definitions and then:

A. Agree or disagree with the following definitions.

1. *Science* is the study of knowledge which can be made into a system and which usually depends on seeing and testing facts and stating general natural laws.
2. *Technology* is a branch of knowledge dealing with scientific and industrial methods and their practical use in industry.

3. *Research* is a serious and detailed study of a subject that is aimed at learning new facts, scientific laws, testing ideas, etc.
4. *A shelter* is a building or something of the kind that gives protection.
5. *A typewriter* is a machine that prints letters.

B. Match each word with its correct definition.

to prove, to process, to unify, to explain, to appear

1. To combine parts of something to form a single whole.
2. To make clear or easy to understand, usually by speaking or writing.
3. To become able to be seen, to come into sight.
4. To show to be true by means of facts, documents, information etc.
5. To put (information, numbers, etc) into a computer for examination.

C. Find the definitions for some other words which you consider to be important for this topic. Use Internet sites: www.macmillandictionaries.com/online; www.wordaz.com.

EXPLORING GRAMMAR

EXERCISE 7. Read and translate the sentences. Memorize the use of the Complex Subject.

1. *Science* is believed *to be* the broad field of knowledge that deals with facts and the relationship among these facts. 2. *Researchers* are expected *to use* systematic methods of study. 3. *He* is said *to be* researching this problem now. 4. Do *you* happen *to know* his sister's name? 5. *He* appears *to be* an intelligent. 6. *The word 'science'* is sure *to have come* from the Latin word 'scientia'. 7. *This scientist* is supposed *to deal* with this person. 8. *They* seem *to have entered* this university. 9. *You* are unlikely *to enter* this college. 10. *She* is certain *to have prepared* a report.

EXERCISE 8. Make up your own sentences according to the models.

a) Model:

It is expected that he will enter the university.

He is expected to enter the university.

1. It is known that the scientific knowledge will grow. 2. It is believed that the scientific knowledge has become more complicated. 3. It is said

that he will come in a week. 4. It is expected that he will test it experimentally. 5. It is known that he is a good physicist.

b) Model:

Will he take part in the conference? — Yes, he is certain to take part in it.

1. Will Mr Brown come to our computer centre? 2. Will he apologize to her? 3. Will he congratulate me on my birthday? 4. Will they buy new computers? 5. Will Mr Mitchell come to Russia again?

c) Model:

Do you know James Mitchell? — Yes, I happen to know him.

1. Do you know this researcher? 2. Did you meet him in Moscow? 3. Did you see this new film? 4. Does James know this scientist? 5. Did you see her?

d) Model:

Несомненно, они исследуют эту проблему (to be certain).

They are certain to investigate this problem.

1. Вероятно, они купят цифровой компьютер (to be likely). 2. Они обязательно измеряют температуру (to be sure). 3. Маловероятно, что они придут сегодня (to be unlikely). 4. Он определенно сделает это (to be certain). 5. Вряд ли он поступит в этот колледж (to be unlikely).

e) Model:

Кажется, он учился здесь (to seem).

He seems to have studied here.

1. Кажется, он купил компьютер (to seem). 2. Оказывается, он пытался переводить текст (to prove). 3. Он случайно встретил ее на улице (to happen). 4. Казалось, что они его уже забыли (to seem). 5. Эксперимент оказался удачным (to prove).

EXERCISE 9. Fill in the blanks to practise the use of the Complex Subject. The words in brackets will help you.

1. He ... to come to the conference (несомненно). 2. You ... to know this city better than we (по-видимому). 3. Their plans ... to change in the future (вероятно). 4. They ... to agree with you (определенно). 5. She ... to give you this book (вряд ли). 6. Do you ... to know him? (случайно). 7. He ... to be right (оказался). 8. He ... to be a good researcher (говорят).

9. He ... to have done this experiment (известно). 10. They ... to be well-informed citizens (полагают).

READING

EXERCISE 10. Read the text and focus on its essential facts and then:

A. Choose the most suitable heading for each paragraph.

- 1) The Fields of Scientific Research;
- 2) Different Groups of Sciences;
- 3) The Importance of Science;
- 4) What is Science?
- 5) Methods of Scientific Research.

B. Make a précis of the text, using the following phrases.

1. The title of the text is...
2. The text is about... The text deals with...
3. The text covers such points as...
4. It should be underlined that...
5. In conclusion I should say that...
6. To my mind... In my opinion...

SCIENCE AND SCIENTISTS

The word 'science' comes from the Latin word 'scientia', which means 'knowledge'. Science covers the broad field of knowledge that deals with facts and the relationship among these facts.

Scientists study a wide variety of subjects. Some scientists search for clues to the origin of the universe and examine the structure of the cells of living plants and animals. Other researchers investigate why we act the way we do, or try to solve complicated mathematical problems.

Scientists use systematic methods of study to make observations and collect facts. They develop theories that help them order and unify facts. Scientific theories consist of general principles or laws that attempt to explain how and why something happens or has happened. A theory is considered to become a part of scientific knowledge if it has been tested experimentally and proved to be true.

Scientific study can be divided into the three major groups: the natural, social and technical sciences. As scientific knowledge has grown and become more complicated, many new fields of science have appeared. At the same time the boundaries between scientific fields have become less and less clear. Numerous areas of science overlap each other, and it is often

hard to tell where one science ends and another begins. All sciences are closely interconnected.

Science has great influence on our lives. It provides the basis of modern technology — the tools and machines that make our life and work easier. The discoveries and inventions of scientists also help shape our view about ourselves and our place in the universe.

EXERCISE 11. Agree or disagree with the following statements.

1. Scientists study a wide variety of subjects. 2. Scientific study can be divided into the two major groups. 3. Many new fields of science have appeared. 4. Numerous areas of science overlap each other. 5. Science has great influence on our lives.

LISTENING

EXERCISE 12. Listen to the text and give a summary.

SCIENCE AND TECHNOLOGY

Technology means the use of people's inventions and discoveries to satisfy their needs. Since people have appeared on the earth they have had to get food, clothes and shelter. Through the ages people have invented tools, machines and materials to make work easier.

Nowadays, when people speak of technology, they generally mean industrial technology. Industrial technology began about 200 years ago with the development of the steam engine, the growth of factories and the mass production of goods. It influenced different aspects of people's lives. The development of the car influenced where people lived and worked. Radio and television changed their leisure time. The telephone revolutionized communication.

Science has contributed much to modern technology. Science attempts to explain how and why things happen. Technology makes things happen. But not all technology is based on science. For example, people had made different objects from iron for centuries before they learnt the structure of the metal. But some modern technologies, such as nuclear power production and space travel, depend heavily on science.

KEY VOCABULARY DEVELOPMENT

EXERCISE 13. Find in the texts English equivalents for these words and word combinations.

Означает, охватывает, взаимосвязь, широкое разнообразие, ищут разгадки, происхождение Вселенной, структура клеток, сложный, собирать факты, упорядочить и обобщить, общие принципы, пытаются объяснить, как и почему, что-то произошло, соответствующий действительности, основные группы, общественные науки, в то же самое время, все менее и менее четкие, многочисленный, тесно взаимосвязаны, она обеспечивает, открытия, изобретения, формировать наши взгляды, о себе, удовлетворять собственные нужды, они должны были, кров, на протяжении веков, инструменты, чтобы сделать, в настоящее время, тому назад, паровой двигатель, рост, массовое производство товаров, время досуга, произвел революцию, сделала большой вклад, например, из железа, в течение веков, очень сильно, зависит.

EXERCISE 14. Try to enrich your vocabulary:

A. Find in the texts the words which have similar meanings to the following words.

Wide, to research, to attempt, to believe, to examine, main, complex, difficult, to start, big, a motor, various, to study.

B. Find in the texts the words which have the opposite meanings to the following words.

Narrow, easy, practice, to try, artificial, old, more, to begin, small, little.

EXERCISE 15. Fill in the gaps with the missing words in the following sentences. The first letter of each word has been given to help you.

1. Science d... with a variety of subjects. 2. Scientists s... for the answers to the different questions. 3. The structure of the cells is e... by the scientists. 4. Different theories u... the facts. 5. The b... of some scientific fields are not clear. 6. The natural, social and technical sciences are closely i... . 7. T... the ages people have invented tools, machines and materials to make work easier. 8. Science c... much to modern technology. 9. Some modern technologies d... on science. 10. During our l... time we watch TV.

GRAMMAR DEVELOPMENT

EXERCISE 16. Analyse the following grammatical forms (you may find them in the texts) and then try to translate them. It will help you understand the texts in details:

a) a grammatical form with the ending *-ing*:

the cells of living plants

b) grammatical forms with the ending *-ed*:

complicated problems

has happened

is considered

has been tested

it proved

can be divided

have appeared

are closely interconnected

have invented

it influenced

people lived and worked

television changed

the telephone revolutionized

has contributed

is based on

c) grammar forms with the ending *-s*:

comes from

which means

science covers

that deals with facts

among these facts

scientists

a wide variety of subjects

search for clues

major groups

new fields

the boundaries

numerous areas

one science ends

another science begins

our lives

it provides the basis

the tools and machines

discoveries

inventions of scientists

our views

technology means

people's inventions

the structure of the cells

the cells of living plants

other researchers

systematic methods

to make observations

to collect facts

to develop theories

their needs

clothes

the ages

200 years

factories

production of goods

different aspects

people's lives

science attempts

things

different objects

for centuries

modern technologies

SPEAKING

EXERCISE 17. Complete the sentences in a logical way.

1. The word 'science' comes from the Latin word, which means...
2. Science deals with facts and...
3. Scientists study a wide variety of...
4. Some scientists search for clues to...
5. Other researchers solve complicated...
6. Scientific theories consist of general principles or...
7. A theory becomes part of...
8. Scientific study can be divided into the three major groups: ...
9. The boundaries between scientific fields have become...
10. Science provides the basis of...
11. Technology means the use of...
12. Industrial technology began about 200 years ago with...
13. Technology influenced different aspects of...
14. Science attempts to explain how and why...
15. Technology makes things...

EXERCISE 18. Answer the questions about science and technology.

1. What is science?
2. What is technology?
3. Are they interconnected?
4. Is all technology based on science?
5. What modern technologies depend heavily on science?
6. When did industrial technology begin?
7. When was a steam engine invented?
8. Who invented the steam engine?
9. When was radio invented?
10. Who invented the radio?
11. When was television invented?
12. Who invented the television?
13. When was a telephone invented?
14. Who invented the telephone?
15. When was the first car invented?
16. When was the first digital computer invented?
17. Who invented the first digital computer?
18. What famous scientists do you know?
19. What famous inventors do you know?
20. What scientific field are you interested in? Why?

EXERCISE 19. Read the dialogue, sum up the information and act out a similar dialogue.

COMPUTERS

- A: They say you have bought a computer.
B: Yes, now I have got my own computer.
A: That's fine. What type of a computer have you got?
B: The most common type, a digital one.
A: By the way, do you know what it means — 'a digital computer'?
B: It goes without saying. Digital computers deal with numbers. All data — pictures, sounds, symbols and words — are translated into numbers inside the computer.
A: Yes, you are right. Digital computers are so widespread that the word 'computer' almost always refers to a digital computer. But there are three types of computers: digital, analog and hybrid...
B: Sorry for interrupting you. I do know about it. Analog computers work with a physical quantity such as weight, speed, temperature. They solve problems by measuring a quantity in terms of another quantity. Do you understand it?
A: Yes, certainly. For example, they measure temperature in terms of the length of a thin line of liquid in a thermometer.
B: Good for you. And when are you going to buy a computer? You know so much about computers.
A: You see, I haven't got such a large amount of money.
B: Take it easy. You may use my computer.
A: Thanks a lot.
B: You are welcome.

EXERCISE 20. Act out a role-play.

ABOUT IBMC

Robert Brown, an American from New York, works in one of the firms of International Business Machines Corporation (IBMC). He has come on a visit to Russia, and now he is speaking with the head of one of the computer centres Sergei Volkov.

- Господин Браун, вы работаете в корпорации IBM? — Yes, I do. It is one of the world's largest producers of electronic machines.

— Какие виды электронного оборудования вы производите?

— Господин Браун, как называлась ваша корпорация раньше?

— Когда ваша корпорация получила название IBMС?

— Кто возглавляет IBMС?

— В нашем компьютерном центре есть компьютеры вашей корпорации.

— Безусловно. Добро пожаловать.

— IBM makes data processing systems, electronic computers, electric typewriters, dictation machines, etc.

— IBMС has grown out of an earlier form, the Computer-Tabulating-Recording Co (СTRC).

— It adopted its present name in 1924.

— Thomas J. Watson was the firm's chief executive for 42 years. IBM's headquarters are in Armonk, New York.

— May I have a look of them?

— Thanks a lot.

EXERCISE 21. Arrange role-plays on the following subjects. Be as imaginative as you can.

1. You are at the International scientific conference for the first time. You meet a famous American scientist there and have a talk with him.
2. You are in the shop. You are buying a computer. You are talking with a shop assistant.

EXERCISE 22. Get ready for the different kinds of communication:

A. Memorize the following phrases.

Как выразить восторг, удивление

Great! — Грандиозно!

Terrific! — Потрясающе!

Grand! — Здорово!

That's fine! — Это прекрасно!

Fantastic! — Фантастика!

How wonderful! — Как чудесно!

Really? Is that really so? — Неужели? Неужели это так?
You don't say so! — Не может быть!
That's surprise! — Это сюрприз!
That's news to me. — Это новость для меня.
How come? — Как это может быть?
Believe it or not! — Верьте или не верьте!
Just fancy! — Только представьте!

B. Read the dialogues and act out similar ones.

- What's the matter? You look so happy.
- I've won a four-week cruise for two.
- You don't say so! That is surprise!
- Just fancy! I've sent the answers to some questions to the travelling agency two months ago. And it is the prize for my correct answers.
- Fantastic! My congratulations!

* * *

- Hi! You look so happy.
- Hi! I've won the first prize at the conference!
- Is that really so? That's surprise! My congratulations on your excellent results!
- Thanks! I'd like to invite you to our party. Does 6 o'clock suit you?
- It's OK. Are you going to invite your friends?
- Of course. It goes without saying.
- And could you do me a lift now?
- Sorry. I'm afraid not. I'm in a hurry now.
- No need to be sorry. We'll meet soon.
- See you soon.

WRITING

EXERCISE 23. Make up your own story on one of these topics.

1. The importance of science.
2. The importance of modern technologies.
3. Different kinds of transport in our life.
4. The telephone in your life.
5. Your computer.

PROJECT WORK

EXERCISE 24. Compile information on the topic. Present the project to your group. You may use the following Internet sites: www.britishscienceassociation.org

TEST 7

1. Choose the proper words and fill in the blanks.

- The scientists solve a ... of complicated mathematical problems.*
A. origin B. variety C. universe D. cell
- The researchers always try to ... the facts.*
A. refer B. measure C. satisfy D. unify
- Different kinds of sciences ... each other.*
A. search B. overlap C. attempt D. appear
- ... make our life and work easier.*
A. Principles B. Laws C. Tools D. Facts
- People had to get food, clothes and*
A. shelter B. machines C. cars D. technologies
- Science is ... much to modern technology.*
A. doing B. making C. contributing D. explaining
- Digital computers ... with numbers.*
A. deal B. refer C. solve D. measure
- Analog computers work with a physical*
A. weight B. size C. quantity D. temperature
- Computers help ... for clues to the origin of the universe.*
A. search B. solve C. research D. investigate
- Many tasks performed by people are now done ... computers.*
A. among B. between C. of D. by

2. Fill in the blanks. The words in brackets will help you.

- They ... to buy a digital computer (вероятно).*
A. is likely C. are sure
B. are likely D. is sure
- They ... to measure the temperature (обязательно).*
A. are likely C. are sure
B. is sure D. is likely

3. *He ... to come today (маловероятно).*

A. are likely	C. is unlikely
B. is likely	D. are likely
4. *He ... to meet her in the street (случайно).*

A. happened	C. seems
B. seemed	D. proves
5. *She ... to do it (определенно).*

A. are certain	C. certainly
B. is certain	D. is likely
6. *He ... to enter this university (вряд ли).*

A. are unlikely	C. are sure
B. is sure	D. is unlikely
7. *He ... to solve this problem (оказывается).*

A. seemed	C. proved
B. seems	D. happened
8. *They ... to forget about him (казалось).*

A. seemed	C. happened
B. proved	D. seem
9. *The experiment ... to be a success (оказалось).*

A. prove	C. proved
B. proves	D. is proved
10. *Do you ... to know him (случайно)?*

A. happened	C. proved
B. happen	D. prove

3. The text contains different mistakes: 2 — in spelling, 5 — in grammar. Correct the mistakes and rewrite the text.

Computers has changed the way people work. Many tasks performing by a large number of people is done now by computers. They provide scitists with an understanding of nature. Computers produces new information so quikly that they changes people's views of the world.

4. Answer the multiple-choice questions about science and technology.

1. *When does a theory become a part of scientific knowledge?*
 - A. After experiments.
 - B. After tests.
 - C. After it has been tested experimentally and proved to be true.

2. *What do scientific theories consist of?*
 - A. Different technologies.
 - B. Observations and facts.
 - C. General principles and laws.
3. *Why have many new fields of science appeared?*
 - A. Because scientific knowledge has grown and become more complicated.
 - B. Because sciences influence our lives.
 - C. Because it proved to be true.
4. *When did industrial technology begin?*
 - A. With the development of the radio.
 - B. With the development of the computer.
 - C. With the development of the steam engine.
5. *Where are IBMC's headquarters?*
 - A. In Washington.
 - B. In Las Vegas.
 - C. In New York.

Unit 15

<i>Theme:</i>	HUMANITIES
<i>Texts:</i>	1. Philosophy and History as Fields of Study 2. Political Science and Jurisprudence
<i>Dialogues:</i>	1. Sociology and Psychology 2. Humanities, Liberal Arts, Social Sciences
<i>Grammar:</i>	The Absolute Construction with the Participle
<i>Project 8</i>	
<i>Test 8</i>	

KEY VOCABULARY

EXERCISE 1. Read and guess the meanings of the new words. It will help you read and discuss the texts and dialogues, arrange the role-plays, present the projects. If you have some difficulties use the dictionary at the end of this book and Internet site www.english-globe.ru

- 1) *humanities*. The humanities are a group of academic subjects.
- 2) *to reflect on*. Through the humanities we reflect on the fundamental questions.
- 3) *human*. What does it mean to be human?
- 4) *to offer*. The humanities offer clues but not answers.
- 5) *complete*. It was a complete answer to the question.
- 6) *to reveal*. They revealed a lot of problems.
- 7) *spiritual*. People have tried to create moral, spiritual and intellectual worlds.
- 8) *despair*. She lost all her money and fell into despair.
- 9) *loneliness*. She was unhappy without her friends, and the loneliness made her cry.
- 10) *birth*. She gave birth to a child.
- 11) *reason*. A world, in which irrationality, despair, loneliness and death are together with birth, friendship, hope and reason.
- 12) *inaccurate*. This term can be inaccurate.
- 13) *wisdom*. The word 'philosophy' means 'love of wisdom'.
- 14) *curious*. The child was rather curious.

- 15) *humanity, existence, value*. Philosophers are curious about the world, humanity, existence, values, understanding and the nature of things.
- 16) *specific*. Philosophers try to answer specific questions.
- 17) *the truth*. He always tells the truth.
- 18) *possible*. The question was very difficult, and it was not possible to answer it.
- 19) *relative*. Are values absolute or relative?
- 20) *space*. What is the nature of space and time?
- 21) *to differ from*. How do beautiful things differ from the everyday?
- 22) *will*. Does free will exist?
- 23) *to determine through destiny*. Is our life determined through destiny planned long before we were even born?
- 24) *to distinguish from*. Philosophy can be distinguished from other disciplines.
- 25) *inquiry*. It can be distinguished by its methods of inquiry.
- 26) *doubt*. They have some doubts about the subject.
- 27) *to confuse*. That question confused her.
- 28) *to solve*. Philosophers typically solve problems in a logical manner.
- 29) *to respond*. They search for answers responding to the arguments of others.
- 30) *careful contemplation*. They search for answers through careful personal contemplation.
- 31) *to undergo change*. It includes everything that undergoes change.
- 32) *therefore*. As modern science has shown that there is nothing absolutely static, therefore the whole universe, and every part of it, has its history.
- 33) *to refer to*. History refers to the study of human societies.
- 34) *an account*. The term 'history' comes from the Greek 'historia' (an account of one's inquiries).
- 35) *to share*. The term shares the etymology with the English word 'story'.
- 36) *to deal with*. Political science deals with the theory and practice of politics.
- 37) *behaviour*. Political science also deals with the description and analysis of political systems and political behaviour.
- 38) *primary, secondary*. Political science uses primary and secondary sources.
- 39) *survey*. Secondary sources include scientific journal articles, survey research, statistical analysis and model building.

- 40) *jurisprudence, prudent*. Jurisprudence is the study and application of law. It may be prudent to get some expert advice.
- 41) *legal*. Jurisprudence studies both the law and the complex of legal principles.
- 42) *common*. Legal theory studies law in general.
- 43) *a court*. The law can be established through the decisions of the courts and other officials.
- 44) *descriptive*. Jurisprudence in the second sense is usually divided into the two parts: descriptive, or analytic, jurisprudence and normative jurisprudence.
- 45) *justice*. What is the relationship between law and justice or morality?
- 46) *a concept*. How should we understand concepts like legal rights and legal obligations?
- 47) *to punish*. What sorts of acts should be punished?
- 48) *to obey the law*. Is there a duty to obey the law?

EXERCISE 2. Read the international words and mind the stress.

Phi'losophy, 'history, a'cademy, 'humanist, 'humanism, 'nature, com'ponent, 'literature, combi'nation, 'discipline, 'method, 'problem, 'puzzle, type, 'logic, dis'cussion, 'argument, 'person, infor'mation, phe'nomena, ety'mology, 'interview, archae'ology, 'juris'prudence, 'theory, 'practice, 'politics, a'nalysis, 'system, 'public, admini'stration, 'policy, 'document, of'ficial, 'model, 'expert, 'complex, 'principle, sort, act.

EXERCISE 3. Try to enrich your vocabulary:

A. Analyse the following words with different suffixes, divide them into two groups: nouns and adjectives.

Academic, human, fundamental, question, spiritual, intellectual, loneliness, friendship, humanist, philosophical, position, educational, institution, social, natural, literature, combination, philosopher, wisdom, curious, existence, nature, ancient, specific, possible, difference, action, relative, beautiful, wonderful, logical, solution, critical, discussion, argument, personal, contemplation, information, static, political, description, comparative, national, development, international, relation, public, administration, document, scientific, statistical, application, jurisdiction, decision, descriptive, analytic, normative, important, relationship, obligation, function, punishment.

B. Make up as many words as you can by combining different parts of the words.

inter-	nation	-ence	-al
in-	punish	-ion	-ful
	friend	-ment	-ent
	education	-ship	
	exist		
	differ		
	act		
	wonder		
	discuss		
	person		
	develop		
	relation		

C. Complete the sentences: the word in capitals at the end of each sentence should be changed to form the word that fits suitably in the blank space.

1. They are solving ... problems EDUCATION.
2. What a ... surprise WONDER!
3. He is quite ... to this problem DIFFER.
4. He took part in the ... conference NATION.
5. The ... of this city was quite rapid DEVELOP.

EXERCISE 4. Memorize the words at the phrase level:

A. Match the adjectives in column A with the nouns in column B to form meaningful phrases.

A	B
1) human	a) contemplation
2) complete	b) jurisdiction
3) spiritual	c) world
4) primary	d) questions
5) particular	e) life
6) specific	f) answer
7) legal	g) source
8) relative	h) theory
9) careful	i) values
10) descriptive	j) jurisprudence

B. Decide which of the verbs on the left collocate with the nouns on the right.

- | | |
|-------------------------|--------------------|
| 1) to reflect on | a) the law |
| 2) to offer | b) change |
| 3) to obey | c) a problem |
| 4) to distinguish from | d) a destiny |
| 5) to determine through | e) the question |
| 6) to solve | f) clues |
| 7) to undergo | g) the disciplines |
| 8) to respond to | h) the theory |
| 9) to deal with | i) the people |
| 10) to punish | j) the arguments |

EXERCISE 5. Translate the word combinations. Pay attention to the prepositions.

A group of academic subjects, reflect on fundamental questions, are together with, along with, one of three major components, curious about the world, the nature of things, between morally right and wrong actions, differ from everyday things, determined through a destiny, their doubts about the subject, in a logical manner, work towards a solution, based on critical reading, search for answers through discussion, responding to the arguments, a term for information about the past, in wider sense, every part of it, a field of study, refers to the study of human societies, comes from the Greek word, deals with the theory, one of the social sciences, by the activity of prudent experts, application of law, in modern studies, through the decisions of the courts, common to all legal systems, in the second sense, into two parts, among the most important questions, between law and power.

EXERCISE 6. Read the word definitions and then:

A. Agree or disagree with the following definitions.

1. *To reveal* means to make known something previously secret or unknown.
2. *Despair* means complete loss of hope or confidence.
3. *Inquiry* means an attempt to find out the reason for something or how something happened.
4. *Doubt* is a feeling of uncertainty of belief or opinion.

5. *Value* means the usefulness, helpfulness or importance of something, especially in comparison with other things.

B. Match each word with its correct definition.

specific, relative, legal, complete, possible

1. To have all necessary, usual or wanted parts.
2. To be particular.
3. To be able to exist, happen or be done.
4. To be compared to each other or to something else.
5. Allowed or made by law.

C. Find the definitions for some other words which you consider to be important for this topic. Use Internet sites: www.macmillandictionaries.com/online; www.wordaz.com.

EXPLORING GRAMMAR

EXERCISE 7. Read the sentences and give the Russian equivalents. If you have some difficulties use the grammar reference at the end of the book or Internet sites: <http://www.english-test.net/>.

1. The humanities are studied by the students of different educational institutions, *history being one of them*. 2. The humanities include different disciplines, *philosophy being one of them*. 3. *He having lost his money*, she fell in despair. 4. History is a term for information about the past, *history in wider sense being all that has happened*.

EXERCISE 8. Make up your own sentences according to the models.

a) *Model:*

He teaching philosophy very well, the students have much knowledge on the subject.
As he teaches philosophy very well, the students have much knowledge on the subject.

1. The humanities studying aspects of the human life, educational institutions consider them to be one of the major components of education. 2. Philosophy being a combination of the Greek words “philos” and “sophia”, we may interpret it like “love of wisdom”. 3. Some schools of philosophers existing in that period, we should study all of them. 4. Political science dealing with theory and practice of politics, students at some higher school departments study it as an academic and research discipline. 5. Fields of Political science including some subfields, the students should study carefully all of them.

b) *Model:*

He prepared for the exam very well, the exam being one of the most difficult.

He prepared for the exam very well, and the exam was one of the most difficult.

1. The humanities include different disciplines, history being one of them. 2. We know a lot of ancient philosophers, Aristotle being one of them. 3. There is nothing absolutely static in the universe, every part having its history. 4. Jurisprudence is one of the social sciences, the students of some higher school departments studying it. 5. Analytic jurisprudence studies what law “is”, normative studying what law “must be”.

EXERCISE 9. Fill in the blanks with the proper grammatical forms of the verb to practise the use of the Absolute Construction with the Participle. The verb is given in brackets at the end of each sentence.

1. There are a lot of academic subjects, literature ... one of them (to be).
2. These students study humanities, those students ... natural sciences (to study).
3. Philosophy ... one of the academic subjects, the students study it carefully (to be).
4. The students know a lot of ancient philosophers, the works of modern philosophers ... also studied by them (to be).
5. Jurisprudence is usually divided into parts, normative jurisprudence ... one of them (to be).

READING

EXERCISE 10. Read the text and focus on its essential facts and then:

A. Choose the most suitable heading for each paragraph.

- 1) Specific Questions of Philosophy;
- 2) Philosophy and Philosophers;
- 3) Methods of Philosophic Inquiry;
- 4) Humanities;
- 5) History.

B. Make a précis of the text, using the following phrases.

1. The title of the text is...
2. The text is about... The text deals with...
3. The text covers such points as...
4. It should be underlined that...
5. In conclusion I should say that...
6. To my mind... In my opinion...

PHILOSOPHY AND HISTORY AS FIELDS OF STUDY

The humanities are a group of academic subjects united by studying aspects of human life. Through the humanities we reflect on the fundamental question: What does it mean to be human? The humanities offer clues but never a complete answer. They reveal how people have tried to create moral, spiritual and intellectual worlds. A world, in which irrationality, despair, loneliness and death exist together with birth, friendship, hope and reason. Scholars working in the humanities are sometimes described as humanists, but this can be inaccurate, as it also describes a philosophical position (humanism). In educational institutions the humanities are generally considered to be, along with the social sciences and the natural sciences, one of three major components of education. The humanities include philosophy, history, literature etc.

Philosophy is a combination of the Greek words ‘philos’ and ‘sophia’, which may be translated as ‘love of wisdom’. A philosopher is a person who studies, has much knowledge of the subject and usually teaches philosophy. Philosophers are curious about the world, humanity, existence, values, understanding and the nature of things. We know a lot of ancient philosophers: Plato, Aristotle, Socrates, etc. We are also interested in the teaching of modern philosophers.

Philosophers try to answer specific questions such as: What is truth? Is knowledge possible? Is there a difference between morally right and wrong actions (or values, or institutions)? If so, what is that difference? Which actions are right and which wrong? Are values absolute or relative? What is reality? What is the nature of space and time? What is the nature of thought and thinking? What is it to be beautiful? How do beautiful things differ from the everyday? What is art? Does free will exist, or is our life determined through destiny planned long before we were even born?

Philosophy can be distinguished from other disciplines by its methods of inquiry. Philosophers often put their questions as problems or puzzles, in order to give clear examples of their doubts about a subject they find interesting, wonderful or confusing. Philosophers typically attempt to solve problems in a logical manner and then work towards a solution based on critical reading and reasoning. Like Socrates, they search for answers through discussion, responding to the arguments of others, or careful personal contemplation.

‘History’ is a term for information about the past. History in the wider sense is all that has happened, not only all the phenomena of human life, but also of the natural world. It includes everything that undergoes change

and, as modern science has shown, that there is nothing absolutely static, the whole universe, and every part of it, has its history. When used as the name of a field of study, history refers to the study of human societies. The term 'history' comes from the Greek 'historia' (an account of one's inquiries) and shares the etymology with the English word 'story'. Historians use many types of sources, including written or printed records, interviews and archaeology.

EXERCISE 11. Agree or disagree with the statements.

1. Philosophy is an easy discipline. 2. The humanities offer a complete answer. 3. Philosophers are curious about the world. 4. The term 'history' comes from a Latin word. 5. Literature is one of the humanities. 6. The term 'philosophy' comes from a Greek word.

LISTENING

EXERCISE 12. Listen to the text and give a summary.

POLITICAL SCIENCE AND JURISPRUDENCE

Political science is an academic and research discipline that deals with the theory and practice of politics and the description and analysis of political systems and political behaviour.

Fields and subfields of political science include political theory and philosophy, comparative politics, national systems, cross-national political analysis, political development, international relations, foreign policy, international law and politics, public administration and public policy.

Political science, as one of the social sciences, uses primary sources such as historical documents and official records, secondary sources such as scientific journal articles, survey research, statistical analysis and model building.

Jurisprudence (from Latin 'juris prudentia' — meaning 'knowledge of the Law' by the activity of prudent advisors, experts) is the study and application of law. In modern studies jurisprudence studies both the law and the complex of legal principles. Jurisprudence consists of two meanings. First, in general law jurisdictions it means the law that is established through the decisions of the courts and other officials. Second, it means the philosophy of law, or legal theory, which studies the law in general.

Jurisprudence in the second sense is usually divided into the two parts: descriptive, or analytic, jurisprudence and normative jurisprudence. Ana-

lytic jurisprudence studies what law 'is'; normative jurisprudence studies what law 'must be'.

Among the most important questions of analytic jurisprudence are these: What is a law? What is a legal system? What is the relationship between law and power? What is the relationship between law and justice or morality? Does every society have a legal system? How should we understand concepts like legal rights and legal obligations or duties?

Among the most important questions of normative jurisprudence are these: What is the proper function of law? What sorts of acts should be punished, and what sorts of punishment should be allowed? What is justice? What rights do we have? Is there a duty to obey the law? What value has the law?

KEY VOCABULARY DEVELOPMENT

***EXERCISE 13.* Find in the texts English equivalents for these words and word combinations. It will help you understand the texts in details.**

Гуманитарные науки, академические предметы, мы размышляем, полный ответ, духовный мир, отчаяние и одиночество, вместе с, философская позиция, в образовательных учреждениях, наряду с общественными науками, естественные науки, главный компонент, ценности, природа вещей, специфические вопросы, правильно и неправильно, абсолютный и относительный, время и пространство, мысль и мышление, красивые вещи, обыкновенные вещи, определяется судьбой, задолго до того, методы исследования, головоломки, чтобы дать ясные ответы, решают проблемы, основанный на критическом размышлении, они ищут ответы, посредством дискуссии, тщательное обдумывание, в более широком смысле, все явления человеческой жизни, также, подвергается изменению, нет ничего абсолютно статичного, следовательно, область изучения, происходит от, отчет о чем-либо исследовании, исследовательская дисциплина, имеет дело с, межнациональный политический анализ, международные отношения, внешняя политика, первичные источники, вторичные источники, научные статьи, статистический анализ, моделирование, деятельность предусмотрительных экспертов, применение закона, состоит из, решения судов, отношения между законом и властью, понятия, юридические права, подчиняться закону.

EXERCISE 14. Try to enrich your vocabulary:

A. Find in the texts the words which have similar meanings to the following words.

To think over, to provide, to discover, usually, main, a lot of, to differ from, to react, broad, the use.

B. Find in the texts the words which have the opposite meanings to the following words.

Always, life, accurate, right, absolute, the present, narrow, old, theory, international.

EXERCISE 15. Memorize the new words at the sentence level: fill in the blanks with the missing words in the following sentences. The first letter of each word has been given to help you.

1. Philosophers r... on the fundamental question. 2. Philosophy does not o... complete answers. 3. Philosophers are c... about the world. 4. Is our life d... through destiny? 5. Philosophy can be d... from other disciplines. 6. They search for answers through careful personal c... . 7. It includes everything that u... change. 8. Political science d... with the theory and practice of politics. 9. One of the subfields of political science is c... politics. 10. Political science uses p... sources such as historical documents and official records.

GRAMMAR DEVELOPMENT

EXERCISE 16. Analyse the following grammatical forms (you may find them in the texts) and then try to translate them. It will help you understand the texts in details:

a) grammatical forms with the ending *-ing*:

by studying aspects
about understanding
nature of thinking
based on critical reading
responding to the arguments
model building

b) grammatical forms with the ending *-ed*:

subjects united by is established

have tried
are described
are considered
may be translated
are interested
our life is determined

is divided
should be punished
can be distinguished
printed sources
has happened

c) grammatical forms with the ending -s:

subjects
aspects
humanities
clues
it also describes
social sciences
who studies
usually teaches
specific questions
does free will exist
its methods
problems and puzzles
their doubts
it includes

that undergoes change
has its history
history refers
comes from
types of sources
printed records
that deals with
analysis of political systems
fields and subfields
political science uses
primary sources
in modern studies
that studies
it consists of two things

SPEAKING

EXERCISE 17. Complete the sentences in a logical way.

1. The humanities are...
2. The humanities offer...
3. The humanities include...
4. Philosophy is...
5. A philosopher is...
6. Philosophers are curious about...
7. Philosophers are trying to...
8. Philosophy can be distinguished from...
9. History is...
10. History refers to...

11. Political science deals with...
12. Political science includes...
13. Political science uses...
14. Jurisprudence is...
15. Jurisprudence is divided into...

EXERCISE 18. Answer the questions about the humanities.

1. What do the humanities offer?
2. What do the humanities reveal?
3. What do the humanities include?
4. What does the word 'philosophy' mean?
5. What ancient philosophers do you know?
6. What questions are philosophers trying to answer?
7. How do philosophers put their questions?
8. How do philosophers solve the problems?
9. How do philosophers search for answers?
10. What does history include?
11. From where does the term 'history' come?
12. What types of sources do historians use?
13. What does political science deal with?
14. What does political science include?
15. What does political science use?
16. What is jurisprudence?
17. What does it consist of?
18. What are the main questions of analytic jurisprudence?
19. What are the main questions of normative jurisprudence?
20. What humanities do you study?

EXERCISE 19. Read the dialogue, sum up the information and act out a similar dialogue.

SOCIOLOGY AND PSYCHOLOGY

- A: Hello, Alex! Haven't seen you for ages! How are you?
- B: I am well, thank you. What about you?
- A: Everything is OK. Now I am a university student. I am studying sociology.
- B: Great! Is it interesting for you?
- A: Sociology is a relatively new scientific discipline. It deals with the social rules and processes that connect and separate people not only as individuals, but as members of associations, groups and institutions...
- B: Sorry for interrupting you. What does the word 'sociology' mean?

- A: The term 'sociology' was applied by Auguste Comte in 1838 from Latin 'socius', which means 'companion', and Greek 'logia', which means 'study'.
- B: Oh, you know so much on the subject. I wish you success in your studies. As for me, I am also a student. I am studying psychology.
- A: You are training in psychology. We have psychology among our academic disciplines. I know that the word 'psyche' means 'soul'.
- B: You know so much! It was lucky to meet you. Let's keep in touch.

EXERCISE 20. Act out a role-play.

HUMANITIES, LIBERAL ARTS, SOCIAL SCIENCES

Russian students are discussing the problems of some terms with Mr Black from Harvard University.

— Господин Блэк, помогите разобраться с некоторыми терминами.

— Какая разница между терминами humanities и liberal arts?

— Извините, что перебиваю вас. А термин social sciences?

— А к какой группе дисциплин отнести психологию?

— Как же правильно определить все эти термины?

— Спасибо большое. Было приятно с вами пообщаться.

— You are welcome!

— Both mean the same: 'humanist sciences', which include philosophy, history, literature amongst others. They study human thoughts and feelings...

— Social sciences study the human society. They include political science, jurisprudence amongst others.

— Yes, you are right. Not an easy question. Some branches of psychology study the individual, some branches study the psychology of society.

— There is no clear border between all these terms, and that is why you can classify all of them as both 'humanities' and 'liberal arts'. Some of them are called 'social sciences'.

— The pleasure was mine.

EXERCISE 21. Arrange role-plays on the following subjects. Be as imaginative as you can.

1. You are talking with a famous philosopher.
2. You are talking with a famous psychologist.

EXERCISE 22. Get ready for the different kinds of communication:

A. Memorize the following phrases.

**Как выразить сомнение, предостережение,
совет, предложение**

It can't be helped. — Этому нельзя помочь.

I don't know. — Я не знаю.

If I am not mistaken. — Если я не ошибаюсь.

As far as I remember. — Насколько я помню.

It seems to me. — Мне кажется.

I can't answer right now. — Я не могу ответить прямо сейчас.

I wish I knew. — Если бы я знал.

It's hard to say. — Трудно сказать.

I doubt it. — Я сомневаюсь в этом.

I am not sure of it. — Я не уверен в этом.

Watch out! — Осторожно!

Mind the steps. — Осторожно, ступеньки.

Don't take chances. — Не рискуй.

Don't jump to conclusions. — Не торопись с выводами.

Come on, stop it. — Перестань (прекрати).

Let's wait and see. — Поживем — увидим.

Mark my words. — Помяни мои слова.

The sooner... the better. — Чем быстрее... тем лучше.

Hurry up! — Поторапливайся!

Don't stay too long! — Не задерживайся!

B. Read the dialogues and act out similar ones.

— Hi! What's the matter with you?

— I can't find my wallet. Maybe I've lost it.

— As far as I remember, it was a black one. It seems to me that you left it in the last shop.

— I doubt it. I am not sure about that.

— Don't jump to conclusions. Go back and make it clear.

— All right!

* * *

- Hello, Bob! How's life?
 - Hello, Ted! So-so. I'm nervous about my test results. They could be pretty bad!
 - Come on, stop it. Don't jump to conclusions. It seems to me everything will be all right.
 - I doubt it.
 - You're not right. Mark my words! Let's wait and see.
 - The sooner the better... Are you going to visit your cousin?
 - It goes without saying. Let's go together.
 - I wish I could. I'm in a hurry now. Remember me to your cousin.
- Have a nice holiday.
- Bye! See you soon.

WRITING

EXERCISE 23. Make up your own story on one of these topics.

1. Philosophy.
2. History.
3. Political science.
4. Jurisprudence.

PROJECT WORK

EXERCISE 24. Compile information on the topic. Present the project to your group. You may use the following Internet sites: www.humanities.org

TEST 8

1. Choose the proper words and fill in the blanks.

1. *She lost hope, she fell into... .*
 - A. loneliness
 - B. birth
 - C. despair
 - D. wisdom
2. *The aim of science is ... laws.*
 - A. to offer
 - B. to distinguish
 - C. to differ
 - D. to reveal

3. *The values may be absolute and*
A. relative C. curious
B. descriptive D. possible
4. *The closest word to 'research' is*
A. 'truth' C. 'space'
B. 'will' D. 'inquiry'
5. *There were a lot of ... about that problem.*
A. doubts C. humanities
B. concepts D. liberal arts
6. *They ... on this question.*
A. differ C. reflect
B. distinguish D. determine
7. *The ... are considered to be one of the components of education.*
A. values C. doubts
B. humanities D. changes
8. *This problem needs careful*
A. wisdom C. jurisprudence
B. contemplation D. justice
9. *Jurisprudence may be*
A. relative C. possible
B. descriptive D. complete
10. *History includes all that ... change.*
A. differs C. determines
B. undergoes D. confuses

2. Choose the proper form of the verbs and fill in the blanks.

1. *The article ... very interesting, the student read it with pleasure.*
A. be B. being C. were D. having been
2. *The conference ... ended, the students left the room.*
A. have B. has C. was D. having
3. *He ... a philosopher, they asked him a lot of questions.*
A. having B. is C. are D. being
4. *The truth having been revealed, they ... punished.*
A. being B. was C. were D. having been
5. *The scientists ... with those problems, the points were settled.*
A. deal B. was dealing C. dealing D. have dealt

6. *The boys ... performed the wrong actions, the problem was not solved.*
 A. having B. have C. were D. has
7. *The problems ... been solved, they went home.*
 A. having B. being C. have D. are
8. *They ... these views, everything was settled.*
 A. shares B. is sharing C. sharing D. are shared
9. *He ... a scientist, they ask him to solve that problem.*
 A. have been B. being C. has D. have
10. *He knows much on the subject, they ... to him very attentively.*
 A. listening C. having listen
 B. listens D. are listen

3. The text contains different mistakes: 3 — in spelling, 2 — in grammar. Correct the mistakes and rewrite the text.

Sociology is comperatively young science. It apeared in the early 19th century. Sociology are interested in our behaviour as social beings. The sociological field of interest range from the analysis of short contacts between anonymous individuals in the street to the study of global social processes. It has, however, a long history and can trace its origins to a mixture of common human knowledge, works of art and philosophy.

4. Answer the multiple-choice questions about humanities.

1. *What language does the term 'philosophy' derive from?*
 A. English.
 B. Greek.
 C. Latin.
 D. Russian.
2. *What language does the term 'history' derive from?*
 A. English.
 B. Russian.
 C. Greek.
 D. Latin.
3. *What language does the term 'jurisprudence' derive from?*
 A. English.
 B. Russian.
 C. Greek.
 D. Latin.

4. *What language does the term 'sociology' derive from?*
- A. English.
 - B. Russian.
 - C. Greek.
 - D. Latin.
5. *What language does the term 'psychology' derive from?*
- A. English.
 - B. Russian.
 - C. Greek.
 - D. Latin.

Unit 16

<i>Theme:</i>	FAMOUS PHILOSOPHERS
<i>Texts:</i>	1. Ancient Greek Philosophers 2. Aristotle
<i>Dialogues:</i>	1. John Locke and Immanuel Kant 2. Bertrand Russell
<i>Grammar Revision</i>	The Complex Sentences
<i>Project 9</i>	
<i>Test 9</i>	

KEY VOCABULARY

EXERCISE 1. Read and guess the meanings of the new words. It will help you read and discuss the texts and dialogues, arrange the role-plays, present the projects. If you have some difficulties use the dictionary at the end of this book and Internet site www.english-globe.ru

- 1) *to encourage*. He encouraged people to think carefully about ideas.
- 2) *to accept*. He encouraged people to think carefully about ideas before accepting them.
- 3) *according to*. He encouraged people to develop a method of examining ideas according to a system of questions and answers.
- 4) *to find out*. He encouraged people to develop a method of examining ideas according to a system of questions and answers in order to find out the truth.
- 5) *dialectic*. This is known as the Socratic method, or dialectic.
- 6) *authority*. The Greek authorities did not like his ideas and methods.
- 7) *to disapprove of*. The Greek authorities disapproved of his ideas and methods.
- 8) *to force*. The authorities forced him not to communicate with young people.
- 9) *a poison*. The authorities forced him to drink a powerful poison.
- 10) *therefore*. Socrates did not leave any writing, and his ideas are therefore known to us indirectly.
- 11) *an argument*. Philosophical dialogues are arguments in the form of conversation.

- 12) *a participant*. Socrates was a participant of philosophical dialogues.
- 13) *to be concerned with*. The early dialogues are concerned mainly with methods of getting knowledge.
- 14) *to acquire*. The early dialogues are concerned mainly with methods of acquiring knowledge.
- 15) *justice*. The early dialogues are concerned with justice and human life.
- 16) *to gain through the senses*. The knowledge is gained through the senses.
- 17) *impure*. The knowledge gained through the senses is impure.
- 18) *contemplative*. True knowledge is acquired by the contemplative soul.
- 19) *essence*. The soul can have knowledge of the real essences of things.
- 20) *imperfect*. The world we see is but an imperfect copy.
- 21) *to establish*. Plato established the academy.
- 22) *to pay attention to*. Aristotle paid much attention to knowledge gained from senses.
- 23) *to be classed*. He is classed among modern empiricists.
- 24) *to set the stage*. He set the stage for the scientific method.
- 25) *to survive*. Only fragments of the texts have survived.
- 26) *a treatise*. The texts are written in a treatise form.
- 27) *eclectic*. His works are eclectic and difficult to read.
- 28) *aesthetics and ethics*. He studied aesthetics and ethics.
- 29) *a substance*. The works are very different both in styles and substance.
- 30) *a core*. The writings of Plato and Aristotle form the core of ancient philosophy.

EXERCISE 2. Read the international words and mind the stress.

Phi'losopher, i'dea, 'method, 'system, dia'lectic, 'dialogue, 'argument, form, 'ethics, meta'physics, funda'mental, 'copy, i'dealist, 'rationalist, a'cademy, 'fragment, text, re'sult, 'figure, 'history, a'natomy, a'stronomy, embry'ology, ge'ography, ge'ology, meteo'rology, 'physics, zo'ology, aes'thetics, eco'nomics, 'politics, psy'chology, rhe'toric, the'ology, 'literature, encyclo'pedia, style.

EXERCISE 3. Try to enrich your vocabulary:

A. Analyse the following words with different suffixes, divide them into two groups: nouns and adjectives.

Ancient, philosopher, powerful, influence, philosophical, conversational, practical, famous, fundamental, contemplative, ethical, scientific,

importance, idealist, rationalist, teacher, attention, empiricist, fragment, possible, government, education, different, foundation.

B. Make up as many words as you can by combining different parts of the words.

un-	power	-er	-ful
in-	differ	-ent	
	govern	-ment	
	teach		

C. Complete the sentences: the word in capitals at the end of each sentence should be changed to form the word that fits suitably in the blank space.

1. He was rather ... to the subject DIFFER.
2. He studied at the academy and they were his ... TEACH.
3. The poison he drank was rather ... POWER.
4. The knowledge he gained at the university was ... ENCOURAGE.
5. The ... works in the capital of our country GOVERN.

EXERCISE 4. Memorize the words at the phrase level:

A. Match the adjectives in column A with the nouns in column B to form meaningful phrases.

A	B
1) impure	a) life
2) contemplative	b) ethics
3) eclectic	c) works
4) ancient	d) method
5) Socratic	e) knowledge
6) powerful	f) poison
7) philosophical	g) philosophers
8) practical	h) soul
9) human	i) dialogues
10) fundamental	j) idea

B. Decide which of the verbs on the left collocate with the nouns on the right.

1) to encourage	a) attention
2) to accept	b) the senses

- | | |
|--------------------|--------------------|
| 3) to find out | c) the ideas |
| 4) to gain through | d) the academy |
| 5) to establish | e) people |
| 6) to acquire | f) the answers |
| 7) to examine | g) the core |
| 8) to form | h) the truth |
| 9) to force | i) the philosopher |
| 10) to pay | j) knowledge |

EXERCISE 5. Memorize the word combinations which appear in the texts and dialogues. Pay attention to the prepositions.

From Athens, is known for encouraging, about ideas, before accepting, a method of examining, a system of questions, in order to, disapproved of his ideas, on young people, by drinking, to us, through Plato, on European philosophy, in the form of conversation, with Socrates, are concerned with, methods of acquiring, gained through the senses, by the contemplative soul, turns away from the world, the real essences of things, after his death, one of his students, pay attention to knowledge, among modern empiricists, developed into the scientific method, in his career, in a treatise form, used by his students, among them, one of the few figures in history, at the time, wrote on aesthetics, dealt with, the works of ancient philosophers, in many fundamental ways, the core of ancient philosophy.

EXERCISE 6. Read the word definitions and then:

A. Agree or disagree with the following definitions.

1. *To survive* means to continue to live or exist.
2. *Imperfect* means not perfect.
3. *A treatise* is a serious book or article that examines a particular subject.
4. *Justice* is a quality of being morally right and proper.
5. *To force* means to make do something.

B. Match each word with its correct definition.

dialectic, aesthetics, poison, authority, participant

1. The art or method of arguing and examining ideas in order to reach the truth according to certain rule of questions and answers.

2. A position that gives someone the ability, power or right to control or command.
 3. A substance that can cause illness or death if taken into the body.
 4. A person who takes part or has a share in the activity or event.
 5. The study or science of beauty, especially in art.
- C. Find the definitions for some other words which you consider to be important for this topic. Use Internet sites: www.macmillandictionaries.com/online; www.wordaz.com.**

EXPLORING GRAMMAR

EXERCISE 7. Read the sentences and give the Russian equivalents. If you have some difficulties use the grammar reference at the end of the book or Internet sites: <http://www.english-test.net/>.

1. He is known to have established the academy. 2. We believe him to find out the truth. 3. He is considered to be a philosopher. 4. They made them establish a laboratory. 5. We know these dialogues to be concerned mainly with methods of acquiring knowledge. 6. He seemed to have influenced badly on the young people. 7. He proved to be a good scientist. 8. He had a lot of students, Aristotle being one of them. 9. Plato established a school called academy, Aristotle being one of his students. 10. The works of Aristotle existing today, we can study them.

EXERCISE 8. Make up your own sentences according to the models.

a) Model:

They believe that he is a good student.

They believe him to be a good student.

1. They consider that he is a participant of this conference. 2. He thinks that she is a contemplative soul. 3. They know that these works are written in a treatise form. 4. They believe that he will survive. 5. We know that he studies here.

b) Model:

He was a good scientist, and a lot of scientific articles were written by him.

He was a good scientist, a lot of scientific articles being written by him.

1. Plato was an ancient Greek philosopher, and his influence on European philosophy was great. 2. Plato wrote philosophical dialogues, and they were about methods of acquiring knowledge. 3. He established the

academy, and Aristotle was one of his students. 4. The works of Aristotle still exist today, and we carefully study them. 5. Aristotle was a Greek scientist, and almost every subject possible at the time was studied by him.

EXERCISE 9. Fill in the blanks with the proper grammar forms of the verb.

1. Plato was a Greek philosopher, he ... a teacher of Aristotle. 2. He is known ... a talented scientist. 3. He is believed ... the stage for the scientific method. 4. He proved ... a good student. 5. Plato was a teacher of Aristotle, the writings of Plato and Aristotle ... the core of ancient philosophy.

READING

EXERCISE 10. Read the text and focus on its essential facts and then:

A. Choose the most suitable heading for each paragraph.

- 1) Plato;
- 2) The Three Ancient Greek Philosophers;
- 3) Socrates.

B. Make a précis of the text, using the following phrases.

1. The title of the text is...
2. The text is about... The text deals with...
3. The text covers such points as...
4. It should be underlined that...
5. In conclusion I should say that...
6. To my mind... In my opinion...

ANCIENT GREEK PHILOSOPHERS

The three greatest ancient Greek philosophers were Aristotle (384—322 BC), Plato (427—347 BC), a teacher of Aristotle, and Socrates (470—399 BC), whose thoughts deeply influenced Plato.

Socrates was a Greek philosopher from Athens. He is known to encourage people to think carefully about ideas before accepting them and for developing a method of examining ideas according to a system of questions and answers in order to find out the truth. This is known as the Socratic method, or dialectic. The Greek authorities disapproved of his ideas and methods. They said that he influenced badly on young people and forced him to kill himself by drinking a powerful poison. Socrates did not leave any writings. His ideas are therefore known to us only indirectly, through Plato and a few other writers.

Plato is an ancient Greek philosopher who had a very great influence on European philosophy. Plato mainly wrote philosophical dialogues, that is arguments in the form of conversations, usually with Socrates as a participant. Though the early dialogues are concerned mainly with methods of acquiring knowledge and most of the last ones with justice and practical ethics, his most famous works expressed a view of ethics, metaphysics, reason, knowledge and human life. The fundamental idea is that knowledge gained through the senses is always impure, true knowledge being acquired by the contemplative soul that turns away from the world. The soul alone can have knowledge of the real essences of things, of which the world we see is but an imperfect copy. Such knowledge has ethical as well as scientific importance. Plato can be called an idealist and a rationalist. His teacher was Socrates, and after his death he established a school called the academy where Aristotle was one of his students.

EXERCISE 11. Agree or disagree with the statements. Add some more information.

1. Plato was a teacher of Aristotle. 2. Socrates was a teacher of Plato. 3. Plato killed himself by drinking a powerful poison. 4. Socrates established the academy. 5. Socrates did not leave any writings. 6. The writings of Plato and Aristotle form the core of ancient philosophy.

LISTENING

EXERCISE 12. Listen to the text and give a summary.

ARISTOTLE

Aristotle paid much more attention to knowledge gained from the senses. He is classed among modern empiricists. He set the stage for what eventually developed into the scientific method centuries later. Although he wrote dialogues early in his career, no more than fragments of these have survived. The works of Aristotle that still exist today are in a treatise form. These were probably lecture notes or texts used by his students, Alexander the Great was among them. As a result, these works are eclectic and difficult to read. Aristotle is known to be one of the few figures in history who studied almost every subject possible at the time. Aristotle studied anatomy, astronomy, embryology, geography, geology, meteorology, physics and zoology. He wrote on aesthetics, economics, ethics, government, metaphysics, politics, psychology, rhetoric and theology. He also dealt with education, foreign customs, literature

and poetry. His works practically comprise an encyclopedia of Greek knowledge.

The works of ancient philosophers, although connected in many fundamental ways, are very different in both style and substance. The writings of Plato and Aristotle form the core of ancient philosophy and the foundations of Western philosophy as we know it.

KEY VOCABULARY DEVELOPMENT

EXERCISE 13. Find in the texts English equivalents for these words and word combinations. It will help you understand the texts in details.

Древнегреческие ученые, чьи мысли влияли, вдохновлял людей, метод изучения идей, в соответствии с системой, чтобы обнаружить истину, власти неодобрительно относились к, заставили его, мощный яд, не оставил, только косвенно, очень большое влияние, философские диалоги, как участник, касались, главным образом, методы получения знаний, большинство из последних, практическая этика, человеческая жизнь, посредством органов чувств, истинное знание, созерцательный, действительная сущность вещей, несовершенная копия, научное значение, уделял намного больше внимания, относится к, установил этап, научный метод, спустя века, выжили, все еще существуют, в форме трактата, среди них, эклектичные и трудночитаемые, один из нескольких, возможный в то время, эстетика, психология.

EXERCISE 14. Try to enrich your vocabulary:

A. Find in the texts the words which have similar meanings to the following words.

To make, strong, a dialogue, not clear, also, to found, to link, various.

B. Find in the texts the words which have the opposite meanings to the following words.

After, a question, old, directly, never, false, perfect, less, late, easy, impossible.

EXERCISE 15. Memorize the new words at the sentence level: fill in the blanks with the missing words in the following sentences. The first letter of each word has been given to help you.

1. He e... people to think carefully about ideas. 2. This is known as the Socratic method, or d... . 3. The Greek authorities d... of his ideas. 4. They

made him drink a powerful p... . 5. Socrates was a p... of those conversations. 6. The dialogues were c... with methods of acquiring knowledge. 7. The knowledge is g... through senses. 8. He e... the academy. 9. Only fragments of the texts have s... . 10. The works of ancient philosophers are very different in both style and s... .

GRAMMAR DEVELOPMENT

EXERCISE 16. Find in the texts, translate and analyse:

a) grammatical forms with the ending *-ing*:

before accepting
 for developing
 a method of examining
 by drinking
 methods of acquiring
 being acquired

b) grammatical forms with the ending *-ed*:

the authorities disapproved
 he influenced
 they forced him
 are concerned
 his works expressed
 the knowledge gained through the senses
 can be called
 a school called the academy

c) grammatical forms with the ending *-s*:

from the senses	questions and answers
centuries later	the authorities
the works	his ideas and methods
lecture notes	arguments
these works	the last ones
fundamental ways	that turns away

SPEAKING

EXERCISE 17. Complete the sentences in a logical way.

1. The three greatest ancient Greek philosophers were...

2. Socrates is known...
3. The Greek authorities disapproved of...
4. They forced him...
5. Plato had a very great influence on...
6. Plato mainly wrote...
7. Plato's most famous works expressed...
8. Plato can be called...
9. He established...
10. Aristotle paid much attention to...
11. He set the stage for...
12. The works of Aristotle are written in...
13. Aristotle studied...
14. He wrote on...
15. The writings of Plato and Aristotle form...

EXERCISE 18. Answer the questions about ancient Greek philosophers.

1. What is called the Socratic method?
2. Why did the Greek authorities disapprove of Socrates ideas?
3. What did they force him to do?
4. Did Socrates leave any writing?
5. What did Plato mainly write?
6. What are Plato's early dialogues mainly concerned with?
7. What are Plato's last dialogues mainly concerned with?
8. What is Plato's fundamental idea?
9. Who was Plato's teacher?
10. What did Plato establish?
11. Who was Aristotle's teacher?
12. What did Aristotle pay much more attention to?
13. What did he set stage for?
14. In what form are the works of Aristotle written?
15. What did Aristotle study?
16. Whose writings form a core of ancient philosophy?

EXERCISE 19. Read the dialogue, sum up the information and act out a similar dialogue.

JOHN LOCKE (1632—1704) AND IMMANUEL KANT (1724—1804)

- A: Hello! Glad to see you. Have you prepared for the lesson in philosophy?
- B: Hello! Not quite. It is so difficult to understand all the ideas. I've only read about the English philosopher John Locke.

- A: Great! And I haven't. But I've looked through the notes about Immanuel Kant. Let's exchange the information. What was the substance of Locke's philosophy?
- B: John Locke developed the idea of empiricism, that is based on practical experience. He wrote his essay *Concerning Human Understanding*.
- A: Sorry for interrupting you. Once I read that his ideas influenced the Declaration of Independence in the USA.
- B: You are absolutely right. His two treatises are concerned with civil government. By the way, he wrote that a king or government received the right to rule from the people and not from God and the people should be able to change their government if they disapproved of it.
- A: That is interesting. The philosophy of the German philosopher Immanuel Kant is more complicated. But the essence of it is that moral decisions must be based on reason.
- B: And what is his most important book?
- A: *The Critique of Pure Reason*. He wrote the books about the existence of God and about how we understand the world. His works had great influence on the 19th century philosophy.
- B: It was nice to meet you and discuss all this.
- A: Yes, you are right. Two heads are better than one.

EXERCISE 20. Act out a role-play.

BERTRAND RUSSELL (1872—1970)

An American philosophy teacher is discussing with Russian students different problems. It is only a part of their conversation.

— Что вы можете сказать о британском философе Бертроне Расселе?

— He was not only a philosopher but also a mathematician and a writer.

— Что он изучал?

— He developed new ideas connecting maths and logic. He was also a great pacifist.

— А кто такой пацифист?

— Someone who believes that all wars are wrong. He was one of the leading members of the opposition to nuclear weapons.

— Мы знаем, что он нобелевский лауреат.

— Yes, you are absolutely right. He received the Nobel Prize for Literature in 1950.

EXERCISE 21. Arrange role-plays on the following subjects. Be as imaginative as you can.

1. You are in ancient Athens. You are talking with Plato.
2. You are one of the representatives of the ancient Greek authorities. You are talking with Socrates.
3. You are Aristotle. You are talking with Plato.

WRITING

EXERCISE 22. Learn how to write letters.

1. Образец письма личного характера

186 Laring Avenue
Buffalo, New York
July 16, 2004

Dear Kate

I am glad to receive your letter. We are all pleased that you are having a good time. It would be nice to be there together with you.

I am preparing now for my exams. It is so difficult to study languages at the university. I hope that everything will be all right, but I am a little bit nervous about coming exams.

Bob has told me today that he is going to write you a letter. He is going to join you there in a week.

Have a lot of fun.

Best regards,
Tatiana

2. Образец официального письма

13 Kensington Palace Gardens
London, SW
September 9th, 2004

The Hilton Hotel
New Oxford Street
London, SW

Dear Sir

Will you please reserve for me a single room with a bath for three weeks? I plan to move on September 15th and leave on October 6th. Please let me know your rates.

Faithfully yours
Peter Volkov

3. *Ответ на официальное письмо*

The Hilton Hotel
New Oxford Street
London, SW
September 11, 2004

13 Kensington Palace Gardens
London, SW

Dear Mr Volkov

We have reserved a single room with a bath in your name for the period of September 15th to October 6th. The rate is 60 pounds a day.

We look forward to your visit and hope your stay will be a very pleasant one.

Faithfully yours
T.A. Woodford

EXERCISE 23. Make up your own story on one of these topics.

1. Ancient Greek philosophers.
2. Socrates is a teacher of Plato.
3. Plato is a teacher of Aristotle.
4. Modern philosophers.

PROJECT WORK

EXERCISE 24. Compile information on the topic. Present the project to your group. You may use the following Internet sites: [www.wikipedia.org/wiki/List of philosophers](http://www.wikipedia.org/wiki/List_of_philosophers)

TEST 9

1. Chose the proper words and fill in the blanks.

1. *He ... people with his ideas.*

A. accepted	C. established
B. encouraged	D. gained
2. *They ... of his ideas.*

A. encouraged	C. disapproved
B. acquired	D. established

3. *He was a ... of this conference.*

A. poison	C. participant
B. dialectic	D. philosopher
4. *The knowledge gained through the senses was considered to be*

A. dialectic	C. impure
B. philosophical	D. eclectic
5. *The contemplative soul can have knowledge of the real ... of things.*

A. argument	C. imperfect
B. participant	D. essences
6. *Only fragments of the texts have*

A. concerned	C. gained
B. disapproved	D. survived
7. *The works were written in a ... form.*

A. participant	C. treatise
B. poison	D. forced
8. *He studied ... and ethics.*

A. poison	C. substance
B. aesthetics	D. essence
9. *Their works form the ... of ancient philosophy.*

A. argument	C. authority
B. core	D. participant
10. *People should think carefully about ideas before ... them.*

A. accepting	C. establishing
B. forcing	D. surviving

2. Choose the proper form of the verbs and fill in the blanks.

1. *He proves ... a contemplative person.*

A. to be	C. was
B. be	D. is
2. *They seemed ... of his ideas.*

A. disapprove	C. to disapprove
B. disapproved	D. have disapproved
3. *She happened ... him at the university.*

A. to meet	C. met
B. meet	D. have met

4. *He is likely ... attention to the problem.*

A. to pay	C. paid
B. pays	D. has paid
5. *They are sure ... a treatise.*

A. write	C. wrote
B. to have written	D. have written
6. *They allowed this work ... at the conference.*

A. to be discussed	C. discuss
B. to discuss	D. has been discussed
7. *I wish them ... the academy.*

A. establish	C. establishes
B. to establish	D. to have establish
8. *I saw her ... the house.*

A. to enter	C. enter
B. to have enter	D. enters
9. *He ... to influence badly on young people.*

A. is said	C. to say
B. says	D. have said
10. *They made him ... himself.*

A. kill	C. to have killed
B. to kill	D. has killed

3. The text contains different mistakes: 2 — in spelling, 2 — in grammar. Correct the mistakes and rewrite the text.

Immanuel Kant is a German philosopher who belived that moral decisions must be base on reason, and who wrote books about the existance of God and about how we understand the world. His works has great influence on the 19th century philosophy.

4. Answer the multiple-choice questions about ancient Greek philosophers.

1. *When was Aristotle born?*

A. 322 BC.	B. 384 BC.
------------	------------

2. *When did Plato die?*
 - A. 427 BC.
 - B. 347 BC.
3. *When was Socrates born?*
 - A. 470 BC.
 - B. 399 BC.
4. *What book did I. Kant write?*
 - A. *Concerning Human Understanding.*
 - B. *The Critique of Pure Reason.*

Unit 17

<i>Theme:</i>	RELIGION
<i>Texts:</i>	1. Religions All Over the World 2. Religions in the UK
<i>Dialogues:</i>	1. Henry VIII 2. The Churches and the Modern World
<i>Grammar:</i>	The Subjunctive Mood
<i>Project 10</i>	
<i>Test 10</i>	

KEY VOCABULARY

EXERCISE 1. Read and guess the meanings of the new words. It will help you read and discuss the texts and dialogues, arrange the role-plays, present the projects. If you have some difficulties use the dictionary at the end of this book and Internet site www.english-globe.ru

- 1) *to increase*. The study of religion has become increasingly important in modern times.
- 2) *a denomination*. There are a lot of religious denominations all over the world.
- 3) *Christianity*. Christianity is a worldwide religion.
- 4) *Holy Spirit*. Christians believe in one God with the three aspects: God the Father, God the Son (Jesus Christ) and God the Holy Spirit.
- 5) *Orthodox Church*. The main Christian denominations are the Eastern Orthodox, Roman Catholic and Protestant Churches.
- 6) *Presbyterian*. The Presbyterian Church is the national church of Scotland.
- 7) *an obligation*. In Islam there are five obligations which should be observed.
- 8) *a prophet*. Muhammad is considered to be the prophet in Islam.
- 9) *to pray*. The followers of Islam should pray five times a day.
- 10) *charity*. The followers of Islam should give money to charity.
- 11) *to fast*. The believers should fast.

- 12) *sunrise, sunset*. The followers of Islam should fast from sunrise to sunset.
- 13) *Muslim*. The followers of Islam are called Muslims.
- 14) *a mosque*. Muslims pray in mosques.
- 15) *a minaret*. Most mosques have one or more minarets.
- 16) *Hebrew, Jew*. Jews are the descendants of the ancient Hebrews.
- 17) *sacred*. The Hebrew Bible is the sacred writing of Judaism.
- 18) *a synagogue*. Jews pray in synagogues.
- 19) *an association*. There are three main synagogue associations: the Orthodox, the Conservative and the Reform.
- 20) *give up*. He gave up his family.
- 21) *possessions*. He gave up all his possessions and his family.
- 22) *escape*. Buddhist must become free of human desires in order to escape from pain.
- 23) *suffering*. Buddhist must become free of human desires in order to escape from the suffering.
- 24) *reincarnation*. The followers of this religion believe in reincarnation.
- 25) *previous*. Their next life depends on how well they behaved in their previous life.
- 26) *to meditate*. All Buddhists are meditating to reach nirvana.
- 27) *break away from*. King Henry VIII broke away from the Church of Rome.
- 28) *declare*. Henry VIII declared himself Head of the Church of England.
- 29) *to appoint*. The Queen appoints ministers.
- 30) *archbishop, bishop*. The Queen appoints two archbishops and all the bishops.
- 31) *a priest*. The Archbishop of Canterbury is the priest who is the leader of the Church of England.
- 32) *a rank*. The Archbishop of York has the next highest rank to the Archbishop of Canterbury.
- 33) *senior*. There are twenty-four senior bishops in the House of Lords.
- 34) *to remain*. Then come the eighteen remaining bishops.
- 35) *responsible*. Each bishop is responsible for his district.
- 36) *a diocese*. This district is called a diocese.
- 37) *a parish*. Each diocese is divided into parishes.
- 38) *a vicar*. Each vicar is responsible for his parish.

39) *strict*. Presbyterians are typically thought to be rather strict and serious people.

EXERCISE 2. Read the international words and mind the stress.

‘History, re‘ligion, sect, Christi‘anity, ‘aspect, ‘Catholic, ‘Prot-
estant, ‘Baptist, ‘Islam, ‘visit, ‘minaret, ‘Judaism, ‘synagogue, i‘dea,
‘Buddhism, ‘centre, ,reincar‘nation, ‘meditate, nir‘vana, ‘Hinduism,
‘million, ‘nation, ‘leader, ‘vicar, psy‘chologist, ‘territory.

EXERCISE 3. Try to enrich your vocabulary:

A. Analyse the following words with different suffixes, divide them into two groups: nouns and adjectives.

Influence, religion, important, religious, denomination, numerous, charity, ancient, historical, prophetic, association, wealthy, possession, central, follower, reincarnation, previous, founder, national, leader, famous, impressive, responsible, social, serious.

B. Make up as many words as you can by combining different parts of the words.

un-	wealth	-er	-al
	possess	-ion	-ive
	follow		-ic
	found		-y
	nation		
	lead		
	impress		
	prophet		

C. The word in capitals at the end of each sentence should be changed to form a word that fits suitably in the blank space.

1. They are the ... of Judaism FOLLOW.
2. He is rather a ... man WEALTH.
3. This is the ... church of Scotland NATION.
4. The sacred writing includes ... books PROPHET.
5. You can see there an ... 11th century cathedral IMPRESS.

EXERCISE 4. A. Match the adjectives in column A with the nouns in column B to form meaningful phrases.

A	B
1) permanent	a) Spirit
2) previous	b) Church
3) senior	c) life
4) strict	d) people
5) serious	e) followers
6) responsible	f) vicar
7) sacred	g) writing
8) main	h) bishop
9) Holy	i) reason
10) Christian	j) exhibit

B. Decide which of the verbs on the left collocate with the nouns on the right.

1) to increase	a) branches
2) to give up	b) bishops
3) to appoint	c) one God
4) to show	d) the obligations
5) to be divided into	e) the number
6) to believe in	f) all possessions
7) to observe	g) the influence
8) to give	h) the highest rank
9) to include	i) prophetic books
10) to have	j) money

EXERCISE 5. Memorize the word combinations which appear in the texts and dialogues. Pay attention to the prepositions.

The history of mankind, the study of religion, in modern times, a lot of denominations, all over the world, have been divided into, about 1.2 billion people, most of us, believe in one God with three aspects, is based on, between sunrise and sunset, during Ramadan, at least, in mosques, from which, from India, on which, free of human desires, in order to escape from the suffering, the followers of this religion, believe in reincarnation, depends on, in their previous life, about 400 million followers, broke away from the Church, Head of the Church of England, the leader of the

Church, is famous for its cathedral, in the House of Lords, is responsible for a district, is divided into parishes, at the head, the tasks of a priest, on the territory of the UK, in the 16th century.

EXERCISE 6. Read the word definitions and then:

A. Agree or disagree with the following definitions.

1. *An obligation* is a condition or influence that makes it necessary for someone to do something.
2. *A prophet* is a man (in the Christian, Jewish and Muslim religions) who believes that he is directed by God to make known and explain God's will and/or to lead or to teach a religion.
3. *Charity* is money or help given because of kindness and generosity towards people who are poor, sick, in difficulties.
4. *Sunrise* is the time when the sun appears in the morning.
5. *Mosque* is a building where Muslims pray.

B. Match each word with its correct definition.

sunset, synagogue, church, minaret, suffering

1. A building where Jews are praying.
2. A building for public Christian praying.
3. A tall thin tower on a mosque from which Muslims are called to prayer.
4. The time when the sun disappears as night begins.
5. Pain and difficulty generally.

EXPLORING GRAMMAR

EXERCISE 7. Read the sentences with the Subjunctive Mood and give the Russian equivalents. If you have some difficulties use the grammar reference at the end of the book or Internet sites: <http://www.english-test.net/>.

1. I wish I *knew* them. 2. I wish I *told* him about it. 3. I wish it *were not raining* now. 4. It *would be* useful to read this book. 5. He suggested that we *should go* to the church. 6. It is desirable that he *take part* in this service. 7. He demanded that this problem *be discussed* by them. 8. It is important that you *should read* this article. 9. We study the grammar rules so that we *might translate* the sentences better. 10. It *would be* desirable to listen to this prayer.

EXERCISE 8. Make up your own sentences according to the models.

a) Model:

I am sorry. I don't know Mr Smith.

I wish I knew Mr Smith.

1. I am sorry I cannot do this. 2. I am sorry you cannot read this book in the original. 3. I am sorry you don't come. 4. I am sorry I cannot change it. 5. I am sorry you are not healthy.

b) Model:

I am sorry we didn't think about it before.

I wish we had thought about it before.

1. I am sorry you didn't see this church. 2. I am sorry I didn't do it for you. 3. I am sorry they didn't visit this museum. 4. I am sorry I wasn't there before. 5. I am sorry they didn't tell you about it.

c) Model:

Хотелось бы, чтобы этот фильм понравился вам.

I wish you liked this film.

1. Хотелось бы, чтобы вы посетили эту церковь. 2. Хотелось бы, чтобы они посмотрели этот фильм. 3. Хотелось бы, чтобы вы послушали эту песню. 4. Хотелось бы, чтобы вы пели эту песню. 5. Хотелось бы, чтобы вы пели в хоре.

d) Model:

Было бы интересно послушать эту музыку.

It would be interesting to listen to this music.

1. Было бы полезно почитать эту книгу. 2. Было бы желательно выучить эту песню. 3. Было бы трудно решить эту проблему. 4. Было бы интересно посетить этот музей. 5. Было бы полезно обработать эти данные.

EXERCISE 9. Fill in the blanks to practise the use of the Subjunctive Mood.

1. It ... useful to investigate this problem. 2. There ... no results without those experiments. 3. He suggested that you ... this article. 4. I wish I ... about it. 5. It is important that you ... to this church. 6. I brought a book for you so that you ... it. 7. If I were you, I ... this lecture. 8. If you visited the library, you ... some more information about it. 9. If you had visited the library, you ... some more information about it. 10. It ... difficult to enter this university.

READING

EXERCISE 10. Read the text and focus on its essential facts and then:

A. Choose the most suitable heading for each paragraph.

- 1) Islam;
- 2) Different Religious Denominations;
- 3) Buddhism;
- 4) Christianity;
- 5) Hinduism;
- 6) Judaism.

B. Make a précis of the text, using the following phrases.

1. The title of the text is...
2. The text is about... The text deals with...
3. The text covers such points as...
4. It should be underlined that...
5. In conclusion I should say that...
6. To my mind... In my opinion...

RELIGIONS ALL OVER THE WORLD

The history of mankind has shown the influence of religion on man. The study of religion has become increasingly important in modern times. There are a lot of religious denominations all over the world. Religions are divided into several major branches, which are subdivided into numerous smaller schools and sects.

Christianity is a worldwide religion; about 1.2 billion people are Christians. Most of us are Christians too. Christians believe in one God with the three aspects: God the Father, God the Son (Jesus Christ) and God the Holy Spirit. The main Christian denominations are the Eastern Orthodox, Roman Catholic and Protestant Churches. The Protestant Church includes Anglicans, Methodists, Baptists, Presbyterians and others.

Islam is based on the teaching of Koran. In Islam the five obligations should be observed: to believe in Allah (God) and Muhammad (the prophet); to pray five times a day; to give money to charity; to fast between sunrise and sunset during Ramadan; and to visit Mecca, the holiest city of Islam in Saudi Arabia, at least once. Muslims pray in mosques, most mosques have one or more minarets, from which the Muslims are called to pray.

Judaism is the religion of the ancient Hebrews and their descendants, the Jews. The sacred writing of Judaism is the Hebrew Bible, which includes

the Torah, historical and prophetic books. Jews pray in synagogues. There are three main synagogue associations: the Orthodox, the Conservative and the Reform.

Buddhists try to follow the life of Buddha. The Buddha is the title given to Gautama Siddhartha, a wealthy man from India who gave up all his possessions and family to teach the ideas on which the religion of Buddhism is based. Buddhism is a religion of eastern, southern and central Asia, the main idea of which is that one must become free of human desires in order to escape from suffering. The followers of this religion believe in reincarnation, which means that people are born again after they die. And their next life depends on how well they behaved in their previous life. All Buddhists are meditating to reach nirvana.

Hindus also believe in reincarnation. Hinduism is the main religion of India, which has no founder and no sacred writing. According to Hinduism there are three main gods: Brahma, Shiva, Vishnu and many other god-like beings. There are about 400 million followers of this religion all over the world.

EXERCISE 11. Agree or disagree with the statements.

1. There aren't many religious denominations all over the world.
2. Muslims do not pray much.
3. Muslims pray in synagogues.
4. A lot of people all over the world are Christians.
5. Judaism is the religion of the Jews.
6. Gautama Siddhartha was a poor man.
7. Buddhists and Hindus believe in reincarnation.
8. The national church of England is Christian Church.
9. The Queen appoints all the bishops.
10. A vicar is responsible for his diocese.

LISTENING

EXERCISE 12. Listen to the text and give a summary.

RELIGIONS IN THE UK

The national church of England is Anglican Church, which is a branch of the Christian religion. It was King Henry VIII who broke away from the Church of Rome and declared himself Head of the Church of England, Anglican Church.

Nowadays the Queen is the Head of Anglican Church. She appoints two archbishops and all the bishops. The Archbishop of Canterbury is the priest who is the leader of the Church of England. Canterbury is a small city

in southeastern England, which is famous for its impressive 11th century Cathedral, the main church of the Church of England. The Archbishop of York, an important priest, who has the next highest rank to Archbishop of Canterbury. There are twenty-four senior bishops in the House of Lords, then come the eighteen remaining bishops. Each bishop is responsible for a district called a diocese. Each diocese is divided into parishes with a vicar at the head. Many vicars combine the tasks of a priest, social worker and psychologist.

There are other religious denominations on the territory of the UK. The Presbyterian Church, a Protestant Christian Church, is the national church of Scotland, most of Protestants in Northern Ireland are Presbyterians too. John Knox, a Scottish Protestant, established the Presbyterian Church in Scotland in the 16th century. Presbyterians are typically thought to be rather strict and serious people.

KEY VOCABULARY DEVELOPMENT

EXERCISE 13. Find in the texts English equivalents for these words and word combinations.

История человечества, влияние религии, изучение религии, религиозные вероисповедания, по всему миру, делятся, подразделяются, большинство из нас, христиане, православный, римский, католический, протестантский, англиканская церковь, пресвитерианская церковь, основан, пять обязательств, пять раз в день, на благотворительность, поститься между восходом и закатом, самый святой город, по крайней мере, в мечетях, один или больше, древние иудеи, их потомки, Священное Писание, стараются следовать, оставил свою семью, человеческие желания, чтобы избежать страдания, верят в перевоплощение, предыдущая жизнь, национальная церковь, разорвал отношения с, объявил себя, в наши дни, производящий глубокое впечатление, следующее самое высокое звание, по отношению к, ответственный за, во главе, совмещать задачи, социальный работник, строгие и серьезные люди, чтобы достигнуть нирваны, в соответствии с, богоподобные существа.

EXERCISE 14. Try to enrich your vocabulary:

A. Find in the texts the words which have similar meanings to the following words.

More, many, some, main, to found, old, rich, to leave, wish, well-known, usually.

B. Find in the text the words which have the opposite meanings to the following words.

Less, ancient, big, night, forefathers, poor, to live, international, big, low, junior.

EXERCISE 15. Memorize the new words at the sentence level: fill in the blanks with the missing words in the following sentences. The first letter of each word has been given to help you.

1. There are a lot of religious d... all over the world. 2. Muslims must observe five o... . 3. Muslims must p... five times a day. 4. They must regularly give money to c... . 5. From the m... the Muslims are usually called to pray. 6. The Jews are the d... of the ancient Hebrews. 7. Buddhists and Hindus believe in r... . 8. They want to e... from the suffering. 9. There are some s... bishops in the House of Lords. 10. The bishop is responsible for a d... .

GRAMMAR DEVELOPMENT

EXERCISE 16. Analyse the following grammatical forms (you may find them in the texts) and then try to translate them. It will help you understand the texts in details:

a) grammatical forms with the ending *-ing*:

the teaching	are meditating
the sacred writing	god-like beings
the suffering	remaining bishops

b) grammatical forms with the ending *-ed*:

are divided	he declared
are subdivided	a district called a diocese
is based on	he established
should be observed	sacred
are called	they behaved

c) grammatical forms with the ending *-s*:

modern times	the ideas
religious denominations	his possessions

major branches
numerous schools
Christians
three aspects
the Church includes
five obligations
five times
in mosques
one or more minarets
the ancient Hebrews
their descendants
which includes
prophetic books
in synagogues

human desires
the followers
main gods
beings
400 million followers
she appoints
two archbishops
senior bishops
Lords
parishes
many vicars
the tasks
most of Protestants
Presbyterians

SPEAKING

EXERCISE 17. Complete the sentences in a logical way.

1. Religious denominations are divided into...
2. Christianity is...
3. Christians believe in...
4. Islam is based on...
5. Muslims must...
6. Judaism is...
7. Jews pray in...
8. Buddhism is...
9. Buddhists try to follow...
10. The followers of Buddhism and Hinduism believe in...
11. The national church of England is...
12. The Queen is...
13. She appoints...
14. The Archbishop of Canterbury is...
15. The national church of Scotland is...

EXERCISE 18. Answer the questions about religion.

1. How many religious denominations are there all over the world?
2. How many Christians are there all over the world?

3. Christians believe in one God with three aspects, don't they?
4. What are the main Christian denominations?
5. What branches does the Protestant Church consist of?
6. What is Islam based on?
7. What are the five obligations in Islam?
8. What are the followers of Islam called?
9. What must Muslims do?
10. Where do Muslims pray?
11. What are the minarets for?
12. What is the religion of Jews?
13. Where do Jews pray?
14. What are the main synagogue associations?
15. Whose life do Buddhists try to follow?
16. What is the main idea of Buddhism?
17. The followers of Buddhism believe in reincarnation, don't they?
18. What does reincarnation mean?
19. What are Buddhists meditating for?
20. What is the main religion in India?
21. What is the national church of England called?
22. Who was the first Head of the Church of England?
23. Who is the Head of the Church of England now?
24. Who is the leader of the Church of England?
25. What is Canterbury famous for?
26. Who is the head of each diocese?
27. What is a diocese divided into?
28. What is the national church of Scotland called?
29. Who established the Presbyterian Church in Scotland?
30. Most of Protestants in Northern Ireland are Presbyterians, aren't they?

EXERCISE 19. Read the dialogue, sum up the information and act out a similar dialogue.

HENRY VIII

- A: Do you know that King Henry VIII is the founder of the Anglican Church?
- B: Surely. In 1534 Henry VIII broke away from the Church of Rome and declared himself Head of the Church of England.
- A: Do you know why it happened so?
- B: Yes, I do. As always the main reason is the woman. Henry fell in love with Anne Boleyn...

- A: You are right. And the Pope refused to give him permission to divorce Catherine of Aragon.
- B: Sorry for interrupting you. And it was the Pope who gave him the title of 'Defender of the Faith'.
- A: And nowadays Henry VIII is a permanent exhibit at Madam Tussaud's and his Leeds Castle always attracts tourists from all over the world. Why is he so popular? What do you think?
- B: It seems to me because he was a very mysterious man. He had six wives, one of them died, two of them were beheaded and one is repudiated...
- A: It would be interesting to read about his life. Let's go to the library.
- B: I'll join you with pleasure.

EXERCISE 20. Act out a role-play.

THE CHURCHES AND THE MODERN WORLD

Here is an extract from a television discussion.

A conversation takes place between a Russian journalist and a priest from the Church of England.

— Люди в Великобритании регулярно посещают церковь?

— About sixty per cent of Britons get married in a church, about ninety per cent get a Christian burial, yet only about ten per cent go to church regularly.

— Почему мало людей посещают церковь регулярно?

— We shouldn't judge people's attitude to religion by how often they go to church. A lot of literature shows the growing interest of the people in religion.

— Способствует ли литература объединению верующих людей?

— More than you think. Christian unity is now one of the main aims of all Christian churches.

— А как насчет Северной Ирландии, г-н Портер?

— The churches have had more influence there than many people realize. When the Pope visited Ireland and called for an end to the bloodshed in Ulster, his words had a deep effect on the Irish people on both sides of the border — Protestants as well as Catholics.

The journalist then went on to discuss some church rituals.

EXERCISE 21. Arrange role-plays on the following subjects. Be as imaginative as you can.

1. You are on a visit to the UK. At the moment you are talking with a vicar.
2. You are a Christian and your friend is a Muslim. You are talking about your religions.
3. You are talking with a specialist who is studying Buddhism and Hinduism. You are interested in these religious denominations. You are asking a lot of questions.

WRITING

EXERCISE 22. Write a letter to your friend. Describe your visit to the church.

EXERCISE 23. Make up your own story on one of these topics.

1. Different religions all over the world.
2. Christianity is a worldwide religion.
3. Islam and Muslims.
4. Judaism is the religion of the ancient Hebrews.
5. Buddhism.
6. Hinduism is the main religion of India.
7. The Anglican Church.
8. The Archbishops of the Anglican Church.
9. The national church of Scotland.

PROJECT WORK

EXERCISE 24. Compile information on the topic. Present the project to your group. You may use the following Internet sites: www.bbc.co.uk/religion/religions

TEST 10

1. Choose the proper words and fill in the blanks.

1. ... *belong to the Protestant Church.*
A. Presbyterians
B. Muslims
C. Buddhists
D. Hindus

2. *One of the main Christian denominations is the Eastern ... Church.*
A. Ramadan B. Roman C. Orthodox D. Methodist
3. *One of the ... in Islam is to pray five times a day.*
A. prophets B. mosques C. minarets D. obligations
4. *Muslims must ... between sunrise and sunset during Ramadan.*
A. pray B. give up C. fast D. increase
5. *Jews always pray in*
A. churches B. synagogues C. mosques D. minarets
6. *He ... about his marriage.*
A. appointed B. declared C. remained D. broke
7. *There are some ... bishops in the House of Lords.*
A. angry B. holy C. senior D. strict
8. *The bishop is responsible for a*
A. diocese B. priest C. archbishop D. charity
9. *Hindus believe in*
A. reincarnation C. prophet
B. charity D. Hebrew
10. *Buddhists are meditating to reach*
A. nirvana C. spirit
B. denomination D. prophet

2. Choose the proper form of the Subjunctive Mood and fill in the blanks.

1. *It ... interesting to visit this church.*
A. would be B. were C. was D. been
2. *I'll tell you some more information so that you ... better understand the problem.*
A. should B. might C. would D. could
3. *Without you there ... no fun.*
A. been B. were C. would be D. have been
4. *It is necessary that we ... this book.*
A. should read C. were reading
B. have read D. will read
5. *It is desirable that he ... this musical disc.*
A. buys B. buy C. bought D. have bought

6. *We wish they ... here.*
 A. be C. will be
 B. were D. was
7. *I wish you ... about it.*
 A. will know C. knew
 B. know D. have known
8. *He suggested that you ... this article.*
 A. should write C. will write
 B. can write D. wrote
9. *The priest recommended that you ...*
 A. should pray C. have prayed
 B. prayed D. might pray
10. *It is necessary that he ... this church.*
 A. visit B. visits C. might visit D. visited

3. The text contains different mistakes: 7 — in spelling, 3 — in grammar. Correct the mistakes and rewrite the text.

There is a lot of religius denominations all over the world, such as Cristianity, Izlam, Judaism, Buddhism, Hinduizm, etc. Religions can be subdivided into smaller schools and sects. Each of them have its obligations. Some of the followers is praying in the churches, the other believers — in mosqs, synagoges, etc.

4. Answer the multiple-choice questions about religion.

1. *What churches does the Protestant Church include?*
 A. Anglican, Methodist, Presbyterians, etc.
 B. Baptist, Methodist, Muslim, etc.
 C. Orthodox, Conservative, Reform, etc.
2. *What are the main synagogue associations?*
 A. Orthodox, Conservative, Reform.
 B. Hebrew, Jew, Orthodox.
 C. Anglican, Baptist, Methodist.
3. *What do Buddhists believe in?*
 A. Reincarnation.
 B. Muhammad.
 C. Hebrew.

4. *What church is the national church of England?*
 - A. Anglican.
 - B. Presbyterian.
 - C. Methodist.
5. *What church is the national church of Scotland?*
 - A. Anglican.
 - B. Presbyterian.
 - C. Methodist.

Unit 18

<i>Theme:</i>	MUSIC
<i>Texts:</i>	1. What Is Music? 2. Music in Our Life
<i>Dialogues:</i>	1. Rock and Pop Music 2. Music in Britain
<i>Grammar:</i>	The Conditional Sentences
<i>Project 11</i>	
<i>Test 11</i>	

KEY VOCABULARY

EXERCISE 1. Read and guess the meanings of the new words. It will help you read and discuss the texts and dialogues, arrange the role-plays, present the projects. If you have some difficulties use the dictionary at the end of this book and Internet site www.english-globe.ru

- 1) *an art.* Music is an art.
- 2) *to involve.* Music involves organized sound.
- 3) *to vary.* Definitions of music may vary.
- 4) *to define.* Music is often defined as the arrangement of sounds.
- 5) *a pattern.* Music is often defined as the arrangement of sounds in patterns.
- 6) *noise.* Music is often defined by contrast with noise or speech.
- 7) *media.* The music can be heard through several media.
- 8) *live.* The most traditional way is to hear music live.
- 9) *to broadcast.* Live music can also be broadcast over the radio or television.
- 10) *to record, recording, records.* Music can be recorded. Recording often uses the ability to edit. A DJ uses disc records.
- 11) *a distinction.* In many cultures there is less distinction between performing and listening to music.
- 12) *virtually.* Virtually everyone is involved in some sort of musical activity.
- 13) *common.* Sound recording or watching a music video became more common than experiencing live performance.

- 14) *to incorporate*. Sometimes live performances incorporate pre-recorded sounds.
- 15) *to invent*. Karaoke was invented by the Japanese.
- 16) *a track*. Karaoke uses music video and tracks without voice.
- 17) *to add*. The performer can add his voice to the piece of music.
- 18) *a division*. There are many divisions and groupings of music.
- 19) *to claim*. Some works are claimed by both jazz and classical music.
- 20) *indigenous*. Their indigenous music styles form new styles.
- 21) *to determine*. Genres of music are often determined by tradition.
- 22) *to exist*. Many music festivals exist these days celebrating a particular music genre.
- 23) *to set mood*. Film and TV dramas use music to help set mood and emphasize the action.
- 24) *mystery and awe*. Nearly all peoples use music in their religious services to create a state of mystery and awe.
- 25) *satisfaction*. Many people perform music for their own satisfaction.
- 26) *a choir*. Singing in a choir can be enjoyable.
- 27) *a band*. Playing a musical instrument in a band can be very enjoyable.
- 28) *to provide with*. Music provides people with a way to express their feelings.
- 29) *birth*. It was the birth of the new pop culture.
- 30) *an opportunity*. We'll have an opportunity to ask him questions.
- 31) *except*. In the centuries which followed, England produced no composers of world rank except for Purcell and Elgar.

EXERCISE 2. Read the international words.

'Music, ef'fect, 'contrast, 'radio, tele'vision, 'culture, sort, form, 'video, disc, defi'nition, jazz, 'contact, style, 'element, tra'dition, 'product, 'festival, 'ceremony, 'symphony, 'opera, 'ballet, role, 'drama, film, 'distance, 'instrument.

EXERCISE 3. Try to enrich your vocabulary:

A. Analyse the following words with different suffixes, divide them into two groups: nouns and adjectives.

Entertainment, definition, arrangement, composer, traditional, presence, television, actual, performance, culture, distinction, musical, performer, division, classical, commercial, indigenous, instrumental, vocal, tradition, language, ancient, religious, orchestral, dancer, important, social, distance, satisfaction, instrument, enjoyable.

B. Make up as many words as you can by combining different parts of the words.

un-	entertain	-er	-able
	arrange	-ion	-al
	perform	-ment	
	distinct	-ance	
	instrument		
	tradition		
	danc(e)		
	enjoy		

C. Complete the sentences: the word in capitals at the end of each sentence should be changed to form the word that fits suitably in the blank space.

1. Music is a kind of ... ENTERTAIN.
2. Some people like to listen to ... music INSTRUMENT.
3. Singing in a choir can be rather ... ENJOY.
4. Music helps ... in a ballet DANCE.
5. This definition of music is ... TRADITION.

EXERCISE 4. Memorize the words at the phrase level:

A. Match the adjectives in column A with the nouns in column B to form meaningful phrases.

A	B
1) live	a) role
2) indigenous	b) tradition
3) human	c) way
4) traditional	d) activity
5) actual	e) performance
6) musical	f) genre
7) vocal	g) kind
8) religious	h) music
9) chief	i) ceremony
10) major	j) service

B. Decide which of the verbs on the left collocate with the nouns on the right.

- | | |
|---------------|------------|
| 1) to involve | a) a style |
|---------------|------------|

- | | |
|-----------------|------------------|
| 2) to broadcast | b) the action |
| 3) to produce | c) forms |
| 4) to invent | d) an instrument |
| 5) to add | e) music |
| 6) to play | f) an effect |
| 7) to take | g) sounds |
| 8) to emphasize | h) the voice |
| 9) to set | i) the dancers |
| 10) to help | j) mood |

EXERCISE 5. Memorize the word combinations which appear in the texts and dialogues. Pay attention to the prepositions.

Definitions of music, the arrangement of sounds in patterns, is defined by contrast with noise, through several media, the presence of the musicians, over the radio, in many cultures, between performing and listening, in some sort of musical activity, in the middle of the 20th century, listening to music through the recorded form, for example, by using Karaoke, invented by the Japanese, without voice, definitions for music, among the larger genres, in more contact with each other, from vocal traditions, in our life, in ceremonies, dates from about 2500 BC, around the world, in other arts, with drama, a state of mystery, a feeling of distance from the daily world, for their own satisfaction, in a choir, in a band, provides people with a way.

EXERCISE 6. Read the word definitions and then:

A. Agree or disagree with the following definitions.

1. *Media*, also mass media, is newspapers, television and radio.
2. *A distinction* is a clear difference.
3. *Virtually* means almost, very nearly.
4. *Indigenous* means originating, growing or living naturally in a particular place.
5. *Awe* means a feeling of respect mixed with fear and wonder.

B. B. Match each word with its correct definition.

to vary, to broadcast, to incorporate, to determine, to claim

1. To send out radio and television programmes.
2. To form a firm intention or decision.
3. To take.

4. To be different.
5. To include.

C. Find the definitions for some other words which you consider to be important for this topic. Use Internet sites: www.macmillandictionaries.com/online; www.wordaz.com.

EXPLORING GRAMMAR

EXERCISE 7. Read the sentences and give the Russian equivalents. If you have some difficulties use the grammar reference at the end of the book or Internet sites: <http://www.english-test.net/>.

1. *If he phoned me, I would tell him about it.* 2. *If you had told me about it yesterday, I would not have done it.* 3. *If I had time, I could visit this performance.* 4. *If I had had time last week, I could have visited this performance.* 5. *If you visited him, you would see his sister.*

EXERCISE 8. Make up your own sentences according to the models.

Model:

If I saw this film, I would tell you about it.

If I had seen this film, I would have told you about it.

1. If you chose this room, you would watch TV. 2. If you investigated this problem, you would answer this question. 3. If he measured the temperature, he would explain this phenomenon. 4. If they unified the data, they would prove the fact. 5. If they processed the data, they would have the results.

EXERCISE 9. Fill in the blanks to practise the use of the conditional sentences.

1. If I were you, I ... this lecture. 2. If you visited the library, you ... some more information about it. 3. If you saw this performance, we ... it. 4. If he ... last week, he would have told me about it. 5. If they went there, they ... about it.

READING

EXERCISE 10. Read the text and focus on its essential facts and then:

A. Choose the most suitable heading for each paragraph.

- 1) Genres of Music;

- 2) The Definitions of Music;
- 3) Performing and Listening to Music;
- 4) Music Through Different Media.

B. Make a précis of the text, using the following phrases.

1. The title of the text is...
2. The text is about... The text deals with...
3. The text covers such points as...
4. It should be underlined that...
5. In conclusion I should say that...
6. To my mind... In my opinion...

WHAT IS MUSIC?

Music is an art, entertainment or other human activity which involves organized sound. Definitions of music may vary. Music is also defined as the arrangement of sounds in patterns, especially to produce a pleasing effect. Music is often defined by contrast with noise or speech.

The music that composers make can be heard through several media. The most traditional way is to hear it live, in the presence of the musicians. Live music can also be broadcast over the radio or television. Recording often uses the ability to edit and very often is considered 'better' than the actual performance.

In many cultures there is less distinction between performing and listening to music, as virtually everyone is involved in some sort of musical activity. In the middle of the 20th century listening to music through a recorded form such as sound recording or watching a music video became more common than experiencing live performance. Sometimes live performances incorporate prerecorded sounds; for example, a DJ uses disc records. People can become performers by using Karaoke, invented by the Japanese, which uses music video and tracks without voice, so the performer can add his voice to the piece of music.

As there are many definitions for music, there are many divisions and groupings of music. There are many musical genres. Among the larger genres are classical music, popular music or commercial music (including rock and roll), country music and folk music. Some works, for example, Gershwin's 'Rhapsody in Blue', are claimed by both jazz and classical music. As cultures of the world have been in more contact with each other, their indigenous music styles form new styles. For example, the US-American 'bluegrass' style has elements from Anglo-Irish, Scottish, Irish, German and some African-American instrumental and vocal traditions,

and can only have been a product of the 20th century. Genres of music are as often determined by tradition as by the actual music. Many music festivals exist these days celebrating a particular music genre.

EXERCISE 11. Agree or disagree with the statements.

1. Music is not an art. 2. Music is used only for entertainment. 3. Live music can be broadcast over radio and television. 4. People can become performers by using Karaoke. 5. Karaoke was invented by the Americans. 6. Music festivals celebrate particular music genres.

LISTENING

EXERCISE 12. Listen to the text and give a summary.

MUSIC IN OUR LIFE

Music is one of the oldest arts. People probably started singing as soon as language developed. Many ancient peoples, including the Egyptians, Chinese, Babylonians and the people of India, used music in religious ceremonies. The first written music dates from about 2500 BC.

Nowadays music takes many forms around the world. There are two chief kinds of music: classical and popular. Classical music includes symphonies, operas and ballets. Popular music includes country music, folk music, jazz, rock music, etc.

Music plays a major role in other arts. Opera combines singing and orchestral music with drama. Ballet and other forms of dancing need music to help the dancers. Film and TV dramas use music to help set mood and emphasize the action.

Music plays an important role in all cultures and social activities. Nearly all peoples use music in their religious services to create a state of mystery and awe, a feeling of distance from the daily world. Many people perform music for their own satisfaction. Singing in a choir or playing a musical instrument in a band can be very enjoyable. Music provides people with a way to express their feelings.

KEY VOCABULARY DEVELOPMENT

EXERCISE 13. Find in the texts English equivalents for these words and word combinations. It will help you understand the texts in details.

Человеческая деятельность, могут различаться, приятный эффект, в противоположность шуму или речи, при помощи различных

средств информации, самый традиционный способ, в присутствии музыкантов, живая музыка, может передаваться по радио, использует способность редактировать, живое представление, почти каждый, музыкальная деятельность, в записанном виде, более распространенный, заранее записанные звуки, например, так как, музыка в стиле кантри, фольклорная музыка, относятся к, друг с другом, вокальные традиции, самой музыкой, определенный музыкальный жанр, один из старейших видов искусств, как только, относится приблизительно к, в наши дни, принимает различные формы по всему миру, ведущая роль, объединяет пение и оркестровую музыку, чтобы создать настроение, играет важную роль, общественная деятельность, состояние тайны и благоговейного страха, чувство удаленности от повседневного мира, для своего собственного удовольствия, пение в хоре, в оркестре, способ выразить свои чувства.

EXERCISE 14. Try to enrich your vocabulary:

A. Find in the texts the words which have similar meanings to the following words.

Model, difference, almost, to include, a lot of, local, main, pleasant.

B. Find in the texts the words which have the opposite meanings to the following words.

Worse, more, with, smaller, old, to finish.

EXERCISE 15. Memorize the new words at the sentence level: fill in the blanks with the missing words in the following sentences. The first letter of each word has been given to help you.

1. Music can be b... over radio and television. 2. Music helps to set m... . 3. Sometimes music creates a state of mystery and a... . 4. Music p... people with a way to express their feelings. 5. The i... music styles form new styles. 6. Music is an a... . 7. Some works are c... by different genres. 8. There are many d... of music. 9. Sometimes live performances i... prerecorded sounds. 10. Singing in the c... may be pleasant.

GRAMMAR DEVELOPMENT

EXERCISE 16. Analyse the following grammatical forms (you may find them in the texts) and then try to translate them. It will help you understand the texts in details:

a) grammatical forms with the ending *-ing*:

a pleasing effect
recording
performing and listening to music
sound recording or watching a music video
experiencing live performance
by using
including rock and roll
celebrating a particular music genre
started singing
including the Egyptians
combines singing and orchestral music
singing in a choir or playing a musical instrument

b) grammatical forms with the ending *-ed*:

organized sound	started singing
is also defined	language developed
is considered	used music
is involved	a recorded form
prerecorded sounds	are claimed
are often determined	

c) grammatical forms with the ending *-s*:

which involves
definitions of music
the arrangement of sounds in patterns
recording often uses
in many cultures
performances incorporate prerecorded sounds
a DJ uses disc records
which uses music video and tracks without voice
many divisions and groupings of music
their indigenous music styles form new styles
has elements from vocal traditions
many musical festivals exist these days
in religious ceremonies
the first written music dates from
music takes many forms

two chief kinds of music
classical music includes symphonies, operas and ballets
music plays a major role

SPEAKING

EXERCISE 17. Complete the sentences in a logical way.

1. People probably started singing as...
2. Many ancient people used music in...
3. Music is...
4. Music is defined as...
5. Music can be heard through...
6. In many cultures there is less distinction between...
7. People can become performers by...
8. There are many musical genres such as...
9. Some works are claimed by...
10. The music of different cultures form...
11. Genres of music are often determined by...
12. Many musical festivals...
13. Music plays a major role in...
14. Many people perform music for...
15. Music provides people with...

EXERCISE 18. Answer the questions about music.

1. What is music?
2. How is music defined?
3. What is the most traditional way to hear music?
4. How can live music be broadcast?
5. Is recording considered better than the actual performing?
6. What is the distinction between performing and listening to music?
7. What is Karaoke?
8. Who invented Karaoke?
9. Have you ever used Karaoke?
10. What are the main musical genres?
11. What genre of music does Gershwin's 'Rhapsody in Blue' refer to?
12. What elements does the US-American 'bluegrass' style include?
13. What are genres of music often determined by?

14. When did people start singing?
15. What role does music play in other arts?

EXERCISE 19. Read the dialogue, sum up the information and act out a similar dialogue.

ROCK AND POP MUSIC

- A: Do you like to listen to music?
B: Sure.
A: What kind of music do you prefer?
B: It depends. Mostly rock and pop music. But sometimes I am in the mood to listen to the classical or country music. And you?
A: As for me, I listen to all kinds of music, even to music my parents listen to. For example, *The Beatles*, a British pop group.
B: Sorry for interrupting you. I also like *The Beatles*. Their music is based on rock and roll exported from the USA by singers like Elvis Presley, but it is very different from anything which has come from the American side of the Atlantic.
A: Yes, you are right. It was the birth of the new pop culture. It influenced the musical culture of most countries of the western world. By the way, do you remember their names?
B: Of course, I do. George Harrison, John Lennon, Paul McCartney and Ringo Starr. Do you know any other British singers?
A: Naturally. Mick Jagger from *the Rolling Stones*, Rod Stewart, Elton John and many others.
B: We'll have an opportunity to ask questions about music in Britain Mr Black who is going to visit us.

EXERCISE 20. Act out a role-play.

MUSIC IN BRITAIN

Mr Black, Professor from a London University, is talking with Russian students about music in Britain.

— Господин Блэк, назовите, пожалуйста, имена известных музыкантов из Британии.

— In the 16th and 17th centuries English musicians had a great reputation in Europe. William Byrd was the most famous English composer of that time.

— Да, это имя и сейчас широко известно.

— А сейчас, в наши дни?

— Недавно мы слушали мюзикл «Иисус Христос — суперзвезда» и получили огромное удовольствие.

— Было приятно поговорить с вами о музыке.

— In the centuries which followed England produced no composers of world rank except for Purcell and Elgar.

— Today it is a reflowering of English music. The music of Michael Tippett, Benjamin Britten and William Walton is performed all over the world.

— Most musicals of Andrew Lloyd Webber, like 'Jesus Christ Superstar', 'Cats' and others, are still staged in the best theatres of England, the USA and other countries.

— The pleasure was mine.

EXERCISE 21. Arrange role plays on the following subjects. Be as imaginative as you can.

1. You are in a musical shop. You want to buy some musical discs. You are talking with the shop assistant.
2. You are talking with your favourite pop singer.

WRITING

EXERCISE 22. Write a letter to your friend. Describe your visit to the musical theatre.

EXERCISE 23. Make up your own story on one of these topics.

- 1) Rock and pop music.
- 2) Music in Britain.
- 3) Music in your life.
- 4) Different kinds of music.

PROJECT WORK

EXERCISE 24. Compile information on the topic. Present the project to your group. You may use the following Internet site: www.freewebs.com/world-cultures

TEST 11

1. Choose the proper words and fill in the blanks.

- Definitions of music may*
A. vary B. involve C. define D. broadcast
- Music may be ... over the television.*
A. vary B. involve C. broadcast D. defined
- Sometimes a DJ uses disc*
A. patterns B. media C. mood D. records
- There are many ... of music.*
A. distinction B. media C. mystery D. divisions
- In Karaoke a performer can ... his voice to the piece of music.*
A. determine B. add C. invent D. provide
- Many ... people used music in religious ceremonies.*
A. Chinese B. ancient C. Indian D. Russian
- Classical music ... symphonies, operas and ballets.*
A. refers B. takes C. plays D. includes
- Opera combines ... and orchestral music with drama.*
A. dancing B. scenery C. singing D. lighting
- TV dramas use music to ... mood.*
A. set B. help C. need D. play
- Singing in a ... can be very enjoyable.*
A. opera B. choir C. ballet D. stage

2. Fill in the blanks with the proper forms of the verb.

- If they got that book, they ... happy.*
A. would be B. were C. was D. been
- If you went there by car, you ... her.*
A. would seen B. saw C. have seen D. could see

3. *If she sang a song, I ... very pleased.*
 A. been B. were C. would be D. have been
4. *If I ... you, I would go there.*
 A. were B. be C. have been D. would be
5. *If he had money, he ... this musical disc.*
 A. buys B. would buy C. bought D. have bought
6. *If I were you, I ... this book.*
 A. would read C. will be reading
 B. were reading D. was reading
7. *If you called her, you ... about it.*
 A. will know B. would know C. knew D. have known
8. *If you were there, you ... it.*
 A. could do B. do C. did D. could done
9. *If you had been there, you ... it.*
 A. could have done C. do
 B. could done D. did
10. *If I ... you, I should take part in this performance.*
 A. be B. were C. have been D. was

3. The text contains different mistakes: 4 — in spelling, 5 — in grammar. Correct the mistakes and rewrite the text.

Like drama and dance, music are a performing art. It differ from such arts as paintin and poetry, in which artists creates, works and then displays or publishes them. Musikal komposers need musishians to interpret and perform their works, just as playwrights need actors to perform their plays.

4. Answer the multiple-choice questions about music.

1. *Is music an art or entertainment?*
 A. An art.
 B. An entertainment.
 C. And art and entertainment.
2. *What is the definition of music?*
 A. It is noise.
 B. It is the arrangement of sounds in patterns.
 C. It is noise or speech.

3. *By whom was Karaoke invented?*
 - A. By Chinese.
 - B. By Japanese.
 - C. By Americans.
4. *Who is the composer of 'Rhapsody in Blue'?*
 - A. Walter.
 - B. Borodin.
 - C. Gershwin.
5. *What are the chief kinds of music?*
 - A. Classical and popular.
 - B. Folk and country.
 - C. Pop and jazz.

Unit 19

Theme: **PAINTING**

Texts: 1. Painting
 2. Some Subjects and Styles of Painting

Dialogues: 1. A Few Great Painters of the 16th — 19th Centuries
 2. Prominent Russian Painters of the 17th — 19th Centuries

Grammar: The Sequence of Tenses

Project 12

Test 12

KEY VOCABULARY

EXERCISE 1. Read and guess the meanings of the new words. It will help you read and discuss the texts and dialogues, arrange the role-plays, present the projects. If you have some difficulties use the dictionary at the end of this book and Internet site www.english-globe.ru

- 1) *an expression.* Painting is the expression of ideas and emotions.
- 2) *two-dimensional.* Painting is the expression of ideas and emotions in a two-dimensional visual language.
- 3) *texture.* The elements of this language are its shape, lines, colours, tones and textures.
- 4) *a sensation.* The elements of the language are used to produce sensations of space, movement and light.
- 5) *volume.* It is also used to produce the sensation of volume.
- 6) *a flat surface.* The elements of the language are used to produce sensations of space, movement and light on a flat surface.
- 7) *medium.* ‘Mediums’ may be replaced by the word ‘means’.
- 8) *liquid.* Mediums are also liquids.
- 9) *to add.* Mediums are liquids added to paints.
- 10) *tempera, fresco, oil, watercolour.* An artist uses a particular medium such as tempera, fresco, oil, watercolour etc.
- 11) *to thin.* A tempera medium is dry pigment tempered with an emulsion and thinned with water.
- 12) *ever since.* Oil painting has remained in Western countries ever since.

- 13) *immediate, transparent quality*. Watercolour has immediate, transparent quality.
- 14) *to frame*. We think of paintings as framed images.
- 15) *extraordinary*. The medium of painting has taken on an extraordinary range of forms.
- 16) *mural, easel, scroll*. Artists have the choice of painting forms such as mural, easel, scroll, panorama etc.
- 17) *a root*. Mural painting has its roots in the instincts of people to decorate their surroundings.
- 18) *a vault*. Murals cover walls, ceilings and the interior of vaults.
- 19) *urban landscapes*. They represent views of rivers, mountains and urban landscapes.
- 20) *to simulate*. Panoramas were intended to simulate the sensation of scanning an extensive urban or country view.
- 21) *tranquil*. Claude Monet described the tranquil, classically idealized world.
- 22) *exultant pantheism*. Paintings of Rubens described exultant pantheism.
- 23) *to hunt*. Genre painting presents hunting expeditions, domestic and agricultural occupations.
- 24) *to feast*. Genre painting presents scenes of feasting, dancing and music.
- 25) *to restrict*. In Renaissance painting genre subjects were generally restricted by background features of portraits.
- 26) *to underline*. Rembrandt used domestic scenes to underline the emotional intensity.
- 27) *a peasant*. Thomas Gainsborough showed peasant life.
- 28) *harsh*. Van Gogh and Edgar Degas described the harsh realities of working life.
- 29) *still life*. Still life is particularly associated with northern European painting.
- 30) *a significance*. The choice of objects very often has a religious or literary significance.
- 31) *passion*. Wine, water and bread symbolized the passion.
- 32) *skulls, hourglasses, candles*. Skulls, hourglasses and candles symbolized the transience of life.
- 33) *nobility, grace, authority*. The portraits by Raphael and Rubens express nobility, grace and authority of the people.
- 34) *ordinary*. Rembrandt often painted the ordinary people.

35) *an icon*. He was an icon painter.

36) *to admire*. I always admire the paintings of this artist.

EXERCISE 2. Read the international words and mind the stress.

I'dea, e'motion, 'element, tone, 'texture, tech'nique, 'fresco, 'pigment, e'mulsion, aqua'relle, form, pano'rama, 'instinct, in'terior, 'studio, deco'ration, vase, sort, style, 'category, genre, a'nalyses, ro'manticism, 'pantheism, expe'dition, 'music, in'tensity, re'alilty, 'object, mu'seum, 'tourist, theme, 'contrast.

EXERCISE 3. Try to enrich your vocabulary:

A. Analyse the following words with different suffixes, divide them into two groups: nouns and adjectives.

Expression, emotion, two-dimensional, visual, language, texture, different, sensation, movement, workable, various, painter, pigment, emulsion, ancient, culture, traditional, transparent, movable, continuous, panoramic, domestic, establishment, individual, artist, extensive, decoration, useful, furniture, important, structural, poetic, exultant, expedition, agricultural, occupation, historical, emotional, religious, significance, passion, transience, spiritual, portraiture, achievement, psychological.

B. Make up as many words as you can by combining different parts of the words.

un-	express	-ment	-ful
in-	work	-ist	-al
	differ	-er	-ic
	move	-ure	-able
	paint	-ion	-ent
	tradition		
	establish		
	art		
	use		
	poet		
	emotion		
	portrait		
	achieve		

C. Complete the sentences: the word in capitals at the end of each sentence should be changed to form the word that fits suitably in the blank space.

1. I admire the paintings of this ... ART.
2. He is rather ... to painting DIFFER.
3. He used domestic scenes to underline the ... intensity EMOTION.
4. He is a talented ... PAINT.
5. Painting is the ... of ideas and emotions EXPRESS.

EXERCISE 4. Memorize the words at the phrase level:

A. Match the adjectives in column A with the nouns in column B to form meaningful phrases.

A	B
1) flat	a) ways
2) transparent	b) scenes
3) urban	c) range
4) exultant	d) pantheism
5) harsh	e) reality
6) ordinary	f) people
7) tranquil	g) language
8) extraordinary	h) surface
9) visual	i) qualities
10) different	j) world

B. Decide which of the verbs on the left collocate with the nouns on the right.

1) to add	a) a picture
2) to thin	b) the idea
3) to frame	c) images
4) to simulate	d) the sensation
5) to restrict	e) the background
6) to underline	f) the significance
7) to admire	g) the paintings
8) to express	h) mediums
9) to paint	i) an emulsion
10) to produce	j) the decoration

EXERCISE 5. Memorize the word combinations which appear in the texts and dialogues. Pay attention to the prepositions.

The expression of ideas, in a visual language, the elements of the language, in different ways, on a surface, in the wider meaning, thinned with water, in constant use, during the Renaissance, by oil paints, for painting, directly onto the wall, on the wall, the choice of particular forms, a variety of modern forms, roots in the instincts of people, a form for expression, the interior of vaults, in the West, at arm's length, from right to left, views of rivers, with the establishment of the painter, for useful objects, all sorts of furniture, styles of painting, a set of categories, for fresco decoration, in the 19th century, were made through the landscapes, from everyday life, with scenes of feasting, restricted by background, the choice of objects, for Japanese artists, among the highest achievements.

EXERCISE 6. Read the word definitions and then:

A. Agree or disagree with the following definitions.

1. *To frame* means to surround with a solid protecting edge, put a border around.
2. *To simulate* means to imitate.
3. *To feast* means to eat and drink very well.
4. *A still life* is a picture of an arrangement of objects, especially of flowers and fruit.
5. *An hourglass* is a glass container for measuring time, which is narrow in the middle like a figure 8 (eight) so that the sand inside can run slowly from the top half to the bottom.

B. Match each word with its correct definition.

texture, tempera, volume, fresco, sensation

1. The degree of roughness or smoothness of a surface, substance or material, especially as felt by touch.
2. Direct feeling, such as heat or pain, coming from one of the five natural senses.
3. The size of a solid thing or of space.
4. A method of painting in which the colouring material is mixed with a thick liquid, such as egg.
5. A picture made by painting in watercolour on a surface, usually on wall.

- C. Find the definitions for some other words which you consider to be important for this topic. Use Internet sites: www.macmillandictionaries.com/online; www.wordaz.com.

EXPLORING GRAMMAR

EXERCISE 7. Memorize the use of the sequence of tenses. Read the sentences and give the Russian equivalents. If you have some difficulties use the grammar reference at the end of the book or Internet sites: <http://www.english-test.net/>.

1. I *knew* that she *was* in the hospital. 2. He *thought* she *was sleeping*. 3. We *hoped* that they *would come* on Sunday. 4. I *was* sure that he *was playing* chess in the park. 5. He *was* afraid that she *would tell* them about it. 6. They *told* us that they *had visited* that museum. 7. She *said* that she *had been* at the station. 8. We *decided* that we *should go* to that green park. 9. He *remembered* that he *had seen* her. 10. They *were* sorry that she *had missed* the train.

EXERCISE 8. Make up your own sentences according to the models.

a) Model:

They are listening to music.

I knew that they were listening to music.

1. They are running the commercial TV station. 2. These radio stations are competing with each other. 3. The children are playing computer games. 4. They are writing a composition. 5. They are playing football.

b) Model:

The boy is interested in history.

I was sure that the boy was interested in history.

1. The newspaper is delivered to him. 2. The film is watched by them. 3. He is busy. 4. She is glad to meet them. 5. The money is spent by them.

c) Model:

They left for Moscow.

I hoped that they had left for Moscow.

1. Ann helped her parents. 2. She wrote a letter. 3. The boy studied the English language. 4. She cooked a dinner. 5. He bought bread.

d) Model:

They will go home.

I thought they would go home.

1. You will ask him. 2. They will be late. 3. He will go to the swimming pool. 4. She will bring the book. 5. They will come on Saturday.

e) Model:

Я знал, что он часто пишет письма.

I knew that he often wrote letters.

1. Я знал, что они часто играют в компьютерные игры. 2. Я знал, что она обычно смотрит телевизор вечером. 3. Я знал, что он живет в том доме. 4. Я знал, что она часто его навещает. 5. Я знал, что они всегда гуляют в парке.

f) Model:

Я думал, что она напишет письмо.

I thought that she would write a letter.

1. Я думал, что они придут в воскресенье. 2. Я думал, что он полетит в Москву. 3. Я думал, что вы переведете текст. 4. Я думал, что она принесет книгу. 5. Я думал, что они будут рады видеть нас.

EXERCISE 9. Complete the sentences to practise the use of the sequence of tenses.

1. Nick said that... 2. We were sure that... 3. My brother forgot that... 4. The driver said that... 5. I was afraid that... 6. I was sorry that... 7. She knew that... 8. We decided that... 9. She was sure that... 10. They told us that...

READING

EXERCISE 10. Read the text and focus on its essential facts and then:

A. Choose the most suitable heading for each paragraph.

- 1) Mediums;
- 2) Forms of Painting;
- 3) The Painting Language and Its Elements.

B. Make a précis of the text, using the following phrases.

1. The title of the text is...
2. The text is about... The text deals with...
3. The text covers such points as...
4. It should be underlined that...
5. In conclusion I should say that...
6. To my mind... In my opinion...

PAINTING

Painting is the expression of ideas and emotions in a two-dimensional visual language. The elements of this language are its shape, lines, colours, tones and textures. They are used in different ways to produce sensations of volume, space, movement and light on a flat surface.

Mediums are liquids added to paints to mix them and make them workable. In the wider meaning mediums are various paints, tools, supports, surfaces and techniques used by painters. An artist uses a particular medium such as tempera, fresco, oil, watercolour etc. A tempera medium is dry pigment tempered with an emulsion and thinned with water. It is a very ancient medium. Having been in constant use in most world cultures, it was replaced during the Renaissance by oil paints. Fresco (Italian: 'fresh') is the traditional medium for painting directly onto the wall or ceiling. Oil painting became the most widely-used technique in Italy. It has remained so in Western countries ever since. Watercolour, or aquarelle, has remained popular especially for its immediate, sketchy, transparent qualities.

Although we often think of paintings as framed images that are hung on the wall, the medium of painting has taken on an extraordinary range of forms. Artists have the choice of particular forms such as mural, easel, scroll, panorama or any of a variety of modern forms. Mural painting has its roots in the instincts of people to decorate their surroundings and to use wall surfaces as a form for expressing ideas, emotions and beliefs. Murals cover wall areas, ceilings and the interior of vaults. Smaller, movable paintings may be scrolls in the Orient or easel paintings in the West. Hand scrolls are ink paintings on the long pieces of paper or silk. They are unrolled at arm's length and viewed from right to left. They represent panoramic views of rivers, mountains and urban landscapes, and domestic interiors. The easel, or studio painting, was a form developed during the Renaissance with the establishment of the painter as an individual artist. Easel paintings are usually framed. Panoramas were intended to simulate the sensation of scanning an extensive urban or country view or seascape. Quite small paintings are often decorations for useful objects, such as vases, plates and all sorts of furniture.

EXERCISE 11. Agree or disagree with the statements.

1. All people enjoy painting. 2. Painting is easy to understand. 3. Mediums are liquids. 4. The word 'fresco' means 'fresh'. 5. Murals cover wall areas. 6. Easel paintings are not usually framed.

LISTENING

EXERCISE 12. Listen to the text and give a summary.

SOME SUBJECTS AND STYLES OF PAINTING

In painting the subject matter is very important. The subjects of painting include a set of categories, or genres, of painting.

Landscape painting comprises country scenes, seascapes and cityscapes. Idealized landscapes were common subjects for fresco decoration. Landscapes appeared on most Renaissance paintings. The most important developments in the 19th century painting were made through the landscapes of Impressionists. Styles in landscape painting range from the tranquil, classically idealized world of Claude Monet and structural analyses of Paul Cezanne to the poetic romanticism of John Constable and Turner and exultant pantheism of Paul Peter Rubens and Van Gogh.

The category called genre painting consists of scenes from everyday life such as hunting expeditions, domestic and agricultural occupations with scenes of feasting, dancing and music. In Renaissance painting genre subjects were generally restricted by background features of portraits and historical narratives. Rembrandt used domestic scenes to underline the emotional intensity, Thomas Gainsborough — to show peasant life, Van Gogh and Edgar Degas — to describe the harsh realities of working life.

Still life is particularly associated with northern European painting. The choice of objects very often has a religious or literary significance: wine, water and bread symbolizing the passion; skulls, hourglasses and candles — the transience of life; flowers, fruits — the seasons. Flower painting especially held a spiritual and emotional meaning for Japanese artists and for 19th century European painters such as Paul Gauguin and Van Gogh.

Portraiture is among the highest achievements in painting. The portraits by Raphael and Rubens express nobility, grace and authority of the people. The psychological insight, emotional empathy and aesthetic values are in the selfportraits and portraits of ordinary people by Rembrandt and Van Gogh.

KEY VOCABULARY DEVELOPMENT

EXERCISE 13. Find in the texts English equivalents for these words and word combinations. It will help you understand the texts in details.

Выражение эмоций, имеющий два измерения, форма, тона, текстура, различными способами, ощущение объема, на плоской

поверхности, сделать пригодным для работы, в более широком значении, используемые художниками, темпера, сухой пигмент, разжижаемый водой, будучи в постоянном использовании, оно было заменено, во время эпохи Ренессанса, масляными красками, непосредственно на стене, широко используемая техника, с тех пор, чрезвычайно большой диапазон форм, выбор особенных форм, мольберт, орнамент в виде завитков, разнообразие современных форм, украшать свое окружение, внутренняя сторона сводов, написанные чернилами, на длинных бумажных или шелковых лентах, на расстоянии вытянутой руки, рассматриваемая справа налево, городские пейзажи, интерьеры, мольбертовая живопись, морской пейзаж, все виды мебели, тема, жанры живописи, пейзажная живопись, спокойный мир, структурный анализ, поэтический романтизм, ликующий пантеизм, повседневная жизнь, охота, празднество, исторические повествования, эмоциональная интенсивность, крестьянская жизнь, суровая действительность, натюрморт, особенно ассоциируется, выбор объектов, литературное значение, символизирующий страсть, временность жизни, духовное значение, самые высокие достижения, психологическая проницательность, эмоциональное проникновение, эстетические ценности, портреты обыкновенных людей.

EXERCISE 14. Try to enrich your vocabulary:

A. Find in the texts the words which have similar meanings to the following words.

Unit, various, to apply, old, to see, fresco, calm, importance.

B. Find in the texts the words which have the opposite meanings to the following words.

Narrow, wet, modern, bigger, short, the lowest.

EXERCISE 15. Memorize the new words at the sentence level: fill in the blanks with the missing words in the following sentences. The first letter of each word has been given to help you.

1. Thomas Gainsborough is a British artist best known for his portraits and l... . 2. This emulsion should be t... with water. 3. He has been a famous painter ever s... . 4. There is a choice of particular painting forms such as mural, scroll, e... etc. 5. You can see a fresco on the interior of the v... . 6. That panorama s... the sensation of an extensive country view.

7. I admire the t... landscape in this picture. 8. Easel paintings are usually f... . 9. He used that scene to u... the emotional intensity. 10. The choice of objects has a literary s... .

GRAMMAR DEVELOPMENT

EXERCISE 16. Analyse the following grammatical forms (you may find them in the texts) *and then* try to translate them. It will help you understand the texts in details:

a) grammatical forms with the ending *-ing*:

in the wider meaning
 for painting
 oil painting
 we often think of painting
 the medium of painting
 for expressing ideas
 hunting expeditions
 symbolizing the passion

b) grammatical forms with the ending *-ed*:

are used	are usually framed
liquids added to paints	were intended
techniques used by painters	the category called
thinned with water	were restricted
it was replaced	he used
the most widely used	is particularly associated
it has remained	are viewed from right to left
framed images	they are unrolled

c) grammatical forms with the ending *-s*:

ideas and emotions	a set of categories
the elements of this language	landscape painting includes
its lines and colours	country scenes
liquids added to paints	seascapes and cityscapes
various paints	common subjects
surfaces and techniques	the landscapes of Impressionists
by painters	styles in landscapes

an artist uses
world cultures
modern forms
its roots
at arm's length
useful objects

the category consists of scenes
background features
historical narratives
domestic scenes
the choice of objects
skulls and hourglasses

SPEAKING

EXERCISE 17. Complete the sentences in a logical way.

1. Painting is...
2. The elements of the visual language are...
3. Mediums are...
4. An artist uses a particular medium, such as tempera...
5. The medium of painting has taken on...
6. Artists have the choice of particular forms, such as mural...
7. The subjects of painting include...
8. Landscape painting comprises...
9. Styles in landscape painting range from...
10. Genre painting consists of...
11. Some famous artists used domestic scenes to...
12. Still life is associated with...
13. The choice of objects very often has...
14. Portraiture is among the highest...
15. The portraits by ... express...

EXERCISE 18. Answer the questions about painting.

1. What are the elements of the painting language?
2. What are mediums?
3. What are mediums in the wider meaning?
4. What is tempera medium?
5. Is tempera an ancient medium?
6. What was tempera replaced by?
7. When was tempera replaced by oil paints?
8. What is the origin of the word 'fresco'?
9. Why has watercolour remained popular?

10. What roots has mural painting?
11. What do murals cover?
12. What movable paintings are in the East and in the West?
13. How are hand scrolls viewed?
14. When was the easel painting developed?
15. What can panoramas simulate?
16. What are the main subjects in painting?
17. What does landscape painting comprise?
18. What artists painted landscapes?
19. What does genre painting consist of?
20. What is still life?
21. What do the portraits by the famous artists express?
22. Have you ever visited a picture gallery?
23. What picture galleries famous in your country do you know?
24. What picture galleries famous all over the world do you know?
25. Do you enjoy painting?

EXERCISE 19. Read the dialogue, sum up the information and act out a similar dialogue.

A FEW GREAT PAINTERS OF THE 16TH — 19TH CENTURIES

- A: You are interested in painting, aren't you? Can you name a few great painters of the 16th — 19th centuries?
- B: Certainly. The Italian painters Raphael Sanzio and Michelangelo, Spanish painters El Greco and Francisco de Goya, the great Dutch painter Rembrandt and many others.
- A: By the way, El Greco is considered to be a Spanish artist, but he was born in Crete, studied and worked in Italy, and only then settled in Spain.
- B: Yes, you are right. And his paintings are exhibited in various museums of Paris, London, New York, Madrid and Budapest.
- A: All tourists coming to Vatican try to see Raphael's Stanze. Do you know what it is?
- B: Naturally. The four rooms decorated with Raphael's frescoes which form part of the palace of Nicholas V. Raphael was one of the greatest artists of the Renaissance. He painted mostly on religious subjects.
- A: Rembrandt also painted many pictures on religious themes.
- B: He created many portraits too. He is known especially for his use of light and shade.
- A: Michelangelo also created a forceful style, using contrasts of light and shade.

B: Absolutely. And Michelangelo is especially known for painting the ceiling of the Sistine Chapel in Vatican with scenes from the Old Testament of the Bible, including the creation of Adam.

A: Let's continue our talk on this subject some other day.

B: With pleasure.

EXERCISE 20. Act out a role-play.

**PROMINENT RUSSIAN PAINTERS
OF THE 17TH — 19TH CENTURIES**

Mr Black, a painter from England, is interested in Russian painting. He is talking with our specialist in painting Andrei Volkov.

— Mr Volkov, what can you say about famous Russian painter Simon Ushakov?

— Семен Ушаков создал собственную школу живописи. Он автор большого количества икон. Одна из самых известных — «Спас Великий архиерей».

— And what about Fyodor Rokotov and Pavel Fedotov?

— Федор Рокотов — выдающийся портретист 18 века. Один из самых известных его портретов «Женщина в розовом», который он написал в 1770. Павла Федотова считают основателем критического реализма в русской живописи.

— Recently I have read a book about an original school in painting, called 'Peredvizhniki'.

— Да, много талантливых художников учились и преподавали в этой школе: Илья Репин, Валентин Серов и многие другие. Я думаю, вы знаете такие полотна Репина, как «Боярыня Морозова», «Иван Грозный и его сын Иван».

— Certainly. And I admired 'The Girl with Peaches' by V. Serov. They are great painters. They created great pictures and they taught painting to others.

— Да, вы правы. Борис Кустодиев и многие другие учились живописи у Ильи Репина в Петербургской академии художеств.

— I hope we'll continue our talk on the subject. — С удовольствием.

EXERCISE 21. Arrange role plays on the following subjects. Be as imaginative as you can.

1. You are at the picture gallery. You are talking with the artist whose pictures are represented in this gallery.
2. You are a guide in the picture gallery.

WRITING

EXERCISE 22. Write a letter to your friend. Describe your visit to a picture gallery.

EXERCISE 23. Make up your own story on one of these topics.

1. Painting is a visual language.
2. Different painting mediums.
3. Styles of painting.

PROJECT WORK

EXERCISE 24. Compile information on the topic. Present the project to your group. You may use the following Internet sites: www.artsunlight.com/art-ist-list-all.html; www.caiaffa.com/HTM/Creditors.htm

TEST 12

1. Choose the proper words and fill in the blanks.

1. *This picture produces the sensation of ... and space.*
A. liquid B. surface C. volume D. tempera
2. *This artist uses both oils and*
A. volume C. watercolours
B. vault D. surface
3. *Studio painting is also called ... painting.*
A. mural B. tempera C. easel D. oil

4. *He wanted ... some more information to his report.*
A. to add B. to frame C. to simulate D. to feast
5. *His paintings express ... pantheism.*
A. root B. exultant C. urban D. mural
6. *Watercolour has a ... quality.*
A. scroll B. tranquil C. transparent D. exultant
7. *The artist shows the life of*
A. peasants B. painters C. still life D. candles
8. *He is known to be an ... painter.*
A. passion B. icon C. skulls D. peasant
9. *The paintings of this artist is of great*
A. hourglasses C. significance
B. authority D. restrict
10. *The painting produces sensations of volume, space, movement and light on the ... surface.*
A. two-dimensional C. immediate
B. flat D. exultant

2. Choose the proper grammar form of the verbs and fill in the blanks.

1. *I thought that you ... this problem.*
A. will solve B. solve C. is solving D. would solve
2. *They say that he ... a talented artist.*
A. is B. were C. would D. should
3. *They were sure that they ... that picture gallery.*
A. would visit C. shall visit
B. will visit D. are visiting
4. *They were afraid that they ... that picture.*
A. would ruin C. are ruining
B. ruin D. ruins
5. *The painter told that he ... the emulsion with water.*
A. had been thinned C. would thin
B. will thin D. was thinned
6. *He remembered that he ... that picture.*
A. seen B. will see C. had seen D. sees

7. *They knew that there ... a picture gallery in that city.*
 A. was B. would C. should D. will be
8. *They were sorry that they ... that museum.*
 A. did not visit C. was visiting
 B. do not visit D. will visit
9. *She said that her brother ... a painter.*
 A. were B. is C. will be D. was
10. *I am sure that he ... a good artist.*
 A. shall be B. is C. would D. have been

3. The text contains different mistakes: 3 — in spelling, 2 — in grammar. Correct the mistakes and rewrite the text.

This painter helped to start the Impresionist movement. He are best known for his painting of the countryside, in which he try to show the efects of light by painting the same picture at diferent times of day or in various types of weather.

4. Answer the multiple-choice questions about painting.

1. *What are the elements of the painting visual language?*
 A. Mural, easel, scroll, panorama.
 B. Shape, lines, colours, tones, textures.
 C. Paints, tools, supports, surfaces.
2. *What are the main genres of painting?*
 A. Landscape, genre, still life, portraiture.
 B. Objects, vases, plates.
 C. Scenes, seascapes, cityscapes.
3. *What famous French artist painted landscapes?*
 A. Claud Monet.
 B. Peter Paul Rubens.
 C. Van Gogh.
4. *What famous Dutch artist painted portraits?*
 A. Peter Paul Rubens.
 B. Rembrandt.
 C. Raphael.

Unit 20

<i>Theme:</i>	LITERATURE
<i>Texts:</i>	1. Literature 2. Forms of Literature
<i>Dialogues:</i>	1. A Few Famous English Poets 2. Great Russian Poets and Novelists

Grammar Revision

Project 13

Test 13

KEY VOCABULARY

EXERCISE 1. Read and guess the meanings of the new words. It will help you read and discuss the texts and dialogues, arrange the role-plays, present the projects. If you have some difficulties use the dictionary at the end of this book and Internet site www.english-globe.ru

- 1) *the fine arts*. Literature is one of the fine arts.
- 2) *fiction, nonfiction*. Literature has two main divisions: fiction and nonfiction.
- 3) *to create, creative*. An author creates fiction from imagination. Creative readers bring their own experiences of life to the experiences the writer presents in the page.
- 4) *narrative*. Most fiction is narrative writing.
- 5) *factual*. Nonfiction is factual writing about real-life situations.
- 6) *an essay, a diary*. The chief forms of nonfiction include the essay, history, biography, autobiography and diary.
- 7) *deep*. Creative reading leads to the deepest enjoyment of literature.
- 8) *to judge*. Reading is such a personal activity that there are no rules for judging a piece of writing.
- 9) *to broaden*. Our ability to judge literature intelligently develops as our reading broadens.
- 10) *a reason*. We are fond of reading for different reasons.
- 11) *a solution*. Sometimes we find possible solutions to our problems when we meet people in books whose problems are like our own.

- 12) *imagination, imaginary*. The novel tells us about events in the lives of real or imaginary people.
- 13) *few*. In short stories the situations are fewer.
- 14) *complicated*. In short stories the situations are less complicated.
- 15) *appearance*. Drama usually includes stage directions describing the appearances and actions of the characters.
- 16) *conversation*. A drama takes the form of dialogue, or conversation.
- 17) *metre, rhyme*. Poetry usually has metre and rhyme.
- 18) *to arrange in a pattern*. Poets use metre when they arrange words in a pattern.
- 19) *definite rhythm*. Poets use metre when they arrange words in a pattern with a definite rhythm.
- 20) *to ride (rode, ridden) a horse*. It is very exciting to ride a horse.
- 21) *to persuade*. The girl was trying to persuade her mother to go to the cinema.
- 22) *to lower the taxes*. She persuaded her husband to lower the taxes.
- 23) *in the original*. I have read this book in the original.

EXERCISE 2. Read the international words and mind the stress.

‘Literature, term, fact, ‘person, situ‘ation, ‘drama, ‘poet, ‘essay, ‘history, bi‘ography, ‘critic, ‘muscle, infor‘ation, ‘problem, form, ‘incident, ‘character, ‘actor, di‘rection, ‘dialogue, ‘tragedy, ‘comedy, rhythm.

EXERCISE 3. Try to enrich your vocabulary:

A. Analyse the following words with different suffixes, divide them into two groups: nouns and adjectives.

Literature, division, fiction, imagination, situation, creative, reader, experience, language, enjoyment, personal, critical, different, information, pleasure, possible, solution, fiction, historical, psychological, sentimental, character, actor, direction, appearance, action, conversation, lyric, narrative, dramatic.

B. Make up as many words as you can by combining different parts of the words.

in-	read	-ent	-al
im-	sentiment	-er	
	differ	-or	
	appear	-(at)ion	
	enjoy	-ance	
	critic	-ment	

inform
direct
possible
act

C. Complete the sentences: the word in capitals at the end of each sentence should be changed to form the word that fits suitably in the blank space.

1. It is difficult to be ... to her DIFFER.
2. Stage directions describe the ... of the characters ACT.
3. Creative ... enjoy this book READ.
4. We read this article for ... INFORM.
5. It is difficult to describe her ... APPEAR.

EXERCISE 4. Memorize the words at the phrase level:

A. Match the adjectives in column A with the nouns in column B to form meaningful phrases.

A	B
1) creative	a) divisions
2) narrative	b) experience
3) imaginary	c) writing
4) complicated	d) reader
5) definite	e) situation
6) critical	f) enjoyment
7) fine	g) arts
8) deep	h) people
9) main	i) rhythm
10) own	j) skills

B. Decide which of the verbs on the left collocate with the nouns on the right.

1) to create from	a) a horse
2) to judge	b) the piece of writing
3) to broaden	c) a solution
4) to arrange	d) the words
5) to ride	e) the husband
6) to persuade	f) the taxes
7) to lower	g) the appearance
8) to include	h) imagination

- 9) to find
- 10) to describe

- i) the reading
- j) the essay

EXERCISE 5. Memorize the word combinations which appear in the texts and dialogues. Pay attention to the prepositions.

From the Latin word, in its broadest sense, one of the fine arts, from imagination, about real persons, with imaginary situations, in the page, leads to the deepest enjoyment, no rules for judging, develop with use, are fond of reading, for different reasons, for information, pleasure in learning, solutions to our problems, in books, about events, deal with a great variety of subjects, around a single incident, because of its shorter length, by actors on the stage, actions of characters, the form of dialogue, between two or more persons, in a pattern with a definite rhythm, at the end of the lines.

EXERCISE 6. Read the word definitions and then:

A. Agree or disagree with the following definitions.

1. *An essay* is a short piece of writing on a particular subject.
2. *A diary* is a book containing a daily record of the events in a person's life.
3. *A metre* is any type of arrangement of words in poetry into strong and weak beats.
4. *A rhythm* is a regular repeated pattern of sounds.
5. *A rhyme* is the use of words that end with the same sound in poetry.

B. Match each word with its correct definition.

fiction, appearance, solution, conversation, imagination

1. Stories or novels about imaginary people and events, as compared to other sorts of literature like history.
2. An answer to a difficulty or problem.
3. The ability to form pictures or ideas in the mind.
4. An informational talk in which people exchange news, feelings and thoughts.
5. The outside qualities of a person or thing which can be seen by other people.

C. Find the definitions for some other words which you consider to be important for this topic. Use Internet sites: www.macmillandictionaries.com/online; www.wordaz.com.

EXPLORING GRAMMAR

EXERCISE 7. Read and give Russian equivalents to the sentences to practise the use of the Subjunctive Mood and the sequence of tenses. If you have some difficulties use the grammar reference at the end of the book or Internet sites: <http://www.english-test.net/>.

1. It would be interesting to read this essay. 2. He said that he would go there with her. 3. It would be to the point to describe the actions of the characters. 4. It is necessary that he should judge this piece of writing. 5. They were sure that he was a talented writer. 6. It is suggested that he write an essay. 7. He advised that we should arrange the words in patterns. 8. I wish you were a poet. 9. I bought this book so that you might read this story.

EXERCISE 8. Make up your own sentences according to the models.

a) Model:

I am sorry I cannot write this essay.

I wish I could write this essay.

1. I am sorry I cannot judge this piece of writing. 2. I am sorry I cannot ride a horse. 3. I am sorry I cannot lower the taxes. 4. I am sorry I cannot persuade her. 5. I am sorry I cannot arrange the words in a pattern.

b) Model:

He will write an essay.

They thought he would write an essay.

1. She will ride a horse. 2. They will lower the taxes. 3. He will judge this piece of writing. 4. They will include this story in the book. 5. You will broaden your reading.

EXERCISE 9. Fill in the blanks with the proper grammar form of the verbs. The verb is given in brackets at the end of each sentence.

1. It is desirable that they ... the taxes (to lower). 2. It ... desirable to include this essay in the magazine (to be). 3. He insisted that you ... in this performance (to take part). 4. We have read this novel so that we ... it (to judge). 5. She said that her children ... (to read) that book the following week.

READING

EXERCISE 10. Read the text and focus on its essential facts and then:

A. Choose the most suitable heading for each paragraph.

- 1) Creative Reading;
- 2) Why Do We Like to Read?;
- 3) Judging a Piece of Writing;
- 4) What Is Literature?;
- 5) Main Divisions of Literature.

B. Make a précis of the text, using the following phrases.

1. The title of the text is...
2. The text is about... The text deals with...
3. The text covers such points as...
4. It should be underlined that...
5. In conclusion I should say that...
6. To my mind... In my opinion...

LITERATURE

The term ‘literature’ is derived from the Latin word ‘littera’ (‘letter’ of alphabet, litterae — ‘letters’). Literature, in its broadest sense, means everything that has ever been written. Literature is one of the fine arts.

Literature has the two main divisions: fiction and nonfiction. An author creates fiction from imagination. Authors may include facts about real persons or events, but they combine these facts with imaginary situations. Most fiction is narrative writing, such as novels and short stories. Fiction also comprises drama and poetry. Nonfiction is factual writing about real-life situations. The chief forms of nonfiction include the essay, history, biography, autobiography and diary.

A creative reader considers both what the writer wants to say and how it is said. Creative readers bring their own experiences of life and language to the experiences the writer presents in the page. Creative reading leads to the deepest enjoyment of literature.

Reading is such a personal activity that there are no rules for judging a piece of writing. Every reader is a critic. Our ability to judge literature intelligently develops as our reading broadens. Our critical skills, like our muscles, develop with use.

We are fond of reading for different reasons. We read literature mostly because we enjoy it. We also read for information and knowledge. And we

also find pleasure in learning some interesting data. Sometimes we find possible solutions to our problems when we meet people in books whose problems are like our own.

EXERCISE 11. Agree or disagree with the statements.

1. Literature is one of the fine arts. 2. Most literature is fiction. 3. Non-fiction is narrative writing. 4. Creative reading is enjoyment. 5. Our ability to judge literature develops. 5. Most of us like to read. 6. We read only for information.

LISTENING

EXERCISE 12. Listen to the text and give a summary.

FORMS OF LITERATURE

The main forms of literature are the novel, the short story, drama and poetry.

The novel is a long work of fiction. It tells us about events in the lives of real or imaginary people. There are many kinds of novels, dealing with a great variety of subjects, such as historical, psychological, sentimental novels etc.

The short story is a short work of fiction that usually centres around a single incident. Because of its shorter length, the characters and situations are fewer and less complicated than those of a novel.

Drama is written to be presented by actors on a stage. It usually includes stage directions describing the appearances and actions of the characters. A drama takes the form of dialogue, or conversation, between two or more persons. There are two major forms of drama: tragedy and comedy.

Poetry usually has metre and rhyme. Poets use metre when they arrange words in a pattern with a definite rhythm. They use rhyme when they repeat sounds within lines or at the end of lines. There are three main types of poetry: lyric, narrative and dramatic.

KEY VOCABULARY DEVELOPMENT

EXERCISE 13. Find in the texts English equivalents for these words and word combinations. It will help you understand the texts in details.

Происходит от, в самом широком смысле, когда-либо было написано, изобразительное искусство, художественная литература,

из своего воображения, реальные люди или события, вымышленные ситуации, повествовательные произведения, романы и короткие рассказы, пьесы и поэзия, произведение о реальных событиях, жизненные ситуации, очерки и дневники, творческий читатель, принимает во внимание, как это сказано, собственный опыт, представляет на страницах, самое глубокое наслаждение литературой, личная деятельность, оценивать литературное произведение, наша способность, критические навыки, наши мускулы, любим читать, по разным причинам, главным образом, для получения информации, находим возможные решения, похожи на наши, длинное произведение художественной литературы, имеющие дело с большим количеством тем, психологические романы, сентиментальные романы, происходит вокруг одного события, из-за, менее многочисленные, менее сложные, чем в романе, чтобы быть представлена актерами, действующие лица, принимает форму диалога, размер и ритм, определенный образец, в конце строчек.

EXERCISE 14. Try to enrich your vocabulary:

A. Find in the texts the words which have similar meanings to the following words.

Widest, chief, to include, to like, various, information, decision, to resemble, type.

B. Find in the texts the words which have the opposite meanings to the following words.

Narrowest, nothing, fiction, those, long, imaginary, tragedy, indefinite, the beginning.

EXERCISE 15. Memorize the new words at the sentence level: fill in the blanks with the missing words in the following sentences. The first letter of each word has been given to help you.

1. Literature is one of the f... arts. 2. Nonfiction includes f... information. 3. F... is stories or novels about imaginary people and events. 4. A d... is a book containing a daily record of the events in a person's life. 5. I... is the ability to form pictures or ideas in the mind. 6. A... is the outside qualities of a person or thing which can be seen by other people. 7. It was rather a c... problem. 8. You should put here the d... article. 9. They were going to l... the taxes. 10. They have read this book in the o... .

GRAMMAR DEVELOPMENT

EXERCISE 16. Analyse the following grammatical forms (you may find them in the texts) and then try to translate them. It will help you understand the texts in details:

a) grammatical forms with the ending *-ing*:

narrative writing
reading is an activity
for judging
in learning
novels, dealing with
directions describing
are fond of reading

b) grammatical forms with the ending *-ed*:

is derived
less complicated
to be presented

c) grammatical forms with the ending *-s*:

means everything
the fine arts
two main divisions
an author creates
authors include facts
persons or events
these facts
fiction comprises
a reader considers
the writer wants
readers bring
no rules
our ability develops
our reading broadens
our critical skills

the main forms
it tells us
about events
in the lives
many kinds of novels
a great variety of subjects
the short story usually centres
the characters and situations
by actors
it usually includes
stage directions
the actions of the characters
a drama takes
within lines
at the end of the lines

SPEAKING

EXERCISE 17. Complete the sentences in a logical way.

1. Literature is...
2. Literature, in its broadest sense, means...
3. Literature has the two...
4. Most fiction is...
5. Nonfiction is...
6. A creative reader considers...
7. Our ability to judge literature intelligently develops as...
8. We read literature because...
9. The main forms of literature are...
10. The novel tells us about...
11. The characters and situations in the short stories are...
12. Drama is written to...
13. There are two main forms of drama: ...
14. Poetry usually has...
15. There are three main types of poetry: ...

EXERCISE 18. Answer the questions about literature.

1. What word is the term 'literature' derived from?
2. What does literature mean in its broadest sense?
3. Literature is one of the fine arts, isn't it?
4. What parts can literature be divided into?
5. What is fiction?
6. What does fiction include?
7. What is nonfiction?
8. What are the chief forms of nonfiction?
9. What does creative reading lead to?
10. What are the rules for judging literature?
11. How do our critical skills develop?
12. Why are we fond of reading?
13. What kinds of novels do you know?
14. What are the characteristics of the short story?
15. What are the major forms of drama?
16. What are the main types of poetry?

EXERCISE 19. Read the dialogue, sum up the information and act out a similar dialogue.

A FEW FAMOUS ENGLISH POETS

- A: Do you know any English famous poets?
B: Sure. Lord George Gordon Byron, Percy Bysshe Shelley...
A: Sorry for interrupting you. You are right. They are great English poets. Not long ago I enjoyed Shelley's lyric drama *Prometheus Unbound*. By the way, have you ever heard of Lady Godiva?
B: Yes, I have. Our teacher of the English language told us about this 11th century British woman of high rank. She is believed to have ridden a horse through Coventry with no clothes on as a protest to persuade her husband to lower the local taxes.
A: Absolutely. And this legend was the base of the poem *Godiva* written by Alfred Tennyson, a great English poet, whose verse has a majestic musical quality.
B: It would be splendid to read this poem in the original!
A: However, we can read in the original the poem of John Keats, an English Romantic poet, who died so early, at the age of 25.
B: Well, there are so many English poets. We haven't mentioned yet John Milton, William Wordsworth, William Shakespeare and others.

EXERCISE 20. Act out a role-play.

GREAT RUSSIAN POETS AND NOVELISTS

Mr Harrington, a teacher from the USA, is talking with Russian students about Russian literature.

— Знаете ли вы каких-либо русских поэтов?

— Знаете ли вы, что в 1958 году Борис Пастернак был удостоен Нобелевской премии, но отказался от нее?

— Да, его произведения известны своей психологической проницательностью. Вы читали Достоевского?

— Of course, I do. Anna Akhmatova, Marina Tsvetaeva, Boris Pasternak. Not long ago I even read a poem written by Marina Tsvetaeva. To tell the truth, it was in translation but still it impressed me greatly.

— I do know. A mysterious Russian soul... By the way, the works by Fyodor Dostoevsky are famous worldwide.

— Certainly. And we discussed with my students his novel *Crime and Punishment*.

— Знаете ли вы еще каких-либо русских писателей?

— Замечательно, что вы так хорошо знаете русскую литературу. Было приятно с вами поговорить.

— Sure. Leo Tolstoy. I have read his novel *Anna Karenina*, and saw the film based on his novel *War and Peace*. Besides, Ivan Turgenev, Alexander Kuprin.

— The pleasure was mine.

EXERCISE 21. Arrange role plays on the following subjects. Be as imaginative as you can.

1. Dramatize one of your favourite stories.
2. You are in a library. You are talking with a librarian.
3. You are talking with the author of the book which you have recently read.

WRITING

EXERCISE 22. Write a letter to your friend. Tell him/her about the books you have recently read.

EXERCISE 23. Make up your own story on one of these topics.

1. Literature is one of the Fine Arts.
2. Fiction.
3. Nonfiction.
4. Creative reading.
5. Reading is enjoyment.
6. Different kinds of novels.
7. Tragedy and comedy.
8. Poetry.

PROJECT WORK

EXERCISE 24. Compile information on the topic. Present the project to your group. You may use the following Internet sites: www.freewebs.com/world-cultures

TEST 13

1. Choose the proper words and fill in the blanks.

- These paintings are presented in the Museum of ... Arts.*
A. Wonderful C. Exultant
B. Fine D. Beautiful
- Most fiction is ... writing.*
A. factual B. exultant C. narrative D. complicated
- She is an actress, she has a very attractive*
A. conversation C. appearance
B. imagination D. fiction
- A ... took place between Russian and American students.*
A. metre C. rhyme
B. conversation D. solution
- They tried ... him to write a novel.*
A. to ride B. to lower C. to persuade D. to arrange
- It is not easy to ... the words in a pattern.*
A. judge B. create C. to persuade D. to arrange
- She has some ... not to go there.*
A. souls B. reasons C. solutions D. imagination
- You should read much and you should ... your reading.*
A. broaden B. ride C. lower D. create
- He has a ... knowledge of the subject.*
A. narrative C. sentimental
B. deep D. dramatic
- There are two main forms of ... : tragedy and comedy.*
A. novels C. drama
B. short stories D. poetry

2. Choose the proper form of the verbs and fill in the blanks.

- It ... interesting to read this novel.*
A. be B. would be C. would D. should
- It ... to the point to retell this story.*
A. will B. might C. would be D. be

3. *It is necessary that he ... this piece of writing.*
 A. might C. should judge
 B. might judge D. judges
4. *It is useful that she ... this poem by heart.*
 A. learn C. might learn
 B. learns D. should
5. *The teacher suggested that you ... this dialogue.*
 A. should dramatize C. dramatized
 B. should D. might
6. *I wish you ... there.*
 A. were B. was C. are D. is
7. *I brought the journal so that you ... this article.*
 A. might read C. will read
 B. have read D. should have read
8. *If she had that novel, she ... it.*
 A. would read C. will read
 B. read D. has read
9. *They were sure that she ... right.*
 A. were B. was C. is D. will be
10. *They say that you ... a student.*
 A. is B. am C. was D. are

3. The text contains different mistakes: 4 — in spelling, 2 — in grammar. Correct the mistakes and rewrite the text.

English literature is reach literature. It include masterpieces in many literary forms, particulaly the novel, the short story, epik and lyric poetry, the essay, literary criticism and drama. English literature is also one of the oldest national literatures in the Western world. English authors writen im-
 portant literary works as early as the 700s AD.

4. Answer the multiple-choice questions about literature.

1. *How many main divisions has literature?*
 A. Two.
 B. Three.
 C. Four.

2. *What are the examples of narrative writing?*
 - A. Poetry and drama.
 - B. Novels and short stories.
 - C. Skills and muscles.
3. *What are the major forms of drama?*
 - A. Tragedy and poetry.
 - B. Tragedy and comedy.
 - C. Lyric and narrative.
4. *What are the main types of poetry?*
 - A. Tragedy and comedy.
 - B. Biography and autobiography.
 - C. Lyric, narrative and dramatic.

ТЕКСТЫ ДЛЯ ДОМАШНЕГО ЧТЕНИЯ

UNIT 8

COLOURS AND THEIR ASSOCIATIONS IN THE US AND UK

In all cultures different colours have different associations. Here are the associations that different colours have for British and American people.

Red has different meanings. Sometimes it means danger. People imagine that the devil is red. But red heart shapes and red roses are used to represent romantic love. In politics red is used to represent communism and socialism. In the UK the Labour Party is represented by a red rose. It is traditional to welcome a king, queen or president to a place by having a red carpet for them to walk on. 'Paint the town red' means to go out at night to bars, clubs and have a very good time. 'Red in the face' means to be very embarrassed.

British and American people think of green as the colour that represents nature. Green is the national colour of Ireland, also known as the Emerald Isle because of its many green fields. Green also means 'connected with the environment'. Green issues are ideas about the environment that are discussed in parliament, newspapers, etc. Green is used to describe someone who is young and has no experience in a job. 'Green with envy' means to be very jealous of someone who has something that you want.

In the US and UK it is very common for clothes to be blue. Navy blue (very dark blue) is a common colour for uniforms of sailors and the police. The formal clothes for work are navy blue suits. In the UK blue is the colour for the Conservative Party. In the US the expression 'blue collar' is used to talk about social class. A blue collar worker works in a factory, repairs machines, etc. 'Blue with cold' means to be very cold. 'Blue-blooded' is about people who belong to royal families.

Purple is associated with kings and queens. In the past these were the only people who were allowed to wear purple clothes. 'Purple in the face' means to be extremely angry.

In the US and UK grey is connected with dull and boring things. It is, however, also a common colour for both men's and women's clothes. 'A grey day' means an unpleasant one because the sky is full of grey clouds.

In the US and UK black is a very popular colour for clothes of all types, and especially formal clothes. Black clothes are often used for social occasions in the evening, when women sometimes wear a little black dress (a simple, short, black dress with no sleeves) and men sometimes wear a black dinner jacket. Black is also associated with death and evil. Black magic is believed to be magic that uses the power of the devil for evil purposes. 'The black sheep' of a family is a member of a family who chooses to live their life in a way that is different from the other members.

Traditionally, women in the US and UK wear long white dresses when they get married. White is associated with moral goodness. People imagine that the Christian god and his angels wear white clothes. 'White as a sheet' means to be pale about a person who is ill or very frightened. In the US the expression 'white collar' is used to talk about social class. A white-collar worker works in an office, bank, etc.

UNIT 9

THE PLACE WE LIVE IN

We live in a comfortable flat in a new block of flats. It is on the fifth floor. It is neither large nor small. There are three rooms in it: a living room and two bedrooms. We have also a kitchen, a bathroom and a hall. It is a great pity that we have no balcony.

Our living room is large and light because there are two wide windows in it. The walls of the room are blue, the curtains on the windows and the carpet on the floor are the same colour. There is no much furniture there: a sofa, a table with four chairs, two armchairs and a TV set in the corner. All the members of our family spend a lot of time there.

Our parents occupy one bedroom, which is not large but very cosy. There are two beds, a wardrobe, two armchairs and a TV set in it. There is a large thick carpet on the floor and a nice picture on the wall above the beds.

My brother and I share another bedroom. There you can see two beds, a small desk near the window and two chairs at the desk: for my brother and me. The bookcase is near the door. There are many books in it. Besides, we

have many shelves on the walls. There is a musical centre on one of them. We have a lot of friends. And when they come to see us, we invite them into our room. We usually listen to music or play different games.

Our kitchen is big enough. As a rule we have breakfast and dinner in the kitchen together. Our mother is cooking for us, but sometimes my brother and me prepare some tasty things for our parents.

The hall of our flat is not narrow. There is a big wardrobe there. Besides, there is a telephone on a small round table.

We like our flat very much. We are happy when our relatives and friends visit us.

UNIT 10

THE MOST FAMOUS BUILDINGS IN LONDON

We can't describe London without mentioning the most famous buildings in it: Westminster Abbey, St Paul's Cathedral and the Tower of London.

Westminster Abbey, a fine Gothic building, is worth seeing. It is the work of many hands and different ages. Building the oldest parts dates back to the 8th century. It has been a monastery (the West Minster) for a long time. Nowadays it remains the place of crowning all the British kings and queens. The Abbey is sometimes compared with a mausoleum because there are tombs and memorials of almost all English monarchs, of many statesmen, famous scientists, writers and musicians.

St Paul's Cathedral is a masterpiece of the famous architect Sir Christopher Wren. It has been built for 35 years. Its building began after the Great Fire of 1666. From far away you can see the huge dome with a golden ball and a cross on the top. The interior of the Cathedral is worth seeing. After looking around you may climb 263 steps to the Whispering Gallery, which is running round the dome. You may continue climbing the steps to the top or you may begin observing monuments of the Cathedral: to Nelson, Wellington and Reynolds. Sir Christopher Wren is buried there too. The whole Cathedral serves as a monument to that great man.

The Tower of London, the most ancient building of London, was founded in the 11th century by William the Conqueror, Duke of Normandy, who was crowned King of England in 1066. The Tower was a fortress, a palace, a prison, a royal treasury. Now it is a museum of arms, armour and the Crown Jewels.

So, we may say that Westminster Abbey and St Paul's Cathedral are the most beautiful buildings and the Tower of London is one of the most ancient buildings in London.

GOVERNMENT IN THE UK

The centre of the national government in the UK is Parliament, which makes all the important laws for the country. Parliament is made up of the House of Commons, the House of Lords and the Queen or King. The Houses of Parliament are in a part of London called Westminster, and the word 'Westminster' is often used to mean Parliament. The House of Commons is more powerful than the House of Lords. It has 650 members, who have been elected by the people of the UK, called Members of Parliament, or MPs, each representing a constituency (an area of land and the people who live in it). The House of Lords has over 1,000 members.

The government brings bills (suggested new laws) to the House of Commons, where they are discussed by MPs. The bills then go to the House of Lords. The House of Lords can suggest changes to a bill, but does not have the power to stop it from becoming law. When the bills come back to the Commons, MPs vote on them, and if they are passed, they are signed by the Queen or King and become Acts of Parliament, which means that they become part of British law.

In 1997 the people of Scotland and Wales voted for devolution, which means that they will have their own separate parliaments, known as the Scottish Parliament or the Scottish Assembly, and the Welsh Parliament or the Welsh Assembly. Westminster will continue to deal with things such as foreign affairs, defence and immigration, and the Scottish and Welsh parliaments will deal with things such as health, education, transport and the environment.

The organizations that are responsible for local government in the UK are called councils. Their main job is to provide local service such as schools, libraries and the Fire service. They are also responsible for the local environment, and they take rubbish from people's houses and clean the streets.

UNIT 11

GOVERNMENT IN THE US

There are three levels of government in the US: federal, state and local. All of these are elected by the people of the country.

The federal government is the national government of the US. The Constitution of the US limits the power of the federal government to defence, foreign affairs, printing money, controlling trade and relations between the states and protecting human rights. The federal government is made up of Congress, the President and the Supreme Court.

Congress is the institution that makes laws and is made up of the House of Representatives and the Senate. The House of Representatives has 435 members called Representatives or Congressmen and Congresswomen, who are elected by the people of a state to represent that state. The number of Representatives for each state depends on the size of the population of the state. The Senate has 100 members called Senators, who are elected by their state. Each state has two Senators.

State government has the greatest influence over people's daily lives. Each state has its own written constitution (set of fixed laws). There are sometimes great differences in law between the different states, concerning things such as property, crime, health and education. The highest elected official of each state is the Governor.

The organizations that are responsible for local government in the US are called town or city or county councils. They make laws which concern things such as traffic, when and where alcohol can be sold, and keeping animals. The highest elected official of a town or city is usually the Mayor.

Every law at every level of government must be in agreement with the United States Constitution.

UNIT 12

FESTIVALS AND SPECIAL DAYS IN THE US AND UK

New Year. People celebrate the start of the new year by going to parties on New Year's Eve. When midnight comes, they say 'Happy New Year' to each other, kiss each other and sing a song called *Auld Lang Syne* (an old Scottish song). The New Year is seen as a time when people try to change their lives, for example by promising to stop smoking or to take more exercises.

President's Day is a holiday in the US on the third Monday in February to remember the birthdays of George Washington and Abraham Lincoln.

Valentine's Day is celebrated on the 14th of February. It is a day when people celebrate romantic love and send cards or give red roses or chocolates

to the person they love. As a rule a Valentine's card is not signed by the person who sends it, so the person who receives it has to guess who it is from.

Mardi Gras is a carnival held in New Orleans, Louisiana, in the days before Lent (the period of 40 days before Easter; Lent is based on the belief that Jesus spent 40 days in the desert without food before he began his work as a religious teacher). There is drinking, dancing, entertainment and a parade. Musical bands and people dressed in special clothes move along the street in decorated vehicles.

Shrove Tuesday, or *Pancake Day*, is a day in the UK when people eat pancakes. It is the last day before Lent. In the past Christians ate only simple food during Lent. People used up all their milk, butter and eggs for pancakes on Shrove Tuesday because they were not allowed to eat them during Lent.

St Patrick's Day is on the 17th of March. It is the national day of Ireland that is also celebrated by Irish people in the UK and US. People wear green clothes, dye flowers green, and go to the pub and drink beer.

Palm Sunday is the Sunday before Easter. It is the day when Christians celebrate Jesus arrival in Jerusalem, when palm leaves were spread on the ground for his donkey to walk on.

Easter is the day when Christians celebrate the resurrection of Christ. People give each other Easter eggs and Easter baskets. In the US children believe that these are brought by the Easter bunny.

Mother's Day, or *Mothering Sunday* is the fourth Sunday in Lent. A day in the UK when people give presents and cards to their mothers. Mothers are often taken out for lunch and usually do not have to do the work they normally do. Mother's Day in the US is the second Sunday in May.

April Fool's Day is the 1st of April. In the US and UK a day when people and newspapers, radio programmes play tricks on people by making them believe something that is not true.

May Day is the 1st of May in the US, the first Monday of May in the UK. In the past this was the day when people welcomed the arrival of spring by dancing around a maypole (a tall decorated pole). Each dancer held a ribbon tied to the top of the pole and made patterns with the ribbons as they danced. In former times most villages in England had a maypole. Nowadays the dancers are usually children.

Flag Day, the 14th of June, is a day when US people remember the day in 1777 when the Stars and Stripes (the US flag) was officially accepted and first used.

Father's Day is the third Sunday in June. It is a day in the US and UK when people give presents and cards to their fathers.

Independence Day, the 4th of July, is a national holiday when the people of the US celebrate their independence from England in 1776 with parades, picnics and fireworks.

Labor Day, the first Monday in September, is a national holiday in the US. It was originally held to show support for workers, but now many people celebrate it as the end of summer with picnics and barbecues.

Columbus Day, the 12th of October, is a public holiday in many US states to celebrate the discovery of America by Christopher Columbus.

Halloween, the 31st of October, is the day when in the past people believed that the spirits of dead people appeared. Especially in the US children celebrate Halloween by dressing up as witches, ghosts and going 'trick-or-treating'. They knock on people's doors, and people give them sweets and small presents.

Guy Fawkes night, the 5th of November, is a day in the UK when people light bonfires and let off fireworks. Traditionally this is done to remember the time when Guy Fawkes tried, but failed, to destroy the Houses of Parliament with gunpowder in 1605.

Thanksgiving Day, the fourth Thursday in November, is a national holiday in the US when people remember how in the 17th century Native Americans helped English people who had come to live in America by showing them how to grow local crops. People usually spend Thanksgiving Day with their families and have a special meal of turkey and pumpkin pie.

UNIT 13

THE STATE UNIVERSITY OF THE DON CAPITAL

Rostov-on-Don State University is one of the oldest educational institutions of our country. It has a long history.

Rostov-on-Don State University was founded on the basis of Warsaw University, which was evacuated to Rostov in 1915 during the World War I. It was the beginning of higher education in the North Caucasus. At that time the university occupied one of the income houses, on that place where the modern pedagogical university is located now. There were only four departments in it: philological, medical, judicial and physics-mathematical ones. The university was enlarging from year to year, and three higher schools were born on its base.

During the World War II almost all the buildings of the university were completely destroyed by the fascists, and only many years later they were restored by the residents of the city. During the Great Patriotic War the university was evacuated twice. But it should be stressed that during all that period the university continued its work.

At present Rostov-on-Don State University includes a lot of departments, research laboratories, a computing centre, a scientific library, a publishing house and botanical gardens. Plenty of scientists work there: Candidates of Sciences, Doctors of Sciences and even Corresponding Members of the Russian Academy of Sciences. Over 15,000 students study there at the day, evening and correspondence departments.

Rostov-on-Don State University has always played an important role in scientific and intellectual life not only of the Don region but also of all our country.

UNIT 14

FROM THE HISTORY OF MICROELECTRONICS

Progress in electronics is always accompanied with an increasing sophistication of circuit functions and with widening fields of electronic devices application. That is why the basic components, construction technology and operating characteristics of electronic equipment are further improved. The basic components used in electronic equipment have passed through a number of developmental stages.

Properties of electrons in vacuum were discovered and studied, and this formed the basis for vacuum tubes, the basic components for the first-generation electronic equipment.

The development of quantum mechanics and solid-state physics has formed a basis for the theory of semiconductors and commercial manufacture of semiconductor devices, which are the basic components for the second-generation electronic apparatus.

Basic components of the third-generation electronic apparatus are associated with a new state of electronic development. A new branch of science and engineering, microelectronics, has come into being. The third-generation electronic equipment is based on integrated circuits (ICs), which consist of a large number of equivalent active and passive components. First ICs were developed between 1958 and 1960. The following

scientists and engineers have made valuable contributions to the advancement of microelectronics: A. Shokin, K. Valijev, A. Malinin, I. Efimov, V. Kolesnikov, B. Vysotskii and many others. The use of integrated circuits as basic components of electronic equipment has led to a significant improvement of its speed and reliability and to a decrease of its size and energy consumption.

Thus, microelectronics is the next stage in the development of electronics and one of its basic branches.

UNIT 15

THE SCIENCE OF SOCIOLOGY

Sociology is the study of the social lives of humans, groups and societies. It is a relatively new scientific discipline which appeared in the early 19th century. It deals with the social rules and processes that connect and separate people not only as individuals, but as members of associations, groups and institutions. Sociology is interested in our behaviour as social beings. Thus, the sociological field of interest ranges from the analysis of short contacts between anonymous individuals in the street to the study of global social processes.

Sociology is a relatively new scientific discipline among other social sciences including economics, political science, anthropology and psychology. It has, however, a long history and can trace its origins to a mixture of common human knowledge, works of art and philosophy.

Sociology as a scientific discipline emerged in the early 19th century as an academic response to the challenge of modernity: as the world is becoming smaller and more integrated, people's experience of the world is increasingly atomized and dispersed. Sociologists hoped not only to understand what held social groups together, but also to develop an 'antidote' to social disintegration.

The term 'sociology' was applied by Auguste Comte in 1838 from Latin 'socius' (companion, associate) and Greek 'logia' (study of, speech). Comte hoped to unify all studies of humankind, including history, psychology and economics. His own sociological scheme was typical of the 19th century. He believed all human life had passed through the same distinct historical stages and that, if one could grasp this progress, one could prescribe the remedies for social ills.

The first books with term ‘sociology’ in their title were written in mid-19th century by the English philosopher Herbert Spencer. In the United States, the discipline was taught by its name for the first time at the University of Kansas, Lawrence in 1890 under the course title ‘Elements of Sociology’.

Although the discipline emerged in large part from Comte’s conviction that sociology eventually would subsume all other areas of scientific inquiry, in the end sociology did not replace the other social sciences. Instead, it came to be another of them, with its own particular emphases, subject matter and methods. Today sociology studies humankind’s organizations and social institutions, largely by a comparative method. It has concentrated particularly on the organization of complex industrial societies.

Today sociologists research macro-structures that organize society, such as race or ethnicity, social class and gender role, and institutions such as the family. It also studies social processes that represent deviation from, or the breakdown of, these structures, including crime and divorce. It also researches micro-processes such as interpersonal interactions and the socialization of individuals.

Sociologists often rely on quantitative methods of social research to describe large patterns in social relationships and in order to develop models that can help predict social change and how people will respond to it. Other branches of sociology believe that qualitative methods — such as focused interviews, group discussions and ethnographic methods — allow for a better understanding of social processes.

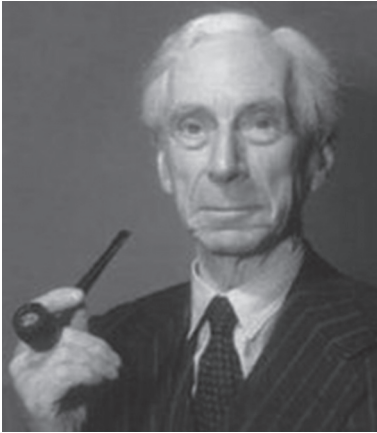


Auguste Comte

UNIT 16

BERTRAND RUSSELL

Bertrand Arthur William Russell, 3rd Earl Russell (May 18, 1872 — February 2, 1970) was one of the most influential mathematicians, phi-



Bertrand Russel

losophers and logicians of the modern age, working mostly in the 20th century. A prolific writer, Russell was also a populariser of philosophy and a commentator on a large variety of topics, ranging from very serious issues to the mostly mundane. Russell's elegant prose, clarity of expression and biting wit were widely admired. Continuing a family tradition in political affairs, he was an influential liberal activist for most of his long life. Millions looked up to Russell as a prophet of the creative and rational life; at the same time his stances on many topics were extremely controversial. Born at the height of

Britain's economic and political ascendancy, he died of influenza nearly a century later, when Britain's empire had all but vanished and her power had dissipated in two victorious, but debilitating world wars. As one of the world's most well-known intellectuals, Russell's voice carried enormous moral authority, even into his late nineties. Among his other political activities Russell was an influential proponent of nuclear disarmament and an outspoken critic of the American war in Vietnam.

In 1950 Russell was made Nobel Laureate in Literature 'in recognition of his varied and significant writings in which he champions humanitarian ideals and freedom of thought'.

UNIT 17

RELIGIONS AND SCIENCE

The relationship between religion and science has taken a new turn. Relativity theory, quantum mechanics and other new scientific developments have resulted in some skepticism toward older concepts about the solidity of matter, which helped separate science from 'spiritual' concepts. Some congruences exist between modern physics and Buddhist and other mystical approaches to reality, which stress the fluid and relative nature of phenomena.

Moreover, optimistic belief that technological change means progress has been tempered by a realization of the natural and social environment and on individual existence. It is, perhaps, more significant than the strain put on traditional Christian, Jewish and Islamic cosmology by astronomical discoveries that vastly increase the scale of the universe.

Modern methods of psychotherapy show a greater awareness of traditionally religious spiritual techniques such as meditation and yoga.

An important ingredient in the interplay between religion and secular society has been the growth of studies of religion on a comparative basis. Often patterns of resemblance between the great religions have thereby been disclosed, encouraging moves to a unification of faiths through such organizations as the World Congress of Faiths.

Also it is very important how to adapt traditions that give people a sense of cultural and spiritual identity to the great changes in social existence, international relations and scientific knowledge in today's world.

UNIT 18

SOCIAL EVENTS AND CEREMONIES IN THE US AND UK

In US high schools there is a formal ceremony for graduation when the students have completed their high school education. Students wear a special hat and a gown (a long, loose piece of clothing worn for special ceremonies) and receive their diploma.

The student who has earned the highest grades in his/her courses all through the high school and who therefore has the highest GPA (Grade Point Average) in the class is the class valedictorian. The valedictorian usually gives a speech at the graduation ceremony, and in smaller towns his/her photograph may be printed in the local newspaper.

Sports events, especially football, are very popular in US schools, and cheerleaders lead the students in supporting the school teams. In the US every high school has a team of cheerleaders (usually girls), chosen for their attractive appearance, confidence and ability to jump and perform dance-like movements. Professional sports teams also have cheerleaders, who are highly paid and are often highly skilled dancers.

In the US schools there are often dances, plays and musical events organized and performed by the students. At the end of the last year of high school there is a special formal dance, often held at a hotel, called a prom.

Most students buy a yearbook each year, and their friends write messages in it and sign it.

In the UK schools often have dances, plays and musical events as well, and many students go in for sports. In primary schools the sports day and the fete (a day of enjoyment and entertainment) are important events.

UNIT 19

FAMOUS PAINTERS

Raphael (1483—1520) is an Italian painter and architect, one of the most important artists of Renaissance, who painted mostly religious subjects. His full name in Italian is Raffaello Sanzio.

Peter Paul Rubens (1577—1640) is a Flemish artist, one of the greatest European painters who painted several thousand paintings, especially based on religious subjects and scenes from ancient Greek and Roman stories. The women in his paintings usually have attractively large, rather fat bodies.

Van Rijn Rembrandt (1606—69) is a Dutch artist. He is regarded to be one of the greatest European painters. He painted many portraits, as well as pictures of religious subjects. He is known especially for his use of light and shade.

Van Gogh (1853—90) is a Dutch painter who went to live in southern France and who helped to develop the style of post-impressionism. His paintings typically use bright colours and have thick lines of paint in circular patterns, and the famous include ‘Sunflowers’ and ‘Irises’. He is also known for being mentally ill and for cutting off one of his ears and later killing himself.

Thomas Gainsborough (1727—88) is a British artist best known for his portraits such as ‘The Blue Boy’, and his landscapes and pictures of countryside. He was one of the original members of the Royal Academy in London.

J.M.W. Turner (1775—1851) is one of the greatest British painters known for his pictures of the countryside, the sea, the sky, in which he uses colour and light to show the force of the wind and sea. There is a special part of the Tate Gallery in London where many of his paintings can be seen.

John Constable (1776—1837) is a British painter known for his paintings and drawings of the Suffolk countryside.

Edgar Degas (1834—1917) is a French impressionist painter known especially for his pictures of horse racing, theatres, cafes and women dancing.

Paul Cezanne (1839—1906) is a French painter who helped to develop post-impressionism and who influenced the development of cubism and abstract art.

Claud Monet (1840—1926) is a French painter who helped to start the Impressionist movement. He is best known for his painting of the countryside, in which he tried to show the effects of light by painting the same picture at different times of day or in different types of weather.

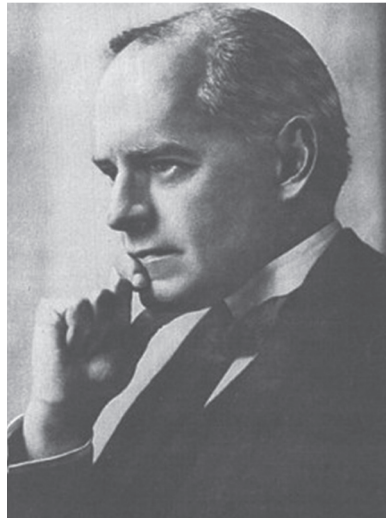
Paul Gauguin (1848—1903) is a French painter who went to live in Tahiti where he painted brightly coloured scenes, which showed the life of the people there.

UNIT 20

JOHN GALSWORTHY

John Galsworthy (August 14, 1867 — January 31, 1933) was an English novelist and playwright. Notable works include *The Forsyte Saga* (1906—21) and its sequels, *A Modern Comedy* and *End of the Chapter*. He won the Nobel Prize for Literature in 1932.

Born at Kingston Hill in Surrey, England into an established wealthy family, Galsworthy attended Harrow and New College, Oxford, training as a barrister. However, he soon began to put his writing first, especially after forming a friendship with Joseph Conrad. His first play, *The Silver Box* (1906), became a success, and he followed it up with *The Man of Property* (1906), the first in the Forsyte trilogy. This remains by far his best-known work, but in his lifetime he published several other novels, including *The Island Pharisees* (1904) and many plays, the best-known of which include *Strife* (1909) and *The Skin Game* (1920). Much of Galsworthy's work contains social commentary, focusing



especially on the British class system. The depiction of a woman in an unhappy marriage furnishes another recurring theme in his work.

John Galsworthy died from a brain tumour.

T.S. ELIOT

Thomas Stearns Eliot (September 26, 1888 — January 4, 1965) was a major Modernist Anglo-American poet, dramatist and literary critic.



Eliot was born into a prominent Missouri family; his fifth cousin, Tom Eliot, was Chancellor of Washington University, and his grandfather, William Greenleaf Eliot, was the school's founder.

During the years 1898—1905 Eliot was a day student at Saint Louis' Smith Academy, a preparatory school for Washington University. Even this early Eliot was studying Latin, Greek, French and German. Then his parents sent him to Milton Academy near Boston where he spent the next school year. The years 1906—09 were spent at Harvard where he earned his master's

degree. In the 1910—11 school year Eliot lived in Paris, doing some studying at the Sorbonne and some touring of the continent. He returned to Harvard in 1911.

When World War I started, he went to London and then to the university. In the summer of 1915 he married and after a short visit to the US to meet with his family (not taking his wife) he took a few teaching jobs. He continued to work on his doctoral thesis, and in 1964 the thesis was finally published as *Knowledge and Experience in the Philosophy of F.H. Bradley*.

Eliot made his life and literary career in Britain. Literary success came in 1915, when he published his poem *The Love Song of J. Alfred Prufrock*. In October 1922, Eliot published the long poem *The Waste Land*, which became one of the principal examples of a new trend in English poetry and came to represent the disillusionment of the post-World War I generation.

In 1927 Eliot took British citizenship and converted to Anglicanism. Eliot's later work, following his conversion, is often but by no means exclusively religious in nature, but it also attempts to preserve historical English values which Eliot thought important. This period includes such works as *Ash Wednesday*, *The Journey of the Magi* and *Four Quartets*. Eliot considered *Four Quartets* to be his masterpiece, as it draws upon his vast knowledge of mysticism and philosophy.

Eliot's plays, mostly in verse, include *Murder in the Cathedral* (1935), *The Family Reunion* (1939), *The Cocktail Party* (1949), *The Confidential Clerk* (1953), *The Elder Statesman* (1958).

On November 4, 1948 he was awarded the Nobel Prize in Literature 'for his outstanding, pioneer contribution to present-day poetry'.

Eliot's second marriage was happy though short. On January 10, 1957 he married Valerie Fletcher. Valerie was 38 years younger than her husband and the years of her widowhood have been spent preserving his legacy; she has edited and annotated *The Letters of T.S. Eliot*.

Eliot died of emphysema in London on January 4, 1965. For many years he had health problems due to his heavy smoking. After his death his body was cremated and, according to Eliot's wishes, the ashes taken to St Michael's Church in East Coker, the village from which Eliot's ancestors emigrated to America. On the second anniversary of his death a large stone placed on the floor of Poets' Corner in London's Westminster Abbey was dedicated to Eliot.

ГРАММАТИЧЕСКИЙ СПРАВОЧНИК

МЕСТОИМЕНЕНИЯ (THE PRONOUNS)

<i>I</i> — я	<i>me</i> — меня, мне, мною	<i>my, mine</i> — мой, моя, мое, мои
<i>you</i> — ты, вы	<i>you</i> — тебя, тебе, тобою; вас, вам, вами	<i>your, yours</i> — твой, твоя, твое, твои; ваш, ваша, ваше, ваши
<i>he</i> — он	<i>him</i> — его, ему, им	<i>his</i> — его
<i>she</i> — она	<i>her</i> — ее, ей, ею	<i>hers</i> — ее
<i>it</i> — он, она, оно		<i>its</i> — его, ее
<i>we</i> — мы	<i>us</i> — нас, нам, нами	<i>our, ours</i> — наш, наша, наше, наши
<i>they</i> — они	<i>them</i> — их, им, ими	<i>their, theirs</i> — их

Местоимения *mine, yours, hers, ours, theirs* употребляются без существительных.

Некоторые местоимения имеют множественное число:
this (этот) — *these* (эти), *that* (тот) — *those* (те)

Местоимение *some* (несколько) употребляется в утвердительных предложениях, *any* (несколько) — в отрицательных и вопросительных:

She has *some* apples. She has not *any* apples. Has she *any* apples?

СПРЯЖЕНИЕ ГЛАГОЛОВ *TO BE, TO HAVE, TO DO*

<i>I</i>	<i>am, have, do</i>	<i>was, had, did</i>
<i>he</i>	<i>is, has, does</i>	<i>was, had, did</i>
<i>she</i>	<i>is, has, does</i>	<i>was, had, did</i>
<i>it</i>	<i>is, has, does</i>	<i>was, had, did</i>
<i>we</i>	<i>are, have, do</i>	<i>were, had, did</i>
<i>you</i>	<i>are, have, do</i>	<i>were, had, did</i>
<i>they</i>	<i>are, have, do</i>	<i>were, had, did</i>

СУЩЕСТВИТЕЛЬНЫЕ (THE NOUNS)

Множественное число существительных

<i>s</i> :	pens
(<i>e</i>) <i>s</i> :	bushes
<i>y</i> → <i>i</i> :	sky — skies (boy — boys)
<i>f, fe</i> → <i>ves</i> :	wife — wives
<i>um</i> → <i>a</i> :	datum — data
<i>non</i> → <i>na</i> :	phenomenon — phenomena
<i>is</i> → <i>es</i> :	analysis — analyses
<i>us</i> — <i>i</i> :	nucleus — nuclei
<i>a</i> — <i>ae</i> :	formula — formulae

man — men	sheep — sheep
woman — women	swine — swine
child — children	deer — deer
ox — oxen	Chinese — Chinese
tooth — teeth	Japanese — Japanese
foot — feet	Swiss — Swiss
goose — geese	trousers
mouse — mice	scissors
louse — lice	

Образование притяжательного падежа существительных

Существительное с апострофом отвечает на вопрос «чей?» (если 's не является сокращенной связкой). Такая форма указывает на принадлежность, обладание. Апостроф и *s* могут добавляться к существительным как в единственном, так и во множественном числе.

the girl's book — книга девочки
the girls' book — книга девочек
children's book — книга детей

ОБОРОТ *THERE IS / ARE*

Правила использования оборота *there is/are*

Данный оборот используется для обозначения нахождения, наличия, существования чего-либо, кого-либо в определенном месте:

there is + существительное (в единственном числе)

there are + существительное (во множественном числе)

Если русские предложения начинаются с обстоятельства места (где?), в английском языке употребляют оборот *there is/are*. На русский язык он, как правило, не переводится. Часто этот оборот соответствует русским глаголам «висеть», «лежать», «стоять».

There is a book on the table. — На столе лежит книга.

There is a picture on the wall. — На стене висит картина.

There is a bookcase in the corner. — В углу стоит книжный шкаф.

ПРИЛАГАТЕЛЬНЫЕ И НАРЕЧИЯ **(THE ADJECTIVES AND THE ADVERBS)**

Степени сравнения прилагательных и наречий

high — higher — (the) highest

big — bigger — (the) biggest

dangerous — more dangerous — (the most) dangerous

good — better — (the) best

bad — worse — (the) worst

little — less — (the) least

many, much — more — (the) most

При сравнении в английском языке также используются следующие обороты.

than — чем

as... as... , so... as... — как... так и...; так же... как и...; такой же... как и...

the more... the better... — чем больше... тем лучше...

МОДАЛЬНЫЕ ГЛАГОЛЫ И ИХ ЭКВИВАЛЕНТЫ **(THE MODAL VERBS AND THEIR EQUIVALENTS)**

Can = to be able to:

I can speak English. = I am able to speak English.

Я могу говорить по-английски.

I can run quickly. = I am able to run quickly.

Я могу бегать быстро.

Could — форма прошедшего времени.

May = to be allowed to:

You may do it. = You are allowed to do it.

Вам можно сделать это. Вам разрешается сделать это.

May I come in? Am I allowed to come in?

Можно войти?

Might — форма прошедшего времени.

Must = to have to = to be to:

The student must do it. = The student has to do it. = The student is to do it.

Студент должен сделать это.

Should = to have to = to be to:

You should do it. = You have to do it. = You are to do it.

Вы должны сделать это.

ВРЕМЕННЫЕ ФОРМЫ ГЛАГОЛОВ

THE SIMPLE (INDEFINITE)

The Present Simple (Indefinite) Tense употребляется со словами *always, usually, often, generally, sometimes, rarely, seldom, as a rule, every day (week, month, summer, year)* для обозначения:

- регулярного действия (They usually write compositions);
- вечных истин, пословиц и поговорок (In winter it snows);
- фактов действительности, которые остаются неизменными долгое время (I study at the university);
- запланированного будущего действия (She meets him at 10 o'clock).

The Past Simple (Indefinite) Tense употребляется со словами *yesterday, last year (week, Monday), ago* для обозначения действий, происходивших в прошлом (She met him yesterday).

The Future Simple (Indefinite) Tense употребляется со словами *tomorrow, tonight, in a week, next week, in future* для обозначения обычного действия в будущем (He will go there with her).

THE CONTINUOUS (PROGRESSIVE)

The Present Continuous Tense употребляется со словами *now, at present, at the moment* для обозначения:

- действия в момент речи (They are writing a composition now);
- действия, которое длится некоторое время (I am working at the university at present);
- действия, запланированного на ближайшее будущее (He is coming tonight).

The Past Continuous Tense употребляется со словами *all evening yesterday, from... till... the day before yesterday, all month last year* и т.п. для обозначения действия, происходившего в определенный момент или промежуток времени в прошлом (*She was having dinner at 6'clock yesterday*).

The Future Continuous Tense употребляется для обозначения:

- будущего действия, когда указан момент или период (*They will be playing football this time tomorrow*);
- запланированного действия, которое обязательно произойдет при нормальном развитии событий (*She will be arriving on Sunday*).

THE PERFECT

The Present Perfect Tense употребляется со словами *already, ever, just, recently, never, yet, lately, since* для обозначения:

- только что закончившегося действия (*He has just arrived*);
- действия, начавшегося в прошлом и продолжающегося до настоящего времени (*They have lived there since 1990*);
- действия, уже совершившегося, однако период времени еще не истек (*I have met him today*).

The Past Perfect Tense употребляется со словами *by 7 o'clock yesterday, when she came* и т.п. для обозначения:

- совершившегося действия, которое закончилось к определенному моменту в прошлом (*He had read the article by 7 o'clock yesterday*);
- совершившегося действия, которое произошло раньше другого совершившегося действия (*He had read the article when she came*).

The Future Perfect Tense употребляется со словами *by 7 o'clock tomorrow, by the 9th of April* для обозначения действия, которое закончится в определенный момент в будущем (*He will have read the article by 7 o'clock tomorrow*).

THE PASSIVE VOICE

В страдательном залоге, чтобы показать, кем или чем выполняется действие, употребляются предлоги:

- *by* с одушевленными существительными (*The article was read by him*);
- *with* с неодушевленными существительными (*The letter was written with a pen*).

РАЗЛИЧНЫЕ ТИПЫ ВОПРОСОВ (DIFFERENT TYPES OF QUESTIONS)

1. Общие:

Is this a book? — Yes, it is.

Это книга? — Да.

Are you a teacher? — Yes, I am.

Вы учитель? — Да.

Was there a TV set in the room? — Yes, there was.

В комнате был телевизор? — Да.

Have you any flowers? — Yes, I have some.

У вас есть цветы? — Да.

Can you speak English? — Yes, I can.

Вы можете говорить по-английски? — Да, могу.

Do you speak English? — Yes, I do.

Вы говорите по-английски? — Да.

Does he work here? — Yes, he does.

Он работает здесь? — Да.

Did she work here? — Yes, she did.

Она работала здесь? — Да.

Will you work in the garden? — Yes, I will.

Вы будете работать в саду? — Да.

Will they answer the questions? — Yes, they will.

Они будут отвечать на вопросы? — Да.

2. Разделительные:

This is a book, isn't it? — Yes, it is.

Это книга, не так ли (не правда ли)? — Да.

You are a teacher, aren't you? — Yes, I am.

Вы учитель, не так ли (не правда ли)? — Да.

There was a TV set in the room, wasn't it? — Yes, there was.

В комнате был телевизор, не так ли (не правда ли)? — Да.

You have some flowers, haven't you? — Yes, I have some.

У вас есть цветы, не так ли (не правда ли)? — Да.

You don't speak English, do you? — No, I don't.

Вы не говорите по-английски, не так ли (не правда ли)? — Нет (не говорю).

He works here, doesn't he? — Yes, he does.

Он работает здесь, не так ли (не правда ли)? — Да.

She wrote a letter, didn't she? — Yes, she did.

Она написала письмо, не так ли (не правда ли)? — Да.

You can't speak English, can you? — No, I cannot.

Вы не можете говорить по-английски, не так ли (не правда ли)? — Нет (не могу).

They will answer the questions, won't they? — Yes, they will.

Они будут отвечать на вопросы, не так ли (не правда ли)? — Да.

3. Альтернативные:

Is this a book or a notebook? — This is a book.

Это книга или тетрадь? — Это книга.

Are you a teacher or an engineer? — I am a teacher.

Вы учитель или инженер? — Я учитель.

Do you speak English or German? — English.

Вы говорите по-английски или по-немецки? — По-английски.

Does he work here or there? — Here.

Он работает здесь или там? — Здесь.

Will you rest or work in the garden? — I will rest.

Ты будешь отдыхать или работать в саду? — Я буду отдыхать.

4. Специальные:

Where do you live? — In Moscow.

Где вы живете? — В Москве.

When will you go to the theatre? — Tomorrow.

Когда вы пойдете в театр? — Завтра.

Why will you do it? — Because I like it.

Почему ты будешь делать это? — Потому что мне это нравится.

How can you run? — Quickly.
Как ты можешь бегать? — Быстро.

What is he? — He is a lawyer.
Кто он по профессии? — Он юрист.

Who is he? — He is Volkov.
Кто он? — Он Волков.

Whose book is this? — Mine.
Чья это книга? — Моя.

What book is this? — An interesting one.
Какая это книга? — Интересная.

How old are you? — I am 17.
Сколько тебе лет? — Мне 17.

How much money have you got? — Two dollars.
Сколько у тебя денег? — Два доллара.

What kind of book do you read? — A historical novel.
Какую книгу ты читаешь? — Исторический роман.

What colour is the sky? — Blue.
Какого цвета небо? — Голубое.

How often do you play football? — Every week.
Как часто ты играешь в футбол? — Каждую неделю.

5. Вопросы к подлежащему:

Who lives here? — My grandmother.
Кто живет здесь? — Моя бабушка.

Who can speak English? — My sister can.
Кто может говорить по-английски? — Моя сестра.

Who will go for a walk? — We will.
Кто пойдет на прогулку? — Мы.

What is there? — A shop.
Что там? — Магазин.

НЕЛИЧНЫЕ ФОРМЫ ГЛАГОЛА (THE VERBALS)

Синтаксические функции форм инфинитива (*The Infinitive*) и герундия (*The Gerund*) и способы их перевода на русский язык

1. Подлежащее:

To read is useful.

Чтение/читать полезно.

Reading is useful.

Чтение/читать полезно.

2. Составная часть сказуемого:

We began *to read* this book.

Мы начали *читать* эту книгу.

We began *reading* this book.

Мы начали *читать* эту книгу.

3. Дополнение:

I like *to read* this book.

Я люблю *читать* эту книгу.

I like *reading* this book.

Я люблю *читать* эту книгу.

4. Определение:

This is the book *to be read*.

Это книга, *которую нужно прочитать*.

I have the wish of *reading* this book.

У меня есть желание *почитать* эту книгу.

5. Обстоятельство:

To know English well you should study hard.

Чтобы знать английский язык хорошо, вы должны усердно учиться.

After *reading* this book I returned it to the library.

После чтения этой книги / *После того как я прочитал* / *Прочитав* эту книгу, я вернул ее в библиотеку.

I can't explain it *without reading* this book.

Я не могу объяснить это, *не прочитав* этой книги.

Существуют трудности, связанные с выбором использования инфинитива и герундия после некоторых глаголов. Чтобы не делать ошибок, следует запомнить, что инфинитив (Infinitive) используется, как правило, после следующих глаголов:

to agree — соглашаться

to manage — успешно выполнять

to ask — просить, спрашивать

to offer — предлагать

to plan — планировать

to decide — решать

to promise — обещать

to refuse — отказывать

to forget — забывать

to hope — надеяться

to want — хотеть и др.

После некоторых глаголов обычно используется герундий (Gerund):

to mention — упоминать

to avoid — избегать

to recommend — рекомендовать

to enjoy — наслаждаться, получать удовольствие

to finish — заканчивать

to keep — держать, продолжать

to discuss — обсуждать

to suggest — предлагать и др.

Формы инфинитива переводятся на русский язык следующим образом.

1. Неопределенно-личной формой глагола, которая отвечает на вопрос «что делать?»:

To read is useful.

Читать полезно.

2. Существительным:

To read is useful.

Чтение полезно.

3. Придаточным определительным с союзным словом *который*:

This is the book *to be read*.

Это книга, *которую нужно прочитать*.

4. Придаточным цели с союзом *чтобы*:

To know English well you should study hard.

Чтобы знать английский язык хорошо, вы должны усердно учиться.

Формы герундия переводятся на русский язык следующим образом:

1. Существительным:

Reading is useful.

Чтение полезно.

2. Неопределенной формой глагола:

Reading is useful.

Читать полезно.

3. Деепричастием, отвечающим на вопрос «что делая?» или «что сделал?»:

After *reading* this book I returned it to the library.

Прочитав эту книгу, я вернул ее в библиотеку.

4. Придаточным предложением:

After *reading* this book I returned it to the library.

После того как я прочитал эту книгу, я вернул ее в библиотеку.

5. Существительным с предлогом:

After *reading* this book I returned it to the library.

После чтения этой книги я вернул ее в библиотеку.

**Синтаксические функции форм причастия
настоящего (*The Participle I*) и прошедшего (*The Participle II*) времени
в предложении и способы их перевода на русский язык**

1. Составная часть сказуемого:

He is *translating* the text.

Он переводит текст.

He is *writing* a composition.

Он пишет сочинение.

The text is *translated* by him.

Текст переводится им.

The composition is *written* by him.

Сочинение пишется им.

2. Определение:

The boy *writing* a composition is my student.

Мальчик, *пишущий* сочинение, — мой студент.

The composition *written* by my student is nice.

Сочинение, *написанное* моим студентом, замечательное.

The *written* composition is nice.

Написанное сочинение замечательное.

3. обстоятельство:

(When, while) *reading* this book, I made some notes.

Читая эту книгу, я делал пометки.

Being asked to answer the questions, I did it at once.

Когда меня попросили ответить на вопросы, я сделал это сразу же.

Having written a composition, he went to bed.

Написав сочинение, он пошел спать.

Having been formed, the council began to function.

Будучи сформированным, совет начал функционировать.

When *translated* into Russian, this book was read by my students.

Когда эту книгу *перевели* на русский язык, она была прочитана моими студентами.

Though not *prepared* very well, he could answer that question.

Хотя он был не очень хорошо *подготовлен*, он смог ответить на этот вопрос.

If *written* well, the composition will be read to the students.

Если сочинение *будет написано* хорошо, оно будет прочитано студентам.

Формы причастия настоящего времени (Participle I) переводятся на русский язык следующим образом:

1. Причастием с суффиксами -ащ-/-ящ-, -ущ-/-ющ-:

The boy *writing* a composition is my student.

Мальчик, *пишущий* сочинение, — мой студент.

2. Деепричастием, отвечающим на вопрос: «что делая?», «что сделал?»:

(When, while) *reading* this book, I made some notes.

Читая эту книгу, я делал пометки.

3. Придаточным предложением:

(When, while) *reading* this book, I made some notes.

Когда я читал эту книгу, я делал пометки.

4. Существительным с предлогом:

Having been formed, the council began to function.

После создания совет начал функционировать.

Формы причастия прошедшего времени (Participle II) переводятся на русский язык следующим образом:

1. Причастием с суффиксами -нн-, -енн-, -анн-, -т-, -вш-, -ш-, -м-, -ом-, -ем-, -им-:

The composition *written* by my student is nice.

Сочинение, *написанное* моим студентом, замечательное.

2. Придаточным предложением:

If *written* well, the composition will be read to the students.

Если сочинение будет написано хорошо, оно будет прочитано студентам.

СЛОЖНОЕ ДОПОЛНЕНИЕ **(THE COMPLEX OBJECT)**

Инфинитивная конструкция «сложное дополнение» является в предложении одним членом предложения — сложным дополнением и представляет собой сочетание местоимения в объектном падеже или существительного в общем падеже с инфинитивом:

I want *them to come* to me.

Я хочу, чтобы они пришли ко мне.

The boy expected *the parents to come* at 7 o'clock.

Мальчик полагал, что родители придут в 7 часов.

Данная конструкция может употребляться в следующих случаях:

1. После глаголов физического восприятия: *to see, to hear, to feel, to watch, to notice* и др. Второй элемент сложного дополнения в данном случае может быть выражен инфинитивом без частицы *to*:

I heard *him sing* a song.
Я слышал, как он пел песню.

2. После глаголов принуждения, разрешения: *to make, to have, to let*.

Вторым элементом в этом случае также является инфинитив без частицы *to*:

She made *him do* it.
Она заставила его сделать это (чтобы он сделал это).

3. После глаголов умственного восприятия: *to find, to consider, to think, to believe, to know* и др. Вторым элементом является инфинитив с частицей *to*:

We know *him to study* here.
Мы знаем, что он учится здесь.

4. После глаголов *to want, to wish*. Второй элемент — инфинитив с частицей *to*:

I want *them to do* this.
Я хочу, чтобы они сделали это.

5. После глаголов принуждения, разрешения: *to order, to tell, to allow*. Второй элемент — инфинитив с частицей *to* (в пассивном залоге):

She allowed *the book to be put* on the shelf.
Она разрешила, чтобы книгу поставили на полку.

СЛОЖНОЕ ПОДЛЕЖАЩЕЕ (THE COMPLEX SUBJECT)

Инфинитивная конструкция «сложное подлежащее» состоит из личного местоимения в именительном падеже или существительного в общем падеже и инфинитива, которые вместе образуют сложное подлежащее:

He is expected *to come back* tonight.
Ожидают, что он вернется сегодня вечером.

Данная конструкция употребляется, когда сказуемое выражено:

1. Глаголами *to know, to believe, to consider, to expect, to think, to suppose, to say* и др. в форме Passive Voice:

He is said *to study* here.
Говорят, что он учится здесь.

2. Глаголами *to seem, to appear, to happen, to prove* и др. в форме Active Voice:

He seems to know her very well.

Кажется, что он знает ее очень хорошо.

3. Глаголом *to be* в сочетании с прилагательными *likely, unlikely, certain, sure*:

He is sure to come.

Он обязательно придет.

НЕЗАВИСИМЫЙ ПРИЧАСТНЫЙ ОБОРОТ (*THE ABSOLUTE CONSTRUCTION WITH THE PARTICIPLE*)

Независимый причастный оборот — это оборот, в котором причастие имеет собственное подлежащее, выраженное именем существительным или местоимением в общем падеже без предлога. При этом причастие и существительное связаны между собой отношениями подлежащего и сказуемого. Независимый причастный оборот всегда отделяется запятой.

Перевод независимого причастного оборота зависит от того, где он находится. Если такой оборот находится в начале предложения до запятой, он переводится на русский язык обстоятельством придаточным предложением с использованием подчинительных союзов: *так как, поскольку, ввиду того что, после того как, когда* и т.п.:

The windows being opened, it was rather cold.

Так как окна были открыты, было достаточно холодно.

The windows having been opened, the lesson began.

После того как окна были открыты, урок начался.

Если независимый причастный оборот находится в конце предложения после запятой, он переводится на русский язык с использованием сочинительных союзов: *причем, в то время как, и, а, но*:

He prepared for the exam very well, the exam being rather difficult.

Он подготовился к экзамену очень хорошо, *причем экзамен был довольно трудный.*

ПРИДАТОЧНЫЕ ПРЕДЛОЖЕНИЯ (THE SUBORDINATED SENTENCES)

Существуют следующие типы придаточных предложений:

1. Подлежащее придаточное:

What he loved best of all to watch on TV was a sporting events programme.

Что он больше всего любил смотреть по телевизору, так это программу о спортивных событиях.

2. Предикативное придаточное:

The fact was *that he didn't like to watch TV*.

Дело было в том, что он не любил смотреть телевизор.

3. Дополнительное придаточное:

I listened to *how she travelled*.

Я слушал, как она путешествовала.

4. Определительное придаточное:

It was the best film *that he had ever seen*.

Это был лучший фильм, который он когда-либо видел.

5. Обстоятельственные придаточные:

He made some notes *while he was reading an article*.

Он сделал несколько пометок, в то время когда читал статью.

Wherever he was, he was thinking about her.

Где бы он ни был, он думал о ней.

I switched on the TV set *because I wanted to watch a new feature film*.

Я включил телевизор, потому что хотел посмотреть новый художественный фильм.

They were so disappointed *that they stopped watching that TV programme*.

Они были настолько разочарованы, что перестали смотреть ту телевизионную программу.

I will explain it once more *that you can understand it better*.

Я объясню еще раз, чтобы ты понял лучше.

She did it exactly *as he told her*.

Она сделала точно так, как он сказал ей.

If it is late, we must stop our work.

Если поздно, мы должны остановить нашу работу.

I enjoyed that day *though it was cold and it rained*.

Мне понравился тот день, хотя было холодно и шел дождь.

НАКЛОНЕНИЕ. УСЛОВНЫЕ ПРИДАТОЧНЫЕ ПРЕДЛОЖЕНИЯ (*THE MOOD. THE CONDITIONAL SENTENCES*)

В английском языке, так же как и в русском, существует три наклонения:

1. Повелительное наклонение (the Imperative Mood), которое выражает побуждение к действию (просьбу или приказание):

Answer the question, please.

Отвечайте на вопрос, пожалуйста.

Do it at once!

Сделай это немедленно!

2. Изъявительное наклонение (the Indicative Mood), которое выражает реальность действия в настоящем, прошедшем или будущем:

We often *play* tennis.

Мы часто *играем* в теннис.

We *played* tennis yesterday.

Мы *играли* в теннис вчера.

We *have* already *played* tennis today.

Мы уже *сыграли* в теннис сегодня.

We *will play* tennis tomorrow.

Мы *будем играть* в теннис завтра.

Глагол в изъявительном наклонении в английском языке выступает в различных группах временных форм: Simple (Indefinite), Continuous (Progressive), Perfect.

3. Сослагательное наклонение (the Subjunctive Mood), которое выражает возможность, предположительность или нереальность действия:

Without the Sun there *would be* no light, no heat.

Без солнца не было бы ни света, ни тепла.

В английском языке существует две формы сослагательного наклонения: сослагательное I (Subjunctive I), которое употребляется в простом предложении и в главном предложении сложноподчиненного предложения, и сослагательное II (Subjunctive II), которое употребляется в придаточном предложении.

Сослагательное наклонение I (Subjunctive I)

It <i>would be</i>	useful	—	Было бы	полезно
	difficult	+	инфинитив	трудно
	interesting		с частицей <i>to</i>	интересно
	desirable			желательно
	to the point			кстати

It *would be* interesting to read this book.

Было бы интересно прочитать эту книгу.

Сослагательное наклонение II (Subjunctive II)

Сослагательное наклонение II употребляется:

1. В придаточных предложениях, начинающихся с союза *that* после различных главных предложений типа:

It is necessary... — Необходимо...

It is important... — Важно...

It is desirable... — Желательно...

It is possible... — Возможно...

It is required... — Требуется (необходимо)...

It is suggested... — Предлагается...

It is useful... — Полезно...

Сослагательное наклонение выражается сочетанием глагольных форм *should (would)* + инфинитив (без частицы *to*) или инфинитивом (без частицы *to*):

It is necessary that he *should visit* this picture gallery.

It is necessary that he *would visit* this picture gallery.

It is necessary that he *visit* this picture gallery. —

Необходимо чтобы он посетил эту картинную галерею.

2. В придаточных предложениях, начинающихся с союза *that*, после главных предложений с глаголом-сказуемым, выражающим приказание, предложение, совет, рекомендацию и т. п.:

to suggest, to propose — предлагать
to recommend — рекомендовать
to advise — советовать
to insist — настаивать
to order — приказывать

Сослагательное наклонение выражается сочетанием глагольных форм *should (would)* + инфинитив (без частицы *to*):

He recommended that you *should read* this book.

Он порекомендовал, чтобы вы прочитали эту книгу.

3. В дополнительных придаточных предложениях, зависящих от глагола *to wish*. Сослагательное наклонение выражается формами, совпадающими с Past Simple (Indefinite), Past Continuous, Past Perfect:

They wish you *were* there.

Они хотят, чтобы вы были там.

I wish it *was not raining*.

Я хочу, чтобы не было дождя.

4. В придаточных предложениях после союза *so that*. Сослагательное наклонение выражается сочетанием глагольных форм типа *might* + инфинитив (без частицы *to*):

He bought a tape recorder, so that you *might listen* to these songs.

Он купил магнитофон, чтобы вы могли слушать эти песни.

5. В условных придаточных предложениях после союза *if*. Сослагательное наклонение выражается формами, совпадающими с Past Simple (Indefinite), Past Perfect. В главном предложении употребляются глагольные формы *should / would / could / might* + инфинитив (без частицы *to*):

If I *had* time, I *could visit* this performance.

Если бы у меня *было* время, я *мог бы посетить* это представление.

If I *had had* time last week, I *could have visited* this performance.

Если бы у меня *было* время на прошлой неделе, я *смог бы посетить* это представление.

СОГЛАСОВАНИЕ ВРЕМЕН (THE SEQUENCE OF TENSES)

В английском языке существует правило согласования времен в сложноподчиненных предложениях в основном с придаточными дополнительными.

Правило согласования времен не действует, если в главном предложении глагол стоит в настоящем или будущем времени:

He *says* that they were good friends for many years.

Он *говорит*, что они были хорошими друзьями в течение многих лет.

Правило согласования времен действует лишь в том случае, если в главном предложении глагол употреблен в Past Simple (Indefinite) или Past Continuous (Progressive). В этом случае в придаточном предложении употребляется:

1. Для выражения одновременного действия Past Simple (Indefinite) или Past Continuous (Progressive):

He *said* that they *were* good friends.

Он *сказал*, что они хорошие друзья.

2. Для выражения действия, предшествующего действию главного предложения, — Past Perfect:

He *said* that they *had been* good friends for many years.

Он *сказал*, что они *были* хорошими друзьям в течение многих лет.

3. Для выражения будущего действия — особое время Future in-the-Past (будущее в прошедшем), которое образуется при помощи вспомогательного глагола *should* или *would* и инфинитива смыслового глагола без *to*:

He *said* that they *would go* to Moscow in summer.

Он *сказал*, что они *поедут* в Москву летом.

Следует обратить внимание на перевод предложений:

I *knew* that she *watched* TV every day.

Я *знал*, что она *смотрит* телевизор каждый день.

I *knew* that she *was watching* TV.

Я *знал*, что она *смотрит* телевизор.

I *knew* that she *had watched* TV that day.
Я *знал*, что она *смотрела* телевизор в тот день.

I *knew* that she *would watch* TV.
Я *знал*, что она *будет смотреть* телевизор.

По такому же принципу согласование времен действует при переводе повествовательного предложения из прямой речи в косвенную. При этом заменяются следующие указательные местоимения, наречия времени и места:

this — that
these — those
today — that day
yesterday — the day before yesterday
the day before yesterday — two days before
tomorrow — the next day, the following day
next week (month, year) — the following week (month, year)
last week (year) — the previous week (year), a week (year) before
here — there
ago — before
now — then, at that time

Я *сказал*, что она *смотрит* телевизор *сейчас*.
I *said* that she *was watching* TV *at that time*.

ПРЕДЛОГИ (THE PREPOSITIONS)

Некоторые английские предлоги выполняют чисто **грамматическую функцию**, передавая в сочетании с существительными (или местоимениями) отношения, которые в русском языке выражаются падежными окончаниями. К таким предлогам относятся:

а) предлог *of*, который в сочетании с существительным (или местоимением) соответствует русскому родительному падежу:

a new branch *of science* — новая отрасль *науки*;

б) предлог *to*, который в сочетании с существительным (или местоимением) соответствует русскому дательному падежу:

to the scientists — *ученым*;

в) предлог *by*, который в сочетании с существительным (или местоимением) соответствует русскому творительному падежу, обозначая действующее лицо или действующую силу после глаголов в страдательном залоге:

is written *by a journalist* — написан *журналистом*,
is washed *by the sea* — оmyвается *морем*;

г) предлог *with*, который в сочетании с существительным (или местоимением) также соответствует русскому творительному падежу, обозначая предмет, при помощи которого производится действие:

is done *with their hands* — делается *их руками*.

Предлоги не только употребляются для выражения грамматических отношений между словами, но имеют и самостоятельное значение, как и любое другое слово. Эти предлоги можно разделить на следующие группы.

1. Пространственные предлоги (или предлоги места):

on the right bank of the river — *на* правом берегу реки
in the corner — *в* углу
within the territory — *в пределах* территории
under the table — *под* столом
below zero — *ниже* нуля
over (*above*) the bed — *над* кроватью
behind the wardrobe — *за* (*позади*) платяным шкафом
beyond the Earth — *за пределами* Земли
in front of the TV set — *перед* телевизором
at (*near, by, beside*) the college — *у* (*рядом, около*) колледжа
between two armchairs — *между* двумя креслами
among her friends — *среди* ее друзей
around the table — *вокруг* стола

2. Предлоги направления:

to go *to* the theatre — *идти в* театр
towards the window — *по направлению к* окну
to go *into* our room — *идти в* нашу комнату
from the college — *из* колледжа
out of the room — *из* комнаты
through the fog — *сквозь* туман

along the street — *вдоль* улицы
across the road — *через* дорогу

3. Предлоги времени:

on Monday — *в* понедельник
at 5 o'clock — *в* 5 часов
in 1998 — *в* 1998 году
in an hour — *через* час
after the war — *после* войны
before the war — *до* войны
till, until June — *до* июня
since 1998 — *с* 1998 года
during the same period — *в течение* того же периода
for two hours — *в течение* двух часов

Часто один и тот же предлог входит в несколько групп:

at the college — *у* колледжа
at 5 o'clock — *в* 5 часов
in the corner — *в* углу
in 1998 — *в* 1998 году
on the table — *на* столе
on Monday — *в* понедельник

Существуют предлоги, которые трудно отнести к какой-либо группе:

according to the purpose — *в соответствии* с целью
about 3 million people — *около* 3 миллионов людей
except him — *кроме* него
for her — *для* нее
with them — *с* ними
without me — *без* меня
against the war — *против* войны

Во многих случаях употребление того или иного предлога зависит от предшествующего глагола:

to consist *of* — состоять *из*
to depend *on* — зависеть *от*
to divide *into* — делить *на*
to name *after* — называть *в честь* кого-либо

Некоторые глаголы в английском языке требуют после себя предлог, в то время как после соответствующих глаголов в русском языке предлог не употребляется:

- to pay attention *to* — уделять внимание чему-либо
- to supply *with* — снабжать чем-либо
- to belong *to* — принадлежать кому-либо / чему-либо
- to provide *with* — обеспечивать чем-либо
- to listen *to* — слушать кого-либо / что-либо

С другой стороны, в английском языке есть ряд глаголов, которые не требуют после себя предлога, тогда как соответствующие им русские глаголы требуют употребления предлога:

- to answer the question — отвечать *на* вопрос
- to follow something — следовать *за* чем-либо
- to play computer games — играть *в* компьютерные игры
- to enter the college — поступить *в* колледж

Предлоги входят в состав большого числа сочетаний и выражений:

- in vain* — напрасно
- at least* — по крайней мере
- at last* — наконец
- at once* — сразу
- for ever* — навсегда
- in turn* — в свою очередь
- by means of* — посредством, при помощи
- for the first time* — в первый раз
- a number of* — несколько
- for example* — например
- at present* — в настоящее время

СПИСОК НЕПРАВИЛЬНЫХ ГЛАГОЛОВ

Глаголы, у которых все три формы совпадают

<i>to cost — cost — cost</i>	стоить
<i>to cut — cut — cut</i>	резать, рубить
<i>to hit — hit — hit</i>	ударять
<i>to hurt — hurt — hurt</i>	причинять боль
<i>to let — let — let</i>	разрешать, позволять
<i>to put — put — put</i>	класть
<i>to set — set — set</i>	устанавливать
<i>to shut — shut — shut</i>	закрывать
<i>to spread — spread — spread</i>	распространяться
<i>to knit — knit — knit</i>	вязать

Глаголы, у которых совпадают первая и третья формы

<i>to become — became — become</i>	становиться
<i>to come — came — come</i>	приходить
<i>to run — ran — run</i>	бежать

Глаголы, у которых совпадают вторая и третья формы

<i>to bring — brought — brought</i>	приносить
<i>to build — built — built</i>	строить
<i>to burn — burnt — burnt</i>	жечь, сжигать
<i>to buy — bought — bought</i>	покупать
<i>to catch — caught — caught</i>	ловить, поймать
<i>to feed — fed — fed</i>	кормить
<i>to fight — fought — fought</i>	сражаться, бороться
<i>to find — found — found</i>	находить
<i>to get — got — got</i>	получать
<i>to have — had — had</i>	иметь

<i>to hear — heard — heard</i>	слышать
<i>to hold — held — held</i>	держатъ, проводить
<i>to keep — kept — kept</i>	держатъ, хранить
<i>to lay — laid — laid</i>	класть
<i>to lead — led — led</i>	вести, руководить
<i>to leave — left — left</i>	покидать, оставлять
<i>to learn — learnt — learnt</i>	учить, изучать (<i>что-либо</i>)
<i>to lose — lost — lost</i>	терять
<i>to make — made — made</i>	делатъ
<i>to meet — met — met</i>	встречать(ся)
<i>to pay — paid — paid</i>	платить
<i>to read — read — read</i>	читать
<i>to say — said — said</i>	сказать, говорить
<i>to sell — sold — sold</i>	продавать
<i>to send — sent — sent</i>	посылать
<i>to sleep — slept — slept</i>	спать
<i>to spend — spent — spent</i>	проводить (<i>время</i>), тратить (<i>деньги</i>)
<i>to teach — taught — taught</i>	учить (<i>кого-либо</i>)
<i>to tell — told — told</i>	говорить
<i>to think — thought — thought</i>	думать
<i>to understand — understood — understood</i>	понимать
<i>to win — won — won</i>	побеждать

Глаголы, у которых все три формы не совпадают

<i>to be — was/were — been</i>	быть, находиться, являться
<i>to begin — began — begun</i>	начинать
<i>to bite — bit — bitten</i>	кусать, откусить
<i>to blow — blew — blown</i>	дуть
<i>to break — broke — broken</i>	ломать, крушить
<i>to choose — chose — chosen</i>	выбирать
<i>to do — did — done</i>	делатъ
<i>to drink — drank — drunk</i>	пить

<i>to eat — ate — eaten</i>	есть
<i>to fall — fell — fallen</i>	падать
<i>to forget — forgot — forgotten</i>	забывать
<i>to give — gave — given</i>	давать
<i>to go — went — gone</i>	идти
<i>to grow — grew — grown</i>	расти
<i>to know — knew — known</i>	знать
<i>to lie — lay — lain</i>	лежать
<i>to ring — rang — rung</i>	звонить
<i>to rise — rose — risen</i>	подниматься
<i>to see — saw — seen</i>	видеть
<i>to sing — sang — sung</i>	петь
<i>to speak — spoke — spoken</i>	говорить
<i>to swim — swam — swum</i>	плавать
<i>to take — took — taken</i>	брать
<i>to throw — threw — thrown</i>	бросать
<i>to wake — woke — woken</i>	просыпаться
<i>to wear — wore — worn</i>	носить
<i>to write — wrote — written</i>	писать

СПИСОК НАИБОЛЕЕ УПОТРЕБИТЕЛЬНЫХ СУФФИКСОВ И ПРЕФИКСОВ

Суффиксы существительных

- er, -or*: worker, director, writer, visitor
- ist*: artist, scientist, physicist
- ion* (-*ation, -tion, -sion, -ssion*): dictation, expression, invitation, creation
- ment*: agreement, development, movement
- ing*: beginning, building, feeling
- ness*: kindness, darkness, happiness
- ship*: friendship, leadership
- hood*: childhood, neighbourhood
- ance, -ence*: importance, difference
- age*: language, heritage
- ity*: minority, nationality, university
- ure*: agriculture, architecture, pleasure
- dom*: freedom, kingdom

Суффиксы и префиксы прилагательных

- able*: comfortable, changeable
- al* (-*ical*): cultural, central, historical, industrial
- ful*: beautiful, careful, useful, joyful, peaceful
- less*: hopeless, useless, helpless, fearless, homeless
- ous*: famous, glorious, dangerous, courageous
- y*: cloudy, frosty, sunny, rainy, windy, healthy
- ent* (-*ant*): different, abundant
- ic*: economic, climatic, historic
- an*: European, Russian, American
- ive*: legislative, executive
- un-*: unhappy, unknown, unpleasant, unusual
- in-*: indirect, incapable
- im-*: impossible
- il-*: illegal
- ir-*: irregular

Суффиксы наречий

- ly*: quickly
- ward*: forward

СПИСОК СОБСТВЕННЫХ ИМЕН, ВСТРЕЧАЮЩИХСЯ В УЧЕБНОМ ПОСОБИИ

Alabama (Ala.) [ˌæləˈbæmə]	Алабама
Alaska (Alas.) [əˈlæskə]	Аляска
Alexander the Great	Александр Македонский
Anglican	англиканский, принадлежащий англиканской церкви
Appalachians [ˌæpəleɪtʃɪənz]	Аппалачи
Arctic Ocean	Северный Ледовитый океан
Aristotle	Аристотель
Arizona (Ariz.) [ˌæriˈzəʊnə]	Аризона
Arkansas (Ark.)	Арканзас
Asia [ˈeɪʃə]	Азия
Asian	азиатский
Athens	Афины
Atlantic Ocean	Атлантический океан
Babylonian	житель Вавилона
Baikal	оз. Байкал
Baltic Sea [ˈbɔːltɪk]	Балтийское море
Baptist	баптист
Belfast	г. Белфаст (<i>столица Северной Ирландии</i>)
Beverly Hills	Бeverли-Хиллз
Black Sea	Черное море
Britain	Британия
British Isles	Британские острова
Budapest [ˌbjʊːdəˈpest]	Будапешт
Buddhist	буддист
California (Cal.)	Калифорния
Californian Valley	Калифорнийская долина
Canada	Канада

Cardiff	г. Кардифф (<i>столица Уэльса</i>)
Caucasus ['kɔ:kəsəs]	Кавказ
Cezanne, Paul	Поль Сезанн
Chicago [ʃi'kɑ:gəʊ]	г. Чикаго
China ['tʃaɪnə]	Китай
Chinese [ˌtʃaɪ'ni:z]	китаец, китайцы
Christianity	христианство
Clyde	р. Клайд
Colorado (Colo.)	Колорадо
Colorado	р. Колорадо
Columbia	р. Колумбия
Connecticut (Conn., Ct)	Коннектикут
Constable John	Джон Констебль
Cordilleras [ˌkɒdɪ'ljeərəz]	Кордильеры
Crete	о. Крит
Degas, Edgar	Эдгар Дега
Delaware (Del.) ['deləweə]	Делавер
District of Columbia (D.C.)	округ Колумбия
Edinburgh	г. Эдинбург (<i>столица Шотландии</i>)
Egyptian [i:'dʒɪptən]	египтянин
El Greco	Эль Греко
England	Англия
English Channel	пролив Ла-Манш (Английский канал)
Erie	оз. Эри
Europe	Европа
Far East	Дальний Восток
Finland	Финляндия
Florida (Fla.)	Флорида
France	Франция
French	французский
Gauguin, Paul	Поль Гоген
Georgia (Ga.) ['dʒɔ:ʒjə]	Джорджия
Glasgow	г. Глазго

Goya, Francisco de	Франсиско де Гойя
Great Britain	Великобритания
Greek	греческий
Gulf Stream	Гольфстрим
Hawaii (Haw.)	Гавайи
Highland Britain	гористая часть Великобритании
Hollywood	Голливуд
Huron	оз. Гурон
Idaho (I., Id.) [ˈaɪdəhəʊ]	Айдахо
Illinois (Ill.)	Иллинойс
India	Индия
Indiana (In., Ind.)	Индиана
Iowa (Ia.) [ˈaɪəʊwə]	Айова
Ireland	Ирландия
Irish Sea	Ирландское море
Islam	ислам
Italy	Италия
Japan	Япония
Jew	еврей
Kansas (Kan.)	Канзас
Kant, Immanuel	Иммануил Кант
Kentucky (Ken., Ky.) [kənˈtʌki]	Кентукки
Lake District	Озерный край (<i>живописный район гор и озер на северо-западе Англии</i>)
Latin	латинский
Lena [ˈleɪnə]	р. Лена
Locke, John	Джон Локк
London	Лондон
Los Angeles	Лос-Анджелес
Louisiana (La.) [ˌluːɪziˈænə]	Луизиана
Lowland Britain	низменная часть Великобритании
Madrid	Мадрид
Main (Me.)	Мэн
Maryland (Md.)	Мэриленд

Massachusetts (Mass.) [ˌmæsəˈtʃuːsɪts]	Массачусетс
Methodist	методист (<i>религ.</i>)
Mexico	Мексика
Michelangelo	Микеланджело
Michigan (Mich.) [ˈmɪʃɪɡən]	Мичиган
Michigan	оз. Мичиган
Minnesota (Minn., Ma.) [ˌmɪnəˈsəʊtə]	Миннесота
Mississippi (Miss.)	Миссисипи
Mississippi	р. Миссисипи
Missouri (Mo.)	Миссури
Missouri	р. Миссури
Mongolia	Монголия
Muslim	мусульманин
Montana (Mont.)	Монтана
Nebraska (Neb., Na.)	Небраска
Nevada (Nev.)	Невада
New Hampshire (N.H.) [ˈhæmpʃɪə]	Нью-Хэмпшир
New Jersey (N.J.) [ˈdʒɜːzɪ]	Нью-Джерси
New Mexico (N.M.)	Нью-Мексико
New Orleans	г. Новый Орлеан
New York (N.Y.)	Нью-Йорк
New York	г. Нью-Йорк
Newcastle	г. Ньюкасл
Niagara Falls	Ниагарский водопад
North Carolina (N.C.) [ˌkærəˈlaɪnə]	Северная Каролина
North Channel	Северный канал (пролив)
North Dakota (N.D., Dak.)	Северная Дакота
Ob [ɒb]	р. Обь
Ohio (O.)	Огайо
Ohio	р. Огайо

Oklahoma (Okla.)	Оклахома
Ontario	оз. Онтарио
Oregon (Ore.)	Орегон
Orthodox Church	православная церковь
Pacific Ocean	Тихий океан
Paris	Париж
Plato	Платон
Pennsylvania (Pa., Penn.)	Пенсильвания
Potomac	р. Потомак
Presbyterian [ˌprezbɪ'tɪəriən]	пресвитерианский (<i>религ.</i>)
Raphael	Рафаэль
Rembrandt	Рембрандт
Renaissance [ri'neɪsəns]	Ренессанс
Rhode Island (R.I.)	Род-Айленд
Rocky Mountains	Скалистые горы
Rome	Рим
Rubens Peter Paul	Питер Пауэл Рубенс
Russian Federation	Российская Федерация
Socrates	Сократ
Scotland	Шотландия
Severn	р. Северн
Siberia [saɪ'biəriə]	Сибирь
Sierra Nevada	Сьерра-Невада
Snowdonia	Сноудония (<i>парк в горном районе Уэльса</i>)
South Carolina (S.C.)	Южная Каролина
South Dakota (S.D., Dak.)	Южная Дакота
Spey	р. Спей
St George Channel	пролив (канал) Святого Георгия
Strait of Dover	пролив Па-де-Кале (Дуврский пролив)
Superior	оз. Верхнее
Taff	р. Тафф
Tartar	татарский

Tennessee (Tenn.) [ˌtənəˈsi:]	Теннеси
Texas (Тех.)	Техас
Thames	р. Темза
Trent	р. Трент
Turner, J.M.W. [ˈtɜ:nə]	Джозеф Мэллорд Уильям Тернер
Tyne	р. Тайн
Ukraine	Украина
Ulster	Ольстер (<i>область на севере Ирландии</i>)
Urals [ˈjuərəlz]	Уральские горы
Utha (U.) [ˈju:tə]	Юта
Van Gogh, Vincent	Ван Гог
Vermont (Vt., Ver., Verm.) [vɜ:ˈmɒnt]	Вермонт
Virginia (Va.) [vəˈdʒɪniə]	Виргиния
Volga	р. Волга
Wales [weɪlz]	Уэльс
Washington (Wash., W.)	Вашингтон
West End	Уэст-Энд (<i>район Лондона</i>)
West Virginia (W.Va.)	Западная Виргиния
Wisconsin (Wis., Wisc.)	Висконсин
Wye [waɪ]	р. Уай
Wyoming (Wyo.)	Вайоминг
Yenisei	р. Енисей

АНГЛО-РУССКИЙ СЛОВАРЬ КОНТЕКСТУАЛЬНЫХ ЗНАЧЕНИЙ АКТИВНОЙ ЛЕКСИКИ

a — adjective — прилагательное

adv — adverb — наречие

cj — conjunction — союз

Lat. — латинский

n — noun — существительное

num. card. — numeral cardinal — количественное числительное

num. ord. — numeral ordinal — порядковое числительное

pl — plural — множественное число

p.p. — past participle — причастие прошедшего времени

predic. — predicative — предикативное употребление

prep — preposition — предлог

pron — pronoun — местоимение

v — verb — глагол

~ — тильда (знак, заменяющий заглавное слово словарной статьи)

А

abbey [ˈæbi] *n* — аббатство,
монастырь; the Westminster Ab-
bey — Вестминстерское аббатство

abbreviate [əˈbri:vieɪt] *v* — сокращать

abbreviation *n* — сокращение,
аббревиатура

ability *n* — способность

able *a* — способный

about *prep* — о, об, около

above *prep* — над

abroad *adv* — за границей

absent *a* — отсутствующий

abundant [əˈbʌndənt] *a* — обильный,
изобилующий

abuse [əˈbju:z] *v* — злоупотреблять

academy *n* — академия

accept [əkˈsept] *v* — принимать

accompany *v* — присоединять(ся)

accomplishment *n* — достижение

according to *prep* — согласно,
в соответствии с

account [əˈkaʊnt] *n* — отчет

achieve [əˈtʃi:v] *v* — достигать

acquire [əˈkwaiə] *v* — приобретать,
овладевать

across *prep* — через

act *v* — действовать, поступать

activity *n* — деятельность

actor *n* — актер

actress *n* — актриса

ad *n* — реклама

add *v* — прибавлять

addiction *n* — пагубная привычка,
привыкание

addition: in ~ to — вдобавок,
в дополнение к, кроме того,
к тому же
admire [əd'maɪə] *v* — восхищаться
adopt *v* — принимать
adult ['ædʌlt] *n* — взрослый человек
advanced *a* — передовой; продвину-
нутый; повышенного типа
advantage [əd'vɑ:ntɪdʒ] *n* —
преимущество
adventure [əd'ventʃə] *n* —
приключение
advertise ['ædvətəɪz] *v* —
рекламировать
advertisement [əd'vɜ:tɪsmənt] *n* —
реклама
advice *n* — совет
advisor *n* — советник
aeroplane, airplane *n* — самолет
aesthetic [ɪ:s'θetɪk] *a* — эстетический
aesthetics *n* — эстетика
affair [ə'feə] *n* — дело
afraid *a predic.* — испуганный
after *prep* — после
afternoon *n* — день
again *adv* — снова, опять
against *prep* — против, на
age [eɪdʒ] *n* — возраст, век, период,
эпоха
ago *adv* — тому назад
agree *v* — соглашаться
agreement *n* — соглашение
aids *n* — вспомогательные средства
aim *n* — цель; *v* — целить(ся),
прицеливать(ся)
air [eə] *n* — воздух
airport *n* — аэропорт
alarm clock *n* — будильник
all *pron* — весь
allow [ə'laʊ] *v* — позволять,
разрешать
almost ['ɔ:lməʊst] *adv* — почти
alone *adv* — только, исключительно

along *prep* — вдоль
already *adv* — уже
alright = all right — в порядке;
вполне удовлетворительный
also *adv* — тоже, также
altogether *adv* — в общем, всецело
always *adv* — всегда
among [ə'mʌŋ] *prep* — среди
amount *n* — количество
analog *a* — аналоговый
analysis (*pl* analyses) *n* — анализ
ancient ['eɪnfənt] *a* — древний
angry *a* — злой
animal *n* — животное
announce *v* — объявлять
announcer *n* — диктор
annoy *v* — раздражать
annually *adv* — ежегодно
anorak *n* — куртка с капюшоном
another *pron* — другой
answer ['ɑ:nsə] *v* — отвечать
any *pron* — несколько, любой
apartment *n* — квартира
appear [ə'pɪə] *v* — появляться;
оказываться
appearance *n* — внешний вид
apple *n* — яблоко
application *n* — применение
apply *n* — применять
appoint *v* — назначать
approve [ə'pru:v] *v* — одобрять
archbishop [ˌɑ:tʃ'bɪʃəp] *n* —
архиепископ
area *n* — площадь, пространство
argue *v* — спорить
argument *n* — дискуссия, спор;
довод
arm *n* — рука
armchair *n* — кресло
armed *a* — вооруженный;
~ forces — вооруженные силы
arms *n pl* — оружие
around *prep* — вокруг

arrange *v* — располагать, приводить
в порядок
arrow [ˈærəʊ] *n* — стрела
art *n* — искусство
article *n* — статья
artificial [ˌɑːtiˈfiʃəl] *a* —
искусственный
artist *n* — художник
artistic *a* — художественный
as *adv* — как; как, например
as well — также
as... as... *conj* — как..., так и...
ask *v* — спрашивать, просить
assembly [əˈsembli] *n* — собрание,
ассамблея
assist *v* — помогать
association [əˌsəʊʃiˈeɪʃən] *n* —
ассоциация
assume [əˈsjʊːm] *v* — принимать на
себя
at *prep* — у, при, около; ~ once —
сразу
attempt *v* — пытаться
attend *v* — посещать
attention *n* — внимание
attitude *n* — отношение
attract *v* — привлекать
audience [ˈɔːdiəns] *n* — публика
authority [əˈθɔːrɪti] *n* — власть
autograph [ˈɔːtəgrɑːf] *n* — автограф
autumn *n* — осень
available *a* — доступный,
имеющийся в распоряжении
avenue *n* — проспект
average *a* — средний
avoid *v* — избегать
awaken *v* — просыпаться
award [əˈwɔːd] *n* — премия, награда
awe [ɔː] *n* — (благоговейный)
страх, трепет; *v* — внушать страх,
благоговение

В

BC (before Christ) — до нашей эры
back *a* — задний; *adv* — назад,
обратно
background *n* — задний план, фон;
against the ~ — на фоне
bad *a* — плохой
ball *n* — мяч, шар
ban *v* — запрещать
band *n* — оркестр
bank *n* — берег (*реки*); банк
Baptist *n* — баптист
bathroom *n* — ванная
battle *n* — битва
be *v* (was/were, been) — быть,
являться, находиться
beach [bi:tʃ] *n* — пляж
beautiful *a* — красивый
beauty *n* — красота
because *conj* — потому что, так как
become [biˈkʌm] *v* (became, be-
come) — становиться
bed *n* — кровать
beef *n* — говядина
beer [biə] *n* — пиво
beet *n* — свекла
before *prep* — до
beforehand *adv* — заранее
begin *v* (began, begun) — начинать
beginning *n* — начало
behave *v* — поступать, вести себя
behaviour [biˈheɪvjə] *n* — поведение
behead [biˈhed] *v* — обезглавливать
behind [biˈhaɪnd] *prep* — за, позади
belief *n* — вера
believe *v* — верить, полагать
bell *n* — колокол, колокольчик
belong (to) *v* — принадлежать
belt *n* — пояс, ремень
bench *n* — скамья
benefit [ˈbenɪfɪt] *v* — приносить
пользу

besides *adv* — кроме того, сверх того
best *a* — лучший
better *adv* — лучше
between *prep* — между
beyond [bi'jɒnd] *prep* — за, по ту сторону, вне
bicycle ['baɪsɪkl] *n* — велосипед
big *a* — большой
bird *n* — птица
birth [bɜ:θ] *n* — рождение
bishop ['bɪʃəp] *n* — епископ
bit *n* — кусок
bite *v* (bit, bitten) — кусать
black *a* — черный
blackboard *n* — доска
block *n* — квартал (*города*), жилищный массив
bloodshed *n* — кровопролитие
blouse *n* — блузка
blow *v* (blew, blown) — дуть
blue *a* — голубой
boat *n* — лодка, корабль
body *n* — тело
bone *n* — кость
book *n* — книга
bookcase *n* — книжный шкаф
booklet *n* — брошюра, буклет
bookstall *n* — книжный киоск
boot *n* — ботинок
border *v* — ограничить с
born *p.p.* — рожденный
borrow ['bɒrəʊ] *v* — занимать, брать на время
both *pron* — оба
both... and... *conj* — как... , так и...
bottle *n* — бутылка
bottom *n* — дно
boulevard ['bu:lva:] *n* — бульвар
boundary *n* — граница
bow *v* — кланяться
bowling *n* — игра в шары, боулинг
box *n* — коробка, ящик
boy *n* — мальчик

brain *n* — мозг, рассудок, ум
branch *n* — ветвь; ветка; отрасль
bread *n* — хлеб
break *v* (broke, broken) — ломать;
~ away from — покончить с
breakfast *n* — завтрак
breath [breθ] *n* — дыхание
bridge *n* — мост
brief *a* — короткий, недолгий
bright *a* — яркий
bring *v* (brought) — приносить
British *a* — британский
broad *a* — широкий
broadcast *v* — вещать, транслировать
brother *n* — брат
brown *a* — коричневый
Buddhist *n* — буддист
build *v* (built) — строить
building *n* — здание
burial *n* — захоронение
burn [bɜ:n] *v* (burnt) — сжигать, жечь
bury ['beri] *v* — хоронить, зарывать в землю
bus *n* — автобус
bush *n* — куст
businessman *n* — бизнесмен
busy *a* — занятый, оживленный
but *conj* — но
butter *n* — масло
button *n* — пуговица
buy *v* (bought) — покупать
by *prep* — у, при, около, к

С

cabbage *n* — капуста
cable *n* — кабель
cake *n* — торт, пирожное
calculate *v* — считать, подсчитывать
call [kɔ:l] *v* — называть; звонить
can *v* (could) — мочь
cancer *n* — рак

candle *n* — свеча
 cap *n* — кепка
 capital *n* — столица; *a* — заглавный
 car *n* — автомобиль
 card *n* — карточка;
 ~ game — игра в карты
 care [кеэ] *n* — забота; *v* — заботиться
 career [кэ'гiэ] *n* — карьера,
 профессия
 careful *a* — внимательный,
 тщательный
 carefully *adv* — внимательно,
 тщательно
 carpenter *n* — плотник
 carpentry *n* — плотничное дело
 carpet *n* — ковер
 carrot *n* — морковь
 carry *v* — нести
 cartoon [ка:'ту:n] *n* — мультфильм
 cat *n* — кот
 catch *v* (caught) — ловить
 cathedral *n* — кафедральный собор
 cattle *n* — крупный рогатый скот
 cause [кэ:з] *v* — быть причиной,
 причинять
 ceiling *n* — потолок
 cell [сел] *n* — клетка
 central *a* — центральный
 century *n* — век
 certain [сз:тн] *a* — определенный
 chain *n* — цепь, цепочка
 chair *n* — стул
 chalk [тʃо:k] *n* — мел
 chamber [тʃеimbэ] *n* — палата
 (парламента)
 change *v* — изменять, менять
 changeable *a* — изменчивый,
 непостоянный, неустойчивый
 channel *n* — канал, пролив
 chap *n* — парень
 charge [тʃа:ʒ] *n* — ответственность,
 обязанность; to be in ~ of —
 заведовать, отвечать за

charity *n* — милосердие;
 благотворительность
 chart *n* — диаграмма, схема
 cheap *a* — дешевый
 cheek *n* — щека
 chemist's *n* — аптека
 cherry *n* — вишня
 chess *n* — шахматы
 chicken *n* — цыпленок
 chief *a* — главный; руководящий
 child *n* (*pl* children) — ребенок
 childhood *n* — детство
 Chinese *a* — китайский;
 the ~ — китайцы
 choice *n* — выбор
 choir [kwaɪə] *n* — хор
 choose *v* (chose, chosen) — выбирать
 chorus [kɔ:'rəs] *n* — хор
 christen *v* — крестить
 Christianity *n* — христианство
 church [tʃз:ʃ] *n* — церковь
 cinema *n* — кино
 circular *a* — круглый
 circus *n* — цирк
 city *n* — большой город
 cityscape *n* — городской пейзаж
 civil *a* — гражданский; светский
 class *v* — классифицировать
 classes *n pl* — занятия
 classmate *n* — одноклассник,
 школьный товарищ
 clean *a* — чистый; *v* — чистить
 clear *a* — ясный, чистый
 climate *n* — климат
 climb [klaɪm] *v* — подниматься,
 карабкаться, влезать
 clip *n* — кнопка; клип
 clock *n* — часы
 closely *adv* — тесно, близко
 clothes *n pl* — одежда
 cloud *n* — облако
 cloudy *a* — облачный
 clue *n* — ключ

- coal *n* — (каменный) уголь
 coast *n* — морской берег, побережье
 coat *n* — пальто
 coffee *n* — кофе
 coin *n* — монета
 cold *a* — холодный
 college *n* — колледж
 colour *n* — цвет, краска
 come *v* (come, come) — приходить, приезжать; ~ across — встречать
 comfortable *a* — удобный, комфортабельный
 commander-in-chief *n* — главнокомандующий
 commercial *a* — торговый, коммерческий
 common *a* — общепринятый, распространенный
 commonwealth *n* — содружество
 communication *n* — связь; общение
 community *n* — местность; население; пункт; сообщество
 compare *v* — сравнивать
 comparison *n* — сравнение
 compete [kəm'pi:t] *v* — соревноваться
 competition *n* — соревнование
 complete *a* — полный, завершённый; *v* — заканчивать, завершать
 complex *a* — сложный
 complicated *a* — сложный
 composer *n* — композитор
 composition *n* — сочинение
 comprise *v* — охватывать
 compulsory *a* — обязательный
 concentrate *v* — сосредоточивать(ся), концентрировать(ся)
 concept *n* — понятие
 concern *v* — касаться, иметь отношение
 condition *n* — условие
 confidence *n* — уверенность
 confuse *v* — смущать
 connect *v* — соединять
 conqueror [ˈkɒŋkərə] *n* — завоеватель
 consider *v* — полагать, считать
 consist (of) *v* — состоять (из)
 constitutional *a* — конституционный
 consumer [kən'sju:mə] *n* — потребитель
 contain *v* — содержать в себе, вмещать
 contemplation *n* — размышление
 contemplative *v* — созерцательный
 continue *v* — продолжать
 contribute *v* — делать вклад
 control *v* — управлять
 convention *n* — собрание, съезд
 conversation *n* — разговор
 convert *v* — превращать
 cook *v* — готовить пищу
 cool *a* — прохладный
 core [kɔ:] *n* — ядро, сердцевина
 corner *n* — угол
 correspondence [ˌkɒrɪs'pɒndəns] *n* — корреспонденция; by ~ — заочно
 Cossack [ˈkɒsæk] *n* — казак
 cost *n* — затраты; *v* (cost) — стоить
 cosy [ˈkəʊzi] *a* — уютный, удобный
 council [ˈkəʊnsəl] *n* — совет
 country *n* — страна; деревня; ~ music — музыка в стиле кантри
 county *n* — графство
 courageous [kə'reɪdʒəs] *a* — храбрый
 court [kɔ:t] *n* — суд; Supreme Court — Верховный суд
 cover *v* — покрывать
 create *v* — создавать
 creation *n* — творение
 credit test *n* — зачет
 crime *n* — преступление
 crook *n* — крючок
 crop *n* — урожай
 cross *n* — крест

crossing *n* — перекресток
cross-national *a* —
 международный
crowd [kraʊd] *n* — толпа
crown [kraʊn] *n* — корона; *v* —
 венчать, короновать
cucumber ['kju:kəmbə] *n* — огурец
cultural ['kʌltʃərəl] *a* — культурный
cup *n* — чашка
cupboard *n* — шкаф
curious *a* — любознательный,
 любопытный
curl [kɜ:l] *n* — локон
current ['kʌrənt] *a* — текущий
curtain ['kɜ:tn] *n* — занавеска
custom *n* — обычай
customer *n* — клиент
customs *n* — таможня
cut *v* (cut) — резать, рубить

D

daffodil *n* — бледно-желтый нарцисс
daily *a* — ежедневный,
 повседневный
damage ['dæmɪdʒ] *n* — ущерб; *v* —
 наносить ущерб, повреждать,
 портить
dance *n* — танец; *v* — танцевать
dangerous *a* — опасный
dare [deə] *v* — осмеливаться
dark *a* — темный
darkness *n* — темнота
date *v* — датировать, относить
 к определенному времени
datum *n* (*pl* data) — данные,
 информация
daughter *n* — дочь
day *n* — день
day off *n* — выходной день
deal *v* (dealt) — общаться, иметь
 дело (*с кем-л.*)

death [deθ] *n* — смерть
decide *v* — решать
decision *n* — решение
declare *v* — объявлять
deer [diə] *n* — олень, олени
defence *n* — оборона, защита
defender *n* — защитник
degree *n* — степень; bachelor's ~ —
 степень бакалавра
deliver *v* — доставлять
demand *v* — требовать
demonstration *n* — демонстрация
denomination *n* — вероисповедание
densely *adv* — густо, плотно;
 ~ populated area — густонасе-
 ленная местность
dentist *n* — зубной врач
department store *n* — универмаг
depend (on, upon) *v* — зависеть (от)
deposit [de'pɒzɪt] *n* — залежь,
 месторождение
descendent *n* — потомок
describe *v* — описывать
descriptive *a* — описательный
desert ['dezət] *n* — пустыня
design [dɪ'zain] *v* — создавать,
 задумывать, замысливать,
 проектировать
desirable *a* — желаемый
desire *n* — желание; *v* — желать,
 хотеть
desk *n* — парта
despair [dis'preə] *n* — отчаяние
destiny *n* — судьба, неизбежный ход
 событий
destroy *v* — разрушать
determine *v* — определять
develop *v* — развивать(ся)
development *n* — развитие
device *n* — прибор
devote *v* — посвящать
dialectic *n* — диалектика
dictation *n* — диктант

dictionary *n* — словарь
differ *v* — различаться
difference *n* — разница
different *a* — разный, различный
difficult *a* — трудный
difficulty *n* — трудность
digital ['dɪdʒɪtəl] *a* — цифровой
dinner *n* — главный прием пищи
(обед, ужин)
diocese ['daɪəsɪs] *n* — епархия
directly *n* — непосредственно,
прямо
director *n* — директор
dirty *a* — грязный; *v* — загрязнять,
пачкать
disadvantage *n* — недостаток
disappear *v* — исчезать
disappoint *v* — разочаровывать
disapprove (of) *n* — неодобрительно
относиться (к)
disastrous [dɪ'zɑ:stɹəs] *a* —
бедственный, гибельный
disc *n* — диск
discharge *v* — выбрасывать,
выпускать
discovery *n* — открытие
discuss *v* — обсуждать
disease [dɪ'zi:z] *n* — болезнь
dislike *v* — не любить
display *v* — выставлять
distance *n* — расстояние
distinguish *v* — отличать, различать
district *n* — район
divide *v* — делить(ся)
divorce *n* — развод
do *v* (did, done) — делать
doctor *n* — доктор
doctrine *n* — доктрина, учение
dog *n* — собака
doll *n* — кукла
dome *n* — купол, свод
domestic *a* — домашний,
внутренний

door *n* — дверь
doubt [daʊt] *n* — сомнение
down *adv* — вниз
drama ['dra:mə] *n* — драма,
драматургия
drawback ['draʊbæk] *n* — недостаток
dress *n* — платье; *v* — одеваться
drink *v* (drank, drunk) — пить
drive *v* (drove, driven) — водить
машину
driver *n* — водитель
drug *n* — лекарство, медикамент
drugshop *n* — аптека
dry *a* — сухой
duchess *n* — герцогиня
due to *prep* — благодаря
duke *n* — герцог
during *prep* — в течение
duster *n* — тряпка
duty *n* — долг, обязанность

Е

each [i:tʃ] *pron* — каждый, всякий;
~ other — друг друга
eagle [i:gl] *n* — орел
ear [ɪə] *n* — ухо
early ['z:li] *a* — ранний; *adv* — рано
earn *v* — зарабатывать
earth *n* — земля
easel ['i:zl] *n* — мольберт
east *n* — восток
eastern *a* — восточный
easy *a* — легкий
eat *v* (ate, eaten) — есть, кушать
eclectic *a* — эклектичный
edge *n* — край
edition *n* — издание
editorial *n* — передовая статья
в газете
education *n* — образование
educational *a* — образовательный

egg *n* — яйцо
eight *num. card.* — восемь
eighteen *num. card.* — восемнадцать
either *adv* — также (*при отрицании*)
elect *v* — выбирать
election *v* — выбор
eliminate *v* — устранять, уничтожать
embankment *n* — набережная
emerald *n* — изумруд
empathy *n* — проникновение
emphasize *v* — придавать особое значение, подчеркивать, акцентировать
employee [*ˌemplɔɪˈiː*] *n* — служащий
employment *n* — служба, занятие, работа
encourage *v* — вдохновлять
enemy *n* — враг
enforce *v* — проводить в жизнь
engage *v*: to be ~d in sth — заниматься чем.-л.
engine *n* — двигатель, мотор
engineer *n* — инженер
English *a* — английский
enjoy *v* — получать удовольствие, наслаждаться; пользоваться, обладать
enjoyable *a* — приятный, доставляющий удовольствие
enjoyment *n* — наслаждение, удовольствие
enlarge *v* — увеличивать
enough *adv* — достаточно, довольно
enter *v* — поступать
enterprise *n* — предприятие
entertain *v* — развлекать
entertainment *n* — развлечение, увеселение
entire *a* — целый, сплошной
environment *n* — окружающая среда
environmental *a* — относящийся к окружающей среде
eraser *n* — ластик, резинка

escape *n* — спастись, избавляться, отделяться
especially *adv* — особенно, главным образом
essence [*ˈesns*] *n* — существо, суть
establish *v* — устанавливать, основывать
etc. (et cetera) *Lat. adv* — и так далее
ethics [*ˈeθɪks*] *n* — этика
etymology [*ˌɛtɪˈmɒlədʒi*] *n* — этимология
even *adv* — даже
evening *n* — вечер
event *n* — событие
eventually *adv* — в конечном счете, в конце концов
ever *adv* — когда-либо; ~ since — с тех пор
every *pron* — каждый
everybody *pron* — каждый, всякий (человек); все
everything *pron* — всё
everywhere *pron* — везде
exactly *adv* — точно
exam *n* — экзамен
examination *n* — осмотр
example *n* — пример; for ~ — например
excellent *a* — отличный
except *pron* — кроме
exchange *v* — обменивать(ся)
excite *v* — волновать
executive [*ɪgˈzækjʊtɪv*] *a* — исполнительный
exhaust *n* — выхлоп, выхлопные газы
exhibit *v* — выставлять, показывать
exhibition *n* — выставка
exist *v* — существовать
existence *v* — существование
expect *v* — ожидать
expensive *a* — дорогой
experience *n* — опыт, мастерство

explain *v* — объяснять
exposure *n* — подвержение,
выставление
express *v* — выражать
expression *n* — выражение
extend *v* — простирать(ся),
тянуть(ся)
extensive *v* — обширный,
просторный
extract *n* — отрывок
extraordinary [iks'trɔ:dnri] *a* —
чрезвычайный
extremely *adv* — чрезвычайно,
крайне
exultant [ig'zʌltənt] *a* — ликующий
eye *n* — глаз

F

face *n* — лицо; *v* — сталкиваться
fact *n* — факт
factory *n* — фабрика
fail *v* — терпеть неудачу, не иметь
успеха
fair [feə] *a* — белокурый, светлый
fall *AmE n* — осень
fall *v* (fell, fallen) — падать;
~ in love — влюбляться
false *a* — фальшивый
famous *a* — известный
far *a* — далекий; *adv* — далеко
faraway *a* — далекий
fare [feə] *n* — плата за проезд
farmer *n* — фермер
farming *n* — занятие сельским
хозяйством
fascist *n* — фашист
fashion *n* — стиль; мода
fast *a* — быстрый; *v* — поститься
fat *a* — жирный; толстый
fate *n* — судьба
father *n* — отец

favourable *a* — благоприятный
favourite *a* — любимый,
излюбленный
fear *n* — страх
fearless *a* — бесстрашный
feast *n* — пир, празднество
feature ['fi:tʃə] *n* — особенность,
характерная черта, признак;
~ film — художественный фильм;
~ article — очерк
fee *n* — плата
feed *v* (fed) — кормить
feel *v* (felt) — чувствовать
feeling *n* — чувство
fence *n* — ворота
fertile ['fɜ:tail] *a* — плодородный
fertilizer *n* — удобрение
few *a* — немногие, немного, мало
fiction *n* — беллетристика,
художественная литература
fictional *a* — художественный;
~ serial — художественный сериал
field *n* — область, сфера деятель-
ности; поле
fight *n* — борьба
fight *v* (fought) — сражаться,
бороться
fill *v* — наполнять(ся)
film *n* — фильм; пленка
final ['faɪnəl] *a* — конечный,
финальный
finance [faɪ'næns] *n* — финансы,
доходы, финансовое дело
find *v* (found) — находить; ~ out —
выяснять
fine *a* — красивый
finish *v* — заканчивать
fire *n* — огонь, пожар, пламя
firm *n* — фирма
first *num. ord.* — первый
fishing *n* — рыбная ловля
fitter *n* — слесарь
fix *v* — укреплять, закреплять,
назначать

flat *n* — квартира; *a* — ровный, плоский
floor *n* — 1) пол; 2) этаж
flow *v* — течь, литься
flower *n* — цветок
flowerbed *n* — клумба
fluent *a* — беглый (*о речи*)
fly *v* (flew, flown) — летать
focus *v* — сосредоточивать(ся)
fog *n* — туман
folk *n* — народ; фольклор;
~ music — фольклорная музыка
follow *v* — следовать, идти за
follower *n* — последователь
following *a* — следующий
fond *a* — нежный, любящий;
to be ~ of sb/sth — любить кого-л./ что-л.
food *n* — еда, пища
foot (*pl feet*) *n* — нога
for *prep* — для; в течение
force *n* — сила; *v* — принуждать, заставлять
forecast *n* — прогноз
foreign ['fɔ:rn] *a* — иностранный
foreigner *n* — иностранец
forest *n* — лес
forget *v* (forgot, forgotten) — забывать
fork *n* — вилка
formal *a* — официальный
formula (*pl formulae*) *n* — формула
fortress *n* — крепость
found *v* — основывать
fountain *n* — фонтан
frame *v* — вставлять в рамку;
выражать в словах
free *a* — свободный; бесплатный;
~ education — бесплатное образование
freedom *n* — свобода
French *a* — французский
frequently ['frɪkwəntli] *adv* — часто
fresco ['freskəʊ] *n* — фреска
fresh *a* — свежий

Friday *n* — пятница
fridge *n* — холодильник
friend *n* — друг
friendly *a* — дружеский, дружелюбный
friendship *n* — дружба
from *prep* — из; от
frosty *a* — морозный
fruit *n* — фрукты
fulfil *v* — выполнять
fun *n* — шутка; веселье, забава, развлечение
function *v* — функционировать
fur *n* — мех
fur coat *n* — шуба
furniture ['fz:nɪʃə] *n* — мебель
further ['fz:ðə] *adv* — дальше, далее
future *n* — будущее; *a* — будущий

G

gain *v* — получать, приобретать
gallery *n* — галерея
game *n* — игра
gangster *n* — преступник
gap *n* — промежуток, просвет
garden *n* — сад
garlic *n* — чеснок
gate *n* — ворота
gateway *n* — ворота
general *a* — общий
generation *n* — поколение
generosity *n* — благородство
genre [zɑ:nr] *n* — жанр
gentle ['dʒentl] *a* — ласковый
gentleman *n* — джентльмен
gently *adv* — ласково
German *a* — немецкий
get *v* (got) — получать; to ~ along — уживаться, ладить; to ~ up — вставать, подниматься
gifted *a* — одаренный, способный, талантливый

girl *n* — девочка
give *v* (gave, given) — давать;
to ~ up — бросать
glad *a* — рад
glass *n* — стекло
glorious *a* — славный
glove *n* — перчатка
go *v* (went, gone) — идти;
~ for a walk — прогуливаться,
ходить на прогулку;
~ on — продолжать
golden *a* — золотистый
golf *n* — гольф
good *a* — хороший
goods *n pl* — товар, товары
goose (*pl* geese) *n* — гусь
govern ['gʌvən] *v* — управлять
government *n* — правительство
grace *n* — грация, изящество
gradually *adv* — постепенно
graduate (from) *v* — оканчивать
(*университет*)
grandfather *n* — дедушка
grandmother *n* — бабушка
grant *n* — дотация, субсидия
grapes *n* — виноград
grass *n* — трава
grassland *n* — луг, пастбище
green *a* — зеленый
greet *v* — приветствовать
grey *a* — серый
grief *n* — горе
grow *v* (grew, grown) — расти
growth *n* — рост
guide [gaɪd] *n* — гид, экскурсовод
gun *n* — ружье
guy *n* — парень
gym [dʒɪm] *n* — спортивный зал

Н

habit *n* — привычка
habitual *a* — привычный

hair *n* — волосы
half [ha:f] *n* (*pl* halves) — половина
hall *n* — зал
hand *n* — рука
handicap *v* — быть помехой; ставить
в невыгодное положение
handicapped *p.p.*: to be ~ —
испытывать затруднения; physi-
cally ~ — страдающий каким-л.
физическим недостатком
handicraft *n* — ремесло, ручная
работа
handsome *a* — красивый; статный
happen *v* — оказываться, случаться
happiness *n* — счастье
happy *a* — счастливый
hard *adv* — тяжелый
hare [heə] *n* — заяц
harm *v* — вредить, наносить ущерб
harsh *a* — грубый, жесткий
hat *n* — шляпа, шапка
hate *v* — ненавидеть
have *v* (had) — иметь
hay *n* — сено
he *pron* — он
head *n* — голова; глава,
руководитель; *v* — возглавлять
headquarters *n pl* — штаб, главное
управление, центральный орган
healthy *a* — здоровый
hear *v* (heard) — слышать
heart *n* — сердце
heat *n* — тепло, жар
heavily *adv* — сильно
heavy *a* — тяжелый
Hebrew *n* — еврей
height [haɪt] *n* — высота; рост
heir [heə] *n* — наследник
heiress *n* — наследница
help *v* — помогать
helper *n* — помощник
her *pron* — ее, ей
here *adv* — здесь

heritage *n* — наследство, наследие
herself *pron* — себя
high *a* — высокий
higher *a* — выше; высший (*о вузе*)
highland *n* — горная местность
highway *n* — шоссе
hill *n* — холм
him *pron* — его, ему
himself *pron* — себя
Hinduism *n* — индуизм
his *pron* — его
hit *v* (hit) — ударять
hold *v* (held) — держать; проводить
holiday *n* — праздник
holy *a* — святой
home *n* — дом
homeless *a* — бездомный
honour ['ɒnə] *n* — честь, слава
hook *n* — крючок
hope *v* — надеяться
hopeless *a* — безнадежный
hospitable *a* — гостеприимный
hot *a* — горячий, жаркий
hotel *n* — гостиница
hourglass *n* — песочные часы
(на 1 ч)
how *adv* — как
how many (much) — сколько
however *adv* — однако
huge *a* — огромный
human *a* — человеческий;
~ being — человек
humanities *n* — гуманитарные
дисциплины
humanity *n* — человечество
humid ['hju:mɪd] *a* — сырой,
влажный
hungry *a* — голодный
hunter *n* — охотник
hurry *n* — торопливость, поспеш-
ность; in a ~ — второпях,
в спешке
hurt [hɜ:t] *v* (hurt) — причинять боль

husband *n* — муж
hybrid ['haɪbrɪd] *a* — гибридный,
смешанный
hymn [hɪm] *n* — гимн

I

I *pron* — я
ice cream *n* — мороженое
icon ['aɪkən] *n* — икона
if *conj* — если
illegal *a* — нелегальный,
незаконный
illness *n* — болезнь
immediate *a* — немедленный
immediately *adv* — немедленно
impatient *a* — нетерпеливый
imperfect *a* — несовершенный
importance *n* — значение
important *a* — важный
impossible *a* — невозможный
impress *v* — производить
впечатление
improvement *n* — улучшение,
усовершенствование
impure [ɪm'pjʊə] *a* — нечистый,
грязный
in front of — впереди
in *prep* — в
inaccurate [ɪn'ækjʊrɪt] *a* — неточный
inaugurate [ɪ'nɔ:ɡjʊreɪt] *v* —
торжественно вводить
в должность
incapable *a* — неспособный
include *v* — включать
increase *v* — увеличивать(ся)
independence *n* — независимость
independent *a* — независимый
indigenous *a* — местный
indirect *a* — не прямой
indirectly *a* — косвенно
indoor *a* — находящийся или
происходящий в помещении;
~ games — игры в спортивном зале

infant *n* — ребенок; *a* — детский, начальный
influence *n* — влияние; *v* — оказывать влияние, влиять
informal *a* — неофициальный
information *n* — информация
inhabitant *n* — житель
initiative [i'niʃiətiv] *n* — инициатива
ink *n* — чернила
inland *adv* — внутри страны
inquiry [in'kwairi] *n* — наведение справок; исследование; запрос
insect *n* — насекомое
insist (on) *v* — настаивать (на)
instead *adv* — вместо, взамен
institute *n* — институт
institution *n* — учреждение, заведение
integrate *v* — объединять
intelligent *a* — умный, понятливый
intend *v* — намереваться
interchangeably *adv* — взаимозаменяемо
interconnect *v* — связывать(ся)
interior [in'tiəriə] *v* — внутренняя часть, интерьер
interpret *v* — объявлять; интерпретировать
interrupt *v* — прерывать; вмешиваться (*в разговор*)
into *prep* — в
introduce *v* — представлять, знакомить
invader *n* — захватчик
invasion *n* — вторжение, нашествие, набег
invention *n* — изобретение
investigate *v* — исследовать
invisible *a* — невидимый
invitation *n* — приглашение
invite *v* — приглашать
involve (in) *v* — включать (в себя)
Irish *a* — ирландский

iron *n* — железо
irrationality *n* — неразумность, нелогичность
irregular *a* — неправильный
island *n* — остров
it *pron* — он, она, оно (*о предметах и животных*)
item [ˈaɪtəm] *n* — (каждый отдельный) предмет
its *pron* — ее, его (*о предметах и животных*)
itself *pron* — себя

J

jacket *n* — куртка, жакет
jam *n* — джем
Japanese [ˌʤæpə'ni:z] *n* — японец; *a* — японский
jewel [ˈʤu:əl] *n* — драгоценный камень; *pl* — драгоценности
jewellery *n* — драгоценности, ювелирные изделия
job [ʤɒb] *n* — работа, труд
join *v* — присоединять(ся)
joint venture *n* — совместное предприятие
joke *n* — шутка
journal *n* — журнал
journalist *n* — журналист
joyful *a* — радостный
judge [ʤʌʤ] *v* — судить, давать оценку
judicial [ʤu'diʃəl] *a* — судебный; законный
jug *n* — кувшин
juice *n* — сок
jump *v* — прыгать
junction *n* — узел
junior *a* — младший
jurisprudence [ˌʤʊəpɪs'pru:dəns] *n* — юриспруденция

just *adv* — только что
justice *n* — справедливость

К

keep *v* (kept) — держать; хранить
kill *v* — убивать
kindergarten *n* — детский сад
kindness *n* — доброта
king *n* — король
kingdom *n* — королевство
kiss *v* — целовать
kit *n* — комплект (*деталей*)
kitchen *n* — кухня
knee [ni:] *n* — колено
knife [naif] *n* — нож
knight *n* — рыцарь
knit *v* (knit) — вязать
know *v* (knew, known) — знать
knowledge *n* — знание

L

lady *n* — леди
lake *n* — озеро
lamb [læm] *n* — баранина
lamp *n* — лампа
landscape *n* — пейзаж
lane *n* — переулок
language ['læŋgwɪdʒ] *n* — язык
large *a* — большой
last *a* — последний, прошлый;
 v — продолжаться, длиться;
 at ~ — наконец
late *a* — поздний
lately *adv* — последнее время
laugh [lɑ:f] *v* — смеяться
law [lɔ:] *n* — закон
lawyer *n* — юрист
lay *v* (laid) — класть
layer *n* — слой

lead *v* (led) — руководить; вести
leader *n* — лидер
leadership *n* — руководство
leaf *n* (*pl* leaves) — лист
learn *v* (learnt) — учить, изучать
least *adv* — меньше всего;
 at ~ — по крайней мере
leave *v* (left) — покидать, оставлять
lecture *n* — лекция
leek *n* — лук-порей
left *a* — левый
legal ['lɪgəl] *a* — легальный;
 юридический; законодательный
legend *n* — легенда
legislative ['lɛdʒɪsleɪtɪv] *a* —
 законодательный
leisure ['leɪzə] *n* — досуг, свободное
 время
lemon *n* — лимон
length *n* — длина
less *adv* — меньше
lessen *v* — уменьшать
lesson *n* — урок
let *v* (let) — позволять, разрешать
letter *n* — письмо; буква
level *n* — уровень
liberate *v* — освобождать
liberty *n* — свобода
library ['laɪbrəri] *n* — библиотека
lie *v* (lay, laid) — лежать
life *n* — жизнь
lift *n* — подъем; лифт
light *n* — свет; *a* — светлый; легкий
like *v* — нравиться
likely *a* — вероятный
line *n* — линия; строка
link *v* — соединять
liquid ['lɪkwɪd] *n* — жидкость
list *n* — список
listen (to) *v* — слушать
litter *n* — мусор, сор, отходы
little *adv* — мало
live *v* — жить

local *a* — местный
locate *v* — помещать, располагать
в определенном месте
loneliness *n* — одиночество
long *a* — длинный, имеющий
какую-л. продолжительность;
a day ~ — продолжительностью
в один день
look at *v* — смотреть на;
to ~ like — выглядеть как,
походить на, быть похожим
look forward *v* — ожидать
lore [lɔ:] *n* — сведения
lorry *n* — грузовик
lose [lu:z] *v* (lost) — терять
loss *n* — потеря
lot *n*: a ~ of — много
loud *a* — громкий
louse (*pl* lice) *n* — вошь
low *a* — низкий
lowland *n* — низкая местность,
низина, долина
luck *n* — удача
lunch *n* — обед, ланч

М

magazine *n* — журнал
magnificent *a* — великолепный,
величественный
mailbox *n* — почтовый ящик
main *a* — главный
mainly *adv* — главным образом
major *a* — главный
make *v* (made) — делать, совершать;
~ up — составлять, комплектовать
makeup *n* — грим, косметика
man (*pl* men) *n* — мужчина
manage *v* — руководить, управлять
manager *n* — менеджер,
управляющий, заведующий
mankind *n* — человечество

manners *n pl* — манеры, умение
держаться
manufacture [ˌmænjʊˈfæktʃə] *v* —
производить, изготавливать
many *adv* — много
map *n* — географическая карта
marine *a* — морской
marital [ˈmærtɪl] *a* — супружеский
mark *n* — отметка; *v* — отмечать
market *n* — рынок
marry *v* — жениться, выходить
замуж
matter *n* — дело; what's the ~? —
В чем дело? Что случилось?
mausoleum [ˌmɔ:səˈliəm] *n* —
мавзолей
may *v* (might) — мочь
me *pron* — мне, меня
mean *v* (meant) — иметь в виду,
значить
meaning *n* — значение
means *n pl* — средство, способ;
by all ~ — любой ценой, любым
способом
measure [ˈmeɪʒə] *v* — измерять
meat *n* — мясо
media *n* — средства информации
meditate *v* — медитировать
medium *n* — среда
meet *v* (met) — встречать(ся)
meeting *n* — собрание
melon *n* — дыня
melt *v* — таять
member *n* — участник,
представитель, партнер, член
memorize *v* — запоминать
memory *n* — память
mental *a* — умственный
mention *v* — упоминать
mere [miə] *a* — явный
method *n* — метод
middle *n* — середина

might *v* — вспомогательный глагол, служит для образования сослагательного наклонения
mild *a* — мягкий
military *a* — военный
milk *n* — молоко
minaret *n* — минарет
mind *n* — разум; память
mine *pron* — мой
minority *n* — меньшинство
minster *n* — монастырская церковь, кафедральный собор
mirror *n* — зеркало
miss *v* — скучать; пропускать
mistake *n* — ошибка; *v* (mistook, mistaken) — ошибаться
mix *v* — мешать; ~ up with — смешивать(ся), путать с
moment *n* — момент
monarchy *n* — монархия
monastery *n* — монастырь
Monday *n* — понедельник
money *n* — деньги
month *n* — месяц
monument *n* — памятник
mood *n* — настроение, наклонение (*грам.*)
moon *n* — луна
morally *adv* — морально
more *adv* — больше
moreover *adv* — сверх того, кроме того
morning exercises *n* — утренняя зарядка
morning *n* — утро
mosque [mɒsk] *n* — мечеть
mother *n* — мать
motherland *n* — родина, отчизна
motorcycle *n* — мотоцикл
mouse (*pl* mice) *n* — мышь
mouth *n* — рот
move [mu:v] *v* — двигать(ся)
movement *n* — движение

movies *n pl* — кино
much *adv* — много
multistorey *a* — многоэтажный
mural *n* — фреска
museum *n* — музей; Fine Arts ~ — музей изобразительных искусств
musical *a* — музыкальный
musician *n* — музыкант
must (—) *v* — должен
mustard ['mʌstəd] *n* — горчица
mute [mju:t] *a* — немой
my *pron* — мой
myself *pron* — себя
mysterious [mis'tɪəriəs] *a* — таинственный
mystery *n* — тайна
mystic *a* — мистический

N

name *v* — называть, давать имя; to ~ after — называть в честь кого-л.
narcissus [nɑ:'sɪsəs] *n* — нарцисс
narrow *a* — узкий
nationality *n* — национальность
native *a* — родной
near *prep* — около, близко, поблизости, недалеко
necessary *a* — необходимый
need *n* — надобность, нужда; *v* — нуждаться
needle *n* — иголка
neighbourhood ['neɪbəhʊd] *n* — соседство
neither... nor... *conj* — ни... ни...
net *n* — сеть
network *n* — сеть
never *adv* — никогда
new *a* — новый
newcomer *n* — новичок; приезжий
newspaper *n* — газета

newsstand *n* — газетный киоск
next *a* — следующий
nice *a* — хороший, приятный,
милый, славный
nickname *v* — давать прозвище,
называть
night *n* — ночь
no *adv* — нет
nobility *n* — знать; благородство,
великодушие
noise *n* — шум
nominee [ˌnɒmɪˈni:] *n* — номинант
north *n* — север
northern *a* — северный
not *adv* — не
note *n* — отметка, оценка
notebook *n* — тетрадь, блокнот
novel *n* — роман
now *adv* — сейчас
nowadays *adv* — в наше время,
в наши дни, теперь
nuclear *a* — ядерный
nucleus (*pl* nuclea) *n* — ядро, центр
numerous *a* — многочисленный
nut *n* — орех

О

obey *v* — повиноваться, слушаться
obligation *n* — обязанность
obtain *v* — получать
occupation *v* — занятие
оссиру *v* — занимать
оссиг *v* — случаться, происходить
ocean *n* — океан
of *prep* — *предлог, служащий для*
выражения род. надежда
off *prep*: ~ the coast неподалеку от
берега
offer *v* — предлагать
office *n* — офис
official *a* — официальный
often *adv* — часто

oil *n* — нефть
old *a* — старый
olive *a* — оливковый
on *prep* — на; в
once *adv* — (один) раз; at ~ — сразу
onion [ˈɒnjən] *n* — лук
only *adv* — только, исключительно
open *v* — открывать
operate *v* — действовать, управлять
opinion *n* — мнение
opposite *a* — расположенный,
находящийся напротив
orange *a* — оранжевый
order *v* — приказывать, приводить
в порядок
ordinary *a* — обыкновенный
ore *n* — руда; iron ~ — железная руда
organization *n* — организация
origin *n* — происхождение
our *pron* — наш
ourselves *pron* — себя
out *adv* — вне, снаружи, наружу
outdoor *a* — находящийся или
совершающийся вне дома,
на открытом воздухе; ~ games —
игры на открытом воздухе
outer *a* — внешний
outskirts *n pl* — окраина, предместья
города
oven [ˈʌvən] *n* — печь, духовка
over *prep* — над; *adv* — свыше
overlap *v* — частично покрывать,
перекрывать, заходить один
за другой
own *a* — собственный
owner *n* — собственник
ox (*pl* oxen) *n* — бык

Р

page *n* — страница
rain *n* — боль

paint *n* (*pl*) — краски, oil ~s —
 масляные краски; *v* — писать
 красками, заниматься живописью
painting *n* — живопись, картина
pair [реэ] *n* — пара
palace *n* — дворец
pale *a* — бледный
pan *n* — кастрюля
panorama *n* — панорама
pantheism ['pænthi:zəm] *n* — пантеизм
panties *n pl* — штанишки, трусики
paper *n* — бумага
paragraph *n* — абзац
parents *n pl* — родители
parish *n* — приход
park *n* — парк
parliament ['pɑ:ləmənt] *n* —
 парламент
part *n* — часть
participant *n* — участник
particular *a* — особый,
 исключительный, заслуживающий
 особого внимания
party *n* — партия
pass *v* — проходить; to ~ an exam —
 сдавать (выдерживать) экзамен
passage *n* — отрывок
passenger ['pæsɪndʒə] *n* — пассажир
passion ['pæʃn] *n* — страсть
past *n* — прошлое; *a* — прошлый,
 минувший
patron ['peɪtrən] *n* — покровитель,
 заступник
pay *v* (*paid*) — платить; ~ attention
 to — обращать внимание
peace *n* — мир
peaceful *a* — мирный
pear [реэ] *n* — груша
peasant ['pezənt] *n* — крестьянин
pen *n* — ручка
pencil *n* — карандаш
peninsula *n* — полуостров
pensioner *n* — пенсионер

people *n pl* — люди
perpet *n* — перец
per cent *n* — процент
percentage *n* — процентное
 содержание, процентное
 отношение
perception *n* — восприятие,
 осознание
perfect *a* — совершенный
perform *v* — выполнять
performance *n* — спектакль
perhaps *adv* — может быть, возможно
permanent *a* — постоянный
permanently *adv* — постоянно
permission *n* — разрешение
person *n* — человек
pesticide ['pestisaɪd] *n* — пестицид,
 средство
 для борьбы с вредителями
pet *n* — домашнее животное
phase *n* — фаза
phenomenon (*pl* phenomena) *n* —
 явление
phone *n* — телефон; *v* — звонить
 по телефону
phrase *n* — фраза, словосочетание
physician *n* — врач
physicist *n* — физик
picture *n* — картина
pie *n* — пирог
piece *n* — кусок, часть
pin *n* — булавка
pineapple *n* — ананас
pink *a* — розовый
pity *n* — жалость, сострадание,
 сожаление; it is a ~ — жаль
plain *n* — равнина
plant *n* — завод, установка; растение
plastic *n* — пластмасса
plate *n* — тарелка
play *n* — пьеса; *v* — играть
player *n* — игрок
playwright ['pleɪraɪt] *n* — драматург

pleasant *a* — приятный
pleasure [pleʒə] *n* — удовольствие
plentiful *a* — обильный, изобильный
plot *n* — сюжет, фабула
plum *n* — слива
pocket *n* — карман
poison *n* — яд; *v* — отравлять
policy *n* — политика
polite *a* — вежливый
pollute *v* — загрязнять
poor *a* — бедный
population *n* — население, жители
pork *n* — свинина
porridge ['pɔrɪdʒ] *n* — каша
port *n* — порт
porter *n* — носильщик
possessions *n* — собственность,
имущество
possibility *n* — возможность
possible *a* — возможный
poster ['pɔʊstə] *n* — плакат, афиша
post-graduate *n* — аспирант,
~ courses — аспирантура
post office *n* — почта
pot *n* — горшок
potatoes *n* — картофель
pound *n* — фунт стерлингов
power *n* — власть
powerful *a* — мощный
gram *n* — детская коляска
pray *v* — молиться
precious ['preʃəs] *a* — драгоценный
prefer *v* — предпочитать
prehistoric *a* — доисторический
prepare *v* — готовить
prerogative *n* — прерогатива,
исключительное право
present ['preznt] *n* — настоящее
время;
a — теперешний, настоящий;
v [prɪ'zent] — дарить
previous ['pri:vɪəs] *a* — предыдущий

previously *adv* — заранее,
предварительно
priest *n* — священник
primary *a* — первоначальный;
~ school — общая начальная
школа
print *v* — печатать
prison *n* — тюрьма
private *a* — частный, личный
probably *adv* — вероятно
process *v* — обрабатывать
processor *n* — процессор
produce *v* — производить
production *n* — постановка (*пьесы*)
profit *n* — прибыль
program(me) *n* — программа; applica-
tion ~ — прикладная программа
prominent *a* — знаменитый
proper *a* — правильный, должный,
надлежащий
properly *adv* — должным образом,
как следует, правильно
property *n* — собственность
prophet *n* — пророк
protect *v* — защищать
proud [praʊd] *a* — гордый; to be ~
гордиться
prove [pru:v] *v* — доказывать,
оказываться
provide (with) *v* — снабжать,
обеспечивать
Providence *n* — провидение
province *n* — область, провинция
prudent ['pru:dənt] *a* —
благоразумный, расчетливый
psychology [saɪ'kɒlədʒi] *n* —
психология
public *a* — общественный
publish *v* — публиковать
pull *v* — тянуть
pullover *n* — пуловер, свитер
punish ['pʌnɪʃ] *v* — наказывать
pupil *n* — ученик

puppet *n* — марионетка, кукла
pure [pjʊə] *a* — чистый
purpose ['pɜ:ps] *n* — цель
pushchair *n* — детская коляска
put *v* (put) — класть; ~ off —
откладывать
puzzle *n* — головоломка

Q

quantity ['kwɒntəti] *n* — количество,
величина; physical ~ — физическая
величина
quality *n* — количество
quarter *n* — четверть
queen *n* — королева
question *n* — вопрос
queue [kjʊ:] *n* — очередь
quick *a* — быстрый
quickly *adv* — быстро
quiet *a* — спокойный
quiz *n* — проверочная работа

R

radio *n* — радио
railway *n* — железная дорога
rain *n* — дождь; *v* (в безличных
оборотах): it ~s — идет дождь, it is
~ing — идет дождь, it ~s cats and
dogs — дождь льет как из ведра
raincoat *n* — плащ
rainy *a* — дождливый
raise *v* — поднимать
Ram *n* — Овен
rank *n* — звание
rapid *a* — быстрый
rapidly *adv* — быстро
rapids *n pl* — пороги реки, стремнина
rare *a* — редкий
rarely *adv* — редко

rate *n* — тариф, расценка, цена
rather *adv* — довольно
ray *n* — луч
reach *v* — достигать
read *v* (read) — читать
reader *n* — читатель
rear [riə] *v* — воспитывать,
выращивать
reason *n* — причина, разум, рассудок
rebuild *v* (rebuilt) — строить заново,
восстанавливать
receive *v* — получать
receiver *n* — приемник
recently *adv* — недавно
reception *n* — прием
recommend *v* — рекомендовать,
советовать
record *n* — пластинка
recorder *n* — проигрыватель
recording *n* — запись
red *a* — красный
reduce *v* — уменьшать
refer *v* — относиться
reference *n* — рекомендация, ссылка
reflect *v* — отражаться
refrigerator *n* — холодильник
refuse *v* — отказываться
regiment *n* — полк
regular *a* — постоянный
reign [reɪn] *n* — царствование,
власть;
v — царствовать, господствовать
reincarnation *n* — перевоплощение
reject *v* — отвергать, отказываться
related *a* — связанный
relation *n* — отношение
relationship *n* — отношения
relative *n* — родственник
relax *v* — расслаблять(ся)
religion *n* — религия
religious *a* — религиозный
remain *v* — оставаться, пребывать
в прежнем состоянии

remember *v* — помнить, вспоминать
remote *a* — удаленный, отдаленный
repeat *v* — повторять
repertory [ˈrɛpətəri] *n* — театр
с постоянной труппой и
подготовленным репертуаром
replace *v* — заменять
report *n* — доклад; *v* — докладывать
represent *v* — представлять, излагать
reproductive *a* — репродуктивный,
воспроизводительный
repudiate [rɪˈpju:diət] *v* — отречься
require *v* — требовать
research *v* — исследовать
reserve *v* — резервировать
resident *v* — житель
resources *n* — ресурсы
respect *n* — уважение
respectively *adv* — соответственно,
в указанном порядке
respond *v* — отвечать
responsible *a* — ответственный
rest *v* — отдыхать
restore *v* — восстанавливать
restrict *v* — ограничивать
return *v* — возвращать(ся)
reveal *v* — обнаруживать, открывать
reverse *n* — обратная сторона
(монеты)
revise *v* — пересматривать,
проверять
rhythm *n* — ритм
rich *a* — богатый
rid *v* (rid) — освобождать, избавлять
ride *v* (rode, ridden) — кататься,
ездить верхом
right *n* — право; *a* — правый
ring *v* (rang, rung) — звонить
rise *v* (rose, risen) — подниматься
risk *n* — риск
river *n* — река
road *n* — дорога, путь, шоссе
room *n* — комната

root *n* — корень
rose *n* — роза
round *a* — круглый
row *n* — ряд
royal [ˈrɔɪəl] *a* — королевский
rubber [ˈrʌbə] *n* — ластик, резинка
rubbish *n* — мусор
rug *n* — коврик
ruin *v* — разрушать
rule *n* — правило
ruler *n* — линейка
run *v* (ran, run) — бегать, управлять

S

sacred *a* — священный, святой
safe *a* — безопасный
safely *adv* — безопасно
saint *n* — святой
sale *n* — продажа
salt [sɔ:lt] *n* — соль
same *a* — тот (же) самый,
одинаковый
sandal *n* — сандалия
sandwich *n* — бутерброд
satellite *n* — спутник
satisfaction *n* — удовлетворение
satisfy *v* — удовлетворять
Saturday *n* — суббота
say *v* (said) — говорить
scarf *n* — шарф
scatter [ˈskætə] *v* — разбрасывать
scene [si:n] *n* — место действия,
сцена, декорация
scenery *n* — декорации
scheme [ski:m] *n* — схема, чертеж
scholarship *n* — стипендия
school *n* — школа
science [ˈsaɪəns] *n* — наука
scientist *n* — ученый
scissors [ˈsɪzəz] *n pl* — ножницы
Scottish *a* — шотландский

screen *n* — экран
script *n* — сценарий
scroll *n* — изображение ленты
с надписью
sea *n* — море
seal *n* — печать; the Great Seal —
большая государственная печать
search [sɜ:ʃ] (for) *v* — искать
seascape *n* — морской пейзаж
seaside *n* — морское побережье
secondary *a* — средний
see *v* (saw, seen) — видеть, смотреть
seem *v* — казаться
seldom *adv* — редко
sell *v* (sold) — продавать
seller *n* — продавец
semidesert *n* — полупустыня
send *v* (sent) — посылать
senior [ˈsi:njə] *a* — старший
sensation *n* — ощущение, чувство
sense *n* — смысл
sentence *n* — предложение
separate *v* — отделять(ся),
разделять(ся)
serious *a* — серьезный
serve *v* — служить
service *n* — служба, сервис
set *n* — набор, комплект; *v* —
устанавливать,
to ~ aside — откладывать,
to ~ up — воздвигать, сооружать; ~
the stage — устанавливать этап
settle *v* — селить(ся); решать
several *pron* — несколько
sew [ˈsəʊ] *v* (sewed) — шить
shade *n* — тень, оттенок
shamrock *n* — трилистник
shape *n* — форма, очертание; *v* —
придавать форму
share *v* — делить(ся)
she *pron* — она
sheep *n* — овца
sheet *n* — простыня; лист

shelf *n* — полка
shelter *n* — приют, кров, убежище
shine *v* (shone) — светить(ся), сиять
ship *n* — корабль
shipping *n* — торговый флот,
судоходство, судоперевозки
shoe *n* — туфля
shoot *v* — стрелять
shop *n* — магазин; *v* — делать
покупки
short *a* — короткий
shorts *n pl* — шорты
should *v* (should) — должен;
*вспомогательный глагол, служит
для образования сослагательного
наклонения*
show *v* — показывать
shut *v* (shut) — закрывать
sibling [ˈsɪblɪŋ] *n* — брат, сестра
sick *a* — больной
sight [saɪt] *n* — зрение
sightseeing *n* — осмотр
достопримечательностей;
to go ~ — осматривать
достопримечательности
sign [saɪn] *n* — знак
significance *n* — значение
silk *a* — шелковый
silver *a* — серебряный
similar *a* — подобный, сходный,
похожий
simple *a* — простой
simulate *v* — имитировать
since [sɪns] *prep* — с; *conj* — с тех пор
как, так как
sing *v* (sang, sung) — петь
single *a* — единственный
sink *n* — раковина; *v* — тонуть
sister *n* — сестра
situated *a* — расположенный
six *num. card.* — шесть
sixteen-pointed *a* —
шестнадцатиконечный

size *n* — размер
 sketchy *a* — эскизный, отрывочный
 ski *v* (skied) — ходить на лыжах
 skilful *a* — искусный, умелый
 skill *n* — умение, искусство,
 мастерство
 skin *n* — кожа
 skirt *n* — юбка
 skull *n* — череп
 sky *n* — небо
 sleep *v* (slept) — спать
 slender *a* — тонкий, стройный
 slim *a* — тонкий, стройный
 slipper *n* — комнатная туфля
 slow *a* — медленный
 slowly *adv* — медленно
 small *a* — маленький
 smart *a* — изящный, умный
 smoke *n* — дым
 snake *n* — змея
 so *adv* — так, итак
 soap *n* — мыло
 society [sə'saɪəti] *n* — общество
 sock *n* — носок
 sofa *n* — диван
 soft *a* — мягкий, слабый
 soil *n* — почва
 solid *n* — твердое тело
 solve *v* — решать
 some *pron* — несколько
 someone *pron* — кто-то
 something *pron* — что-то
 sometimes *adv* — иногда
 somewhere *adv* — где-то, где-нибудь
 son *n* — сын
 song *n* — песня
 soon *adv* — вскоре, скоро; as ~ as —
 как только, не позже
 sorry *a* — огорченный, полный
 сожаления
 soul *n* — душа
 sound *n* — звук
 soup *n* — суп
 sour cream *n* — сметана
 source *n* — источник
 south *n* — юг
 southern *a* — южный
 space *n* — космос, космическое
 пространство, пространство
 Spanish *a* — испанский
 speak *v* (spoke, spoken) — говорить
 specific *a* — специфический
 speech *n* — речь
 speed *n* — скорость
 spend *v* (spent) — проводить (*время*);
 тратить, расходовать
 spirit *n* — дух
 spiritual ['spɪrɪtʃuəl] *a* — духовный
 spoon *n* — ложка
 sport *n* — спорт
 spread *v* (spread) — распространяться
 spring *n* — весна
 square *a* — квадратный
 stage *n* — сцена; *v* — ставить (*пьесу*),
 инсценировать
 stamp *n* — почтовая марка
 stand *v* (stood) — стоять
 star *n* — звезда
 stare *v* — пристально смотреть
 start *v* — начинать
 state *n* — государство, штат,
 состояние
 statesman *n* — государственный
 деятель
 station *n* — вокзал
 stay *v* — оставаться,
 останавливаться
 steady *a* — постоянный
 steam *n* — пар
 stem *n* — ствол, стебель
 step *n* — ступень, ступенька
 stick *v* — приклеивать
 still *adv* — все еще
 still life *n* — натюрморт
 stimulate *v* — стимулировать
 stocking *n* — чулок

stone *n* — камень
store [stɔ:] *v* — снабжать, наполнять, вмещать
story *n* — рассказ, история
stove [stʌv] *n* — печь
strait *n* — пролив
stream *n* — поток
street *n* — улица
street lamp *n* — фонарь
strengthen ['streŋθən] *v* — укреплять
stress *v* — подчеркивать
stretch *v* — простираться, тянуться
strict *a* — строгий
strike *v* (struck) — ударять, бить, чеканить
string *n* — веревка
stripe *n* — полоса
strong *a* — сильный
struggle *n* — борьба
student *n* — студент
subject *n* — тема, предмет разговора; дисциплина
subscribe *v* — подписываться
substance *n* — вещество
succeed [sək'si:d] *v* — достигать цели, преуспевать
success *n* — успех
successful *a* — успешный
such *a* — такой
suffer *v* — страдать
sugar *n* — сахар
suggest *v* — предлагать; предполагать
suit *n* — костюм; *v* — подходить
sum *n* — сумма
summer *n* — лето
sun *n* — солнце
Sunday *n* — воскресенье
sunny *a* — солнечный
sunrise *n* — восход
sunset *n* — закат
supper *n* — ужин
supply [sə'plai] *n* — снабжение; *v* (with) — снабжать, поставлять

support *n* — поддержка; *v* — поддерживать
suppose *v* — полагать, предполагать
sure ['ʃʊə] *a* — уверенный
surface ['sɜ:fɪs] *n* — поверхность, полотно
surround *v* — окружать, обступать
survey ['sɜ:veɪ] *n* — обзор
survive *n* — выживание
survive *v* — выживать
sweater *n* — свитер
sweet *n* — конфета
swift *a* — скорый, быстрый
swim *v* (swam, swum) — плавать
swimming pool *n* — бассейн
swine *n* — свинья
Swiss *n* — швейцарский; the ~ — швейцарцы
switch on *v* — включать
syllable *n* — слог
symbol *n* — символ
synagogue ['sɪnəɡɒɡ] *n* — синагога

T

table *n* — стол
tabloid *n* — газета маленького формата
tailor *n* — портной
take *v* (took, taken) — брать, занимать, отнимать; to ~ care of — заботиться; to ~ place — случаться, происходить; to ~ up — принимать, браться за что-л.; to ~ part (in) — принимать участие
tall *a* — высокий
tap *n* — кран
tape *n* — магнитофонная запись
tape recorder *n* — магнитофон
task *n* — задача, задание
tasty *a* — вкусный
tea *n* — чай

teach *v* (taught) — учить
teacher *n* — учитель
tell *v* (told) — рассказывать
tempera [ˈtempərə] *n* — темпера
tenth *num. ord.* — десятый
term *n* — термин, период
test *n* — тест
text *n* — текст
textbook *n* — учебник
texture [ˈtekstʃə] *n* — текстура
than *cj* — чем
thank *v* — благодарить
that *pron* — тот; *cj* — что
theatre *n* — театр
their [ðeə] *pron* — их
them *pron* — их, им
theme *n* — тема
themselves *pron* — себя
there [ðeə] *adv* — там
therefore *adv* — поэтому,
следовательно
these [ði:z] *pron* — эти
they *pron* — они
thick *a* — толстый, густой
thin *a* — тонкий
thing *n* — вещь, предмет
think *v* (thought) — думать
this *pron* — этот
thistle [θisl] *n* — чертополох
those [ðəʊz] *pron* — те
though [ðəʊ] *adv, cj* — хотя
thought [θɔ:t] *n* — мысль
three *num. card.* — три
throne *n* — трон
through [θru:] *prep* — через, сквозь
throughout *prep* — через, по всему,
в продолжение
throw *v* (threw, thrown) — бросать
Thursday *n* — четверг
thus *adv* — таким образом, итак
ticket *n* — билет
tie *n* — галстук
tights [taɪts] *n pl* — колготки

till *prep* — до
tired *a* — уставший
title [taɪtl] *n* — заглавие, название
to *prep* — к; в; на
today *adv* — сегодня
together *adv* — вместе, сообща
tomato *n* — помидор
tomb *n* — могила
tomorrow *adv* — завтра
tongue [tʌŋ] *n* — язык; the mother ~ —
родной язык
too *adv* — слишком
tool *n* — рабочий инструмент,
орудие
tooth *n* (*pl* teeth) — зуб
top *n* — вершина
topic *n* — тема, предмет обсуждения
total *a* — весь, целый
touch [tʌʃ] *v* — касаться
tour *n* — тур
tourist *n* — турист
towards *prep* — к, по направлению к
town *n* — город
toy *n* — игрушка
trace *n* — след
tradition *n* — традиция
train *n* — поезд
trainers *n pl* — кроссовки
tram *n* — трамвай
tranquil [ˈtræŋkwɪl] *a* — спокойный
transience *a* — быстротечность,
мигомлетность
translate *v* — переводить
transmit *v* — передавать, отправлять
transparent *a* — прозрачный,
очевидный
travel *v* — путешествовать
treasury [ˈtrezəri] *n* — сокровищница,
казна, казначейство
treatise [ˈtri:tɪz] *n* — трактат
tree *n* — дерево
tribe *n* — племя
tributary [ˈtrɪbjətəri] *n* — приток

Trinity *n* — Троица
trip *n* — поездка
trolleybus *n* — троллейбус
troublesome *a* — беспокоящий,
причиняющий беспокойство
trousers *n pl* — брюки
truth *n* — правда, истина
try *v* — стараться, пытаться
T-shirt *n* — футболка
tube *n* — труба
Tuesday *n* — вторник
tune *n* — мелодия
turn *v* — поворачивать(ся);
~ away — отворачиваться,
~ into — превращаться
TV set *n* — телевизор
twice *adv* — дважды
two-dimensional *a* — двуразмерный
type *n* — тип, вид
typewriter *a* — пишущая машинка

U

ugliness *n* — уродство
ugly *a* — уродливый
uncertainty *n* — неопределенность,
неуверенность, нерешительность
under *prep* — под
undergo *v* — испытывать, переносить
underline *v* — подчеркивать
understand *v* (understood) —
понимать
uneasy *a* — нелегкий
unemployment *n* — безработица
unfortunately *adv* — к сожалению
unhappy *a* — несчастливый
unify [ˈjuːnɪfaɪ] *v* — объединять
unique [juˈniːk] *a* — единственный в
своем роде, уникальный
unite *v* — соединять(ся)
united *a* — соединенный,
объединенный

universe *n* — мир; Вселенная;
человечество
university *n* — университет
unknown *a* — неизвестный
unlikely *a* — маловероятный
unpleasant *a* — неприятный
unremovable *a* — неустрашимый
until *prep* — до
unusual *a* — необычный
upper *a* — верхний
upright *a* — вертикальный
urban *a* — городской
us *pron* — нас, нам
use *v* — использовать
useful *a* — полезный
useless *a* — бесполезный
usual *a* — обычный
usually *adv* — обычно

V

vacuum cleaner *n* — пылесос
valley *n* — долина
valuable *a* — ценный
value *n* — ценность; *v* — оценивать;
дорожить, ценить
variety *n* — разнообразие, множество
various *a* — различный, разный
vary *v* — меняться
vase *n* — ваза
vast *a* — обширный, громадный
vault *n* — свод
vegetables *n* — овощи
vehicle [ˈviːkl̩] *n* — средство
передвижения, транспортное
средство
vicar [ˈvɪkə] *n* — викарий,
приходский священник
view *n* — взгляд, мнение, точка
зрения
viewer *n* — зритель
vinegar *n* — уксус

violet *a* — фиолетовый
viscount [ˈvaɪkəʊnt] *n* — виконт
visible *a* — видимый
visit *v* — посещать
visitor *n* — посетитель
vocational *a* — профессиональный
voice *n* — голос
volume *n* — том, книга
vote *n* — голос

W

wage [weɪdʒ] *v* — вести (войну)
wait *v* — ждать
wake *v* (woke, woken) — просыпаться
walk [wɔ:k] *v* — прогуливаться,
гулять
wall *n* — стена
wallet [ˈwɒlɪt] *n* — кошелек
want *v* — хотеть
war *n* — война
wardrobe *n* — платяной шкаф
warlike *a* — воинственный
warm *a* — теплый
wash *v* — мыть, омывать
washbasin *n* — раковина
washing machine *n* — стиральная
машина
waste *n* — отбросы, отходы
watch *v* — наблюдать, смотреть
water *n* — вода
watercolour(s) *n* — акварель
watermelon *n* — арбуз
wax *n* — воск
way *n* — метод, средство;
by the ~ — между прочим
we *pron* — мы
weak *a* — слабый
wealth [welθ] *n* — богатство
wealthy *a* — богатый
weapon *n* — оружие
wear *v* (wore, worn) — носить

weather *n* — погода
Wednesday *n* — среда
week *n* — неделя
weight *n* — вес
well *adv* — хорошо; as ~ — также
well-known *a* — известный,
популярный
Welsh *a* — валлийский, уэльский
west *n* — запад
western *a* — западный
wet *a* — мокрый, влажный
what *pron* — что
whatever *a* — какой бы ни
wheat *n* — пшеница
when *adv, cj* — когда, в то время как
where *adv, cj* — где, куда
wherever *adv* — где бы ни, куда бы ни
while [waɪl] *cj* — в то время как
whisper [ˈwɪspə] *v* — шептать
white *a* — белый
who *pron* — кто
whole *a* — весь, целый
whom *pron* — кого, кому
whose *adv* — чей
why *adv* — почему
wide *a* — широкий
widespread *a* — широко
распространенный
wife *n* — жена
wild *a* — дикий
will *n* — воля
win *v* (won) — выигрывать,
побеждать
wind *n* — ветер
window *n* — окно
windowsill *n* — подоконник
windy *a* — ветреный
wine *n* — вино
wing *n* — крыло
winter *n* — зима
wire *n* — проволока, провод
wisdom *n* — мудрость
wise *a* — мудрый

wish *n* — желание; *v* — желать, хотеть
with *prep* — с
within *prep* — в, в пределах
without *prep* — без
woman *n* (*pl* women) — женщина
wonder *n* — удивление
wood *n* — лес, дерево, древесина
wooden *a* — деревянный
word *n* — слово
work *v* — работать
worker *n* — рабочий
world *n* — мир
worry *v* — волноваться,
беспокоиться
worse *adv* — хуже
worst *a* — худший
worth *a predic* — стоящий,
заслуживающий внимания
would *v* — *вспомогательный*
глагол, служит для образования
сослагательного наклонения
write *v* (wrote, written) — писать
wrong *a* — неправильный

X

X-ray *n* — рентгеновы лучи

Y

year *n* — год
yellow *a* — желтый
yesterday *adv* — вчера
yet *adv* — еще
you *pron* — вы
young *a* — молодой
your *pron* — ваш
yourselves *pron* — себя
youth *n* — молодежь

Z

Zoo *n* — зоопарк

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