

Министерство образования и науки Российской Федерации
Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Томский государственный архитектурно-строительный университет»

Серия «Учебники ТГАСУ»

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АНГЛИЙСКИЙ ЯЗЫК

Практический курс

*Рекомендовано Учебно-методическим советом ТГАСУ
в качестве учебного пособия для подготовки бакалавров
и специалистов всех направлений подготовки и форм обучения*

Томск
Издательство ТГАСУ
2017

УДК 811.111(075.8)
ББК 81.2Англ-923

Серия «Учебники ТГАСУ» основана в 2013 году

Сильман, Ю.Ю. Английский язык. Практический курс [Текст] : учебное
С368 пособие / Ю.Ю. Сильман, И.В. Михайлова, Л.Б. Щавинская. – Томск : Изд-во Том.
гос. архит.-строит. ун-та, 2017. – 214 с.
ISBN 978-5-93057-795-2

Учебное пособие состоит из 5 юнитов, включающих следующие темы: Education, Telecommunication, Countries and cities, Famous people, Transport, а также грамматического справочника, текстов для дополнительного чтения и словаря. В состав основных разделов входят тексты, задания-тесты на понимание прочитанного, упражнения на закрепление лексики и грамматики, практические задания на развитие навыков устной речи. Основными задачами пособия являются совершенствование навыков устной речи, аудирования, письма, а также обучение различным видам чтения.

Учебное пособие рекомендовано Учебно-методическим советом ТГАСУ. Предназначено для подготовки бакалавров и специалистов технических вузов всех направлений подготовки и форм обучения, а также для всех желающих самостоятельно изучать иностранный язык.

УДК 811.111(075.8)
ББК 81.2Англ-923

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Подписано в печать 26.09.2017.
Формат 84×108/16. Бумага офсет. Гарнитура Таймс.
Усл. печ. л. 22,47. Уч.-изд. л. 18,92. Тираж 300 экз. Зак. № 147.

Изд-во ТГАСУ, 634003, г. Томск, пл. Соляная, 2.
Отпечатано с оригинал-макета в ООП ТГАСУ.
634003, г. Томск, ул. Партизанская, 15.

ISBN 978-5-93057-795-2

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ПРЕДИСЛОВИЕ

Данное учебное пособие предназначено для проведения практических аудиторных занятий и самостоятельной работы студентов 1-го курса всех направлений подготовки бакалавров и специалистов ТГАСУ по дисциплине «Английский язык».

Пособие составлено в соответствии с требованиями программы по иностранным языкам для неязыковых вузов и рекомендовано для обеспечения базового курса по английскому языку.

Основные цели учебного пособия – повторение и обобщение основных грамматических тем и лексического материала, пройденного за период обучения в средней школе, углубленное изучение тех грамматических и лексических явлений, которые необходимы студентам для профессионального общения на английском языке, а также совершенствование навыков чтения, аудирования, перевода и устной речи. Тематика текстов определяется тем минимумом общетехнических знаний, которым обладают студенты первого курса технического университета. Тексты отобраны с учетом их информативности и соответствия научно-техническим достижениям и изложены по принципу возрастания трудности и постепенного усложнения языка и тематики.

Учебное пособие состоит из пяти юнитов, дополнительных текстов, поурочного грамматического справочника и англо-русского словаря. Каждый юнит содержит три основных текста, объединенных общей тематикой, а также тексты для дополнительного чтения, которые содержат информацию об интересных фактах, связанных с тематикой юнитов. Тексты урока предназначены для совершенствования навыков различных видов чтения. Первый текст юнита является основным и подлежит тщательной проработке и анализу для изучения тех грамматических и лексических явлений, которым посвящен представленный материал. Остальные тексты, включая дополнительные, а также ролевые игры, служат развитию навыков чтения и извлечения необходимой информации и развитию разговорной речи для ведения дискуссии, соответствующей определенным темам, что способствует закреплению лексико-грамматического материала, проработанного в основном тексте.

Каждый юнит начинается с предтекстовых упражнений для проработки грамматического и лексического материала. Они помогают преодолеть трудности понимания основного текста и требуют детальной аудиторной отработки. Упражнения после основного текста даны для закрепления грамматического и лексического материала и способствуют интенсивному накоплению активной лексики, грамматических структур и речевых стереотипов. Тренировочные задания имеют ситуативно-коммуникативную направленность, предусматривают групповые и парные виды работы и развивают индивидуальность мышления и творческий подход к выполнению заданий.

Упражнения на словообразование содержат в основном активную лексику. При работе с данными упражнениями, а также с интернациональной лексикой следует обращать особое внимание студентов на сопоставление сходства и расхождения грамматической структуры и лексического фонда родного и изучаемого языков.

Пособие содержит комплекс упражнений для самостоятельной работы студентов на закрепление пройденного материала и для подготовки к работе со словарем.

В процессе обучения формируются следующие компетенции, предусмотренные Федеральным государственным образовательным стандартом (ФГОС-3):

ОК-2: умение логически верно, аргументированно и ясно строить устную и письменную речь;

ОК-12: владение одним из иностранных языков на уровне не ниже разговорного;

ПК-7: владение одним из иностранных языков на уровне профессионального общения и письменного перевода;

ПК-7: знание научно-технической информации, отечественного и зарубежного опыта по профилю деятельности.

В результате освоения дисциплины обучаемый должен:

Знать: 1. Лексический минимум в объеме 4000 учебных лексических единиц общего и терминологического характера, необходимого для возможности получения информации из зарубежных источников.

2. Специфику артикуляции звуков, интонации, акцентуации и ритма нейтральной речи в изучаемом языке, основные особенности полного стиля произношения, характерные для сферы профессиональной коммуникации.

3. Основные грамматические явления, характерные для профессиональной речи.

Уметь: 1. Вести на иностранном языке беседу-диалог общего характера, читать литературу по специальности с целью поиска информации без словаря, переводить тексты по специальности со словарем.

Владеть: 1. Способами и приемами деловых коммуникаций в профессиональной сфере.

2. Приемами работы с терминологическими словарями (в том числе электронными).

Данное пособие имеет оригинальное оформление вокабуляра, отвечающее требованиям современной лингвистической традиции изучения иностранного языка.

Пособие может быть использовано как для аудиторной работы под руководством преподавателя, так и для самостоятельной работы студентов. Пособие поможет систематизировать полученные знания и умения, что будет способствовать продолжению процесса формирования коммуникативной компетенции.

UNIT 1

EDUCATION

LANGUAGE MATERIAL

Vocabulary

Exercise 1. Read the new words. Determine their meanings in these sentences.

- | | |
|--|---|
| 1. Education
образование | Education is the key to success. |
| 2. To get education
получить образование | All parents want their children to get a good education. |
| 3. Primary
1) начальный;
2) главный, первостепенный | 1) Primary education starts at the age of 6 in both Britain and the USA.
2) The primary function of our schools is to educate our young people. |
| 4. Secondary
средний | Secondary education may be followed by higher education or vocational training. |
| 5. Special
специальный, особый | No special education is required. |
| 6. Technical
технический | Universities train the students in technical subjects according to the regular required academic program. |
| 7. Higher
высший | Entrance to higher education institutions is quite competitive. |
| 8. Obligatory
необходимый, обязывающий | School education in our country is obligatory for all children. |
| 9. Compulsory
обязательный,
принудительный | In American schools compulsory subjects include: Science (biology, chemistry and physics), Mathematics, English, Social sciences, Physical education. |
| 10. To complete
заканчивать, завершать | I will complete what he started.
Around 300 million school-age children worldwide have no chance to complete secondary school, largely for economic reasons. |
| 11. To be awarded
быть награжденным | The winner was awarded a gold medal. |

12. Private school частная школа	Private schools in Russia are always fee-paying.
13. Vocational school профессионально- техническое училище	While studying at vocational or technical schools young people don't only learn general subjects, but receive a speciality there.
14. Vacation каникулы	Summer vacation usually lasts for three months.
15. Term семестр	The academic year at Cambridge University is divided into 3 terms.
16. Subject предмет	Students study basic engineering subjects like mechanics, strength of materials and engineering graphics at technical Universities.
17. Relatively относительно, сравнительно	This electronic system is relatively easy to use.
18. Uncommon редкий, нетипичный	He was a man of uncommon power.
19. Tuition fee(s) плата за обучение	Tuition fees depend on college and speciality.
20. To enter 1) поступать; 2) входить	1) Having finished a secondary school, a technical school or a college young people can start working, or they may enter Institute or University. 2) The professor entered the classroom and all the students stood up.
21. To graduate (from) окончить высшее учебное заведение	After graduating from college young people become financially independent and can start to work.
22. Applicant абитуриент, претендент	There were four applicants for one student's position at our faculty this year.
23. To take an examination сдавать экзамен	In Russia pupils have to take their written examinations at the end of each academic year.
24. To pass an examination сдать экзамен	They passed all their examinations in May.
25. To fail (in) an examination не выдержать (провалить) экзамен	She didn't attend lectures and seminars regularly. She may fail her examination.

26. Competitive examination вступительный экзамен	Competitive examinations are held in July and August.
27. Field 1) область, сфера деятельности; 2) поле	1) His son works in the field of economics. 2) The field planted with corn lies back from the road.
28. Institution учреждение	There are over 2100 higher educational institutions in the USA.
29. To provide обеспечивать, снабжать	Higher education provides any country with qualified specialists for its future development and progress.
30. To be admitted быть принятым, допущенным	Only ticket-holders will be admitted into the stadium.
31. Achievement достижение, успешное выполнение	In a five-point scale letters indicate the level of your achievement: "A" is the highest mark, "F" means a failure.
32. Scholarship стипендия	About 75 % of students get state scholarships and 5 % are sponsored by enterprises.
33. Establishment учреждение, организация	Mr. Brown works in a scientific research establishment.
34. Bachelor's degree степень бакалавра	He received his Bachelor's degree from Harvard in 2005.
35. Master's degree степень магистра	In 2000 he earned a Master's degree from the Department of Management at St. Petersburg State University.
36. Professor's degree степень доктора наук	The applicants for this position must have a professor's degree.
37. Full-time training дневное обучение	Full-time training has a lot of advantages.
38. Part-time department заочное отделение	Many universities have evening and part-time departments that give students an opportunity to study without leaving their jobs.
39. To last (for) длиться, продолжаться	The first term at Universities lasts four months.
40. Curriculum (curricula) учебный план, программа	According to the University curriculum, students must study at least one foreign language.

41. To carry out

- 1) выполнять, завершать;
- 2) проводить

1) I carried out my course paper.

2) They carry out experiments in chemical laboratory.

42. Research

научное исследование

Research is obligatory in order to get a Master's degree.

43. To defend

защищать(ся)

She defended her friend's behavior.

What can we do to defend ourselves?

44. Thesis (dissertation)

диссертация

After two years of intense thesis writing and revisions, he has successfully defended it.

45. To do a diploma project

выполнить дипломный проект

At the final stage of studies at college or University, every student must do and defend a diploma project.

Exercise 2. Read the following words and notice their pronunciation.

Knowledge ['nɒlɪdʒ]
Speciality [speʃi'æltɪ]
Foreign ['fɔɪn]
Prestigious [pres'tɪʒəs]
Colleague ['kɒli:g]
Department [dɪ'pɑ:tm(ə)nt]
Engineer [ɛndʒɪ'nɪə]
Qualified ['kwɒlɪfɪd]
Thesis ['θi:sis]

Entrance ['entrəns]
Examination [ɪg,zæmɪ'neɪʃn]
Lyceum [laɪ'siəm]
Gymnasium [dʒɪm'neɪzjəm]
Baccalaureate [ˌbakə'lɔ:riət]
Magistrate ['mɑdʒɪstrət]
Faculty ['fæk(ə)ltɪ]
Culture ['kʌltʃə]
Technical ['teknɪk(ə)l]

Exercise 3. Match the antonyms.

- 1) to start
- 2) achievement
- 3) to defend
- 4) to graduate
- 5) typical
- 6) past
- 7) to fail in exam
- 8) public
- 9) fee for studies
- 10) to continue

- a) to enter
- b) future
- c) uncommon
- d) to pass an exam
- e) private
- f) failure
- g) scholarship for good studies
- h) to complete
- i) to finish
- j) to attack

Exercise 4. Match the synonyms.

- | | |
|--------------------------|------------------------|
| 1) to have an exam | a) charge for studies |
| 2) compulsory | b) program |
| 3) to be awarded a grant | c) dissertation |
| 4) vacation | d) obligatory |
| 5) tuition fee | e) to come to a lesson |
| 6) to be admitted | f) organization |
| 7) curriculum | g) to take an exam |
| 8) establishment | h) to enter |
| 9) thesis | i) to receive a grant |
| 10) to attend a lesson | j) holidays |

Exercise 5. Read and translate the following word-combinations.

System of education	To pass competitive exams
Compulsory for everybody	To be awarded a scholarship
Compulsory subjects	To achieve outstanding results in research
To be awarded a certificate of secondary complete education	To pay tuition fees
To enter a vocational school	To receive financial help
To consist of two terms	The program includes 4 years of studies
To have vacation	University curriculum
To last 45 minutes	To be regulated by state educational standards
A 15 minute break between classes	To get a bachelor's degree
Primary school	To carry out research
Private educational establishment	To defend a thesis
To concentrate on technical subjects	To have a specialist paper
Academic achievements	To do a diploma project
To be relatively uncommon	Higher education institution
To be admitted to the college	

WORD-BUILDING

Analyze the models of word-formation. Read and translate the words made on their base.

Model 1

Глагол + *tion* = существительное

<i>to examine</i> – экзаменовать	→	<i>examination</i> – экзамен
<i>to apply</i> – применять	→	<i>application</i> – применение
to educate	→	education

to graduate	→	graduation
to specialize	→	specialization
to organize	→	organization
to operate	→	operation
to cooperate	→	cooperation
to demonstrate	→	demonstration

Model 2

Существительное + *al* = прилагательное

education – образование → *educational* – образовательный

person	→	personal
profession	→	professional
industry	→	industrial
nation	→	national

Model 3

Прилагательное + *ly* = наречие

high – высокий → *highly* – высоко

usual	→	usually
special	→	specially
quick	→	quickly
easy	→	easily
free	→	freely
deep	→	deeply
safe	→	safely
simple	→	simply

Exercise 6. Read the following words and define the part of the speech paying attention to the suffixes.

Organization, technical, electrical, acceleration, intensively, administration, practically, graduation, especially, original, illumination, naturally, presentation.

GRAMMAR REVIEW

TO BE			
PRONOUNS	PRESENT	PAST	FUTURE
I	am	was	will be
He	is		
She			
It			
We	are	were	
You			
They			

Note! We can use the verb **to be** in the following phrases:

- | | |
|---|--|
| <ul style="list-style-type: none"> 1) to be born 2) to be ... years old 3) to be married 4) to be interested in 5) to be fond of 6) to be happy/delighted 7) to be glad/pleased 8) to be sure of 9) to be free 10) to be busy with something 11) to be ill/healthy | <ul style="list-style-type: none"> 12) to be right/wrong 13) to be mistaken 14) to be ready for something 15) to be late for something to be 15 minutes late 16) to be afraid of 17) to be tired 18) to be angry with somebody about some thing 19) to be upset about 20) to be in a hurry |
|---|--|

Exercise 1. Make questions with these words. Use *is* or *are*, *was* or *were*, *will be*.

1. (at home/ your mother?) – Is your mother at home?
2. (you parents / well?) – Are your parents well?
3. (interesting / your job?) –
4. (the shops / open today?) –
5. (interested in sport / you?) –
6. (near here / the post office?) –
7. (at school / your children?) –
8. (why/ you / late?) –
9. (why / he / afraid of dogs?) –
10. (ready for test / students?) –

Exercise 2. Put in *am / is / are* (present) or *was / were* (past).

1. Last year she 22, so she 23 now.
2. Today the weather nice, but yesterday it very cold.
3. I hungry. Can I have something to eat?
4. I feel fine this morning but I very tired last night.
5. Where you at 11 o'clock last Friday morning?
6. Don't buy those shoes. They very expensive.
7. I like your new jacket. it expensive?
8. This time last year I in Paris.
9. "Where the children?" "I don't know. They in the garden ten minutes ago".
10. Jane never tired after her work, she likes it.

Exercise 3. Translate from Russian into English.

1. Мой университет располагается в центре города.
2. Когда мой отец был ребенком, он увлекался футболом.
3. Завтра у меня экзамен по английскому языку.
4. Я опоздал?
5. На прошлой неделе я был болен, сейчас я здоров.
6. Я уверен, она будет счастлива.
7. Каждый может ошибаться.
8. Я не люблю опаздывать на лекции в университет.
9. Он интересуется астрономией.
10. Когда я родился, моей прабабушке было 100 лет.
11. Я был уставшим, но не голодным.
12. Генри будет сердиться на нас.
13. К сожалению, я спешу. Давай встретимся завтра.
14. Я знаю, что она боится пауков.
15. Мама расстроена, что мы опоздали.

TO HAVE		
PRESENT	PAST	FUTURE
HAVE (GOT)	HAD	WILL HAVE
HAS (GOT)		

I've got (something) or I have (something) = it is mine:

Examples: I've got a new car. *or* I have a new car.

Sue has got long hair. *or* Sue has long hair.

I've got a headache. *or* I have a headache.

Have you got a cold? *or* Do you have a cold?

We can use have and have got. There is no difference in meaning.

I've got	}	a car, a driving license
I have		headache / (a) toothache
		a cold / a cough / flu
		a job, a brother, etc.

In these expressions have = eat / drink / take etc. You cannot use have got.

have breakfast

have a shower

have a meal

have a rest

have a cup of coffee
 have something to eat
 have a dream
 have a party
 have a conversation

have a nice time / a good journey etc.
 have a walk / a game of tennis etc.
 have an accident
 have a discussion
 have a chat

Exercise 4. Complete sentences. Use *have / had* and choose from the list:

an accident, a glass of water, a look, a walk, something to eat

1. We had a party a few weeks ago. We invited fifty people.
2. Shall we.....? – No, I'm not hungry.
3. I was thirsty, so I.....
4. I like to get up early and before breakfast.
5. Jail is a very good driver. She has never.....
6. There's something wrong with the engine of my car. Can you at it?

Exercise 5. Translate from Russian into English.

1. Ты хорошо провел время в Лондоне?
2. Вчера утром я не завтракал.
3. У вас есть вопросы? – Нет.
4. У него не было денег, потому что не было работы.
5. Сколько времени у тебя есть?
6. Когда я встретила тебя первый раз, у тебя были короткие волосы.
7. Они будут играть в теннис завтра?
8. У меня есть немного конфет. Давай попьем чай.
9. Что у тебя в сумке?
10. Мы любим гулять после лекций в субботу.
11. Ты можешь взглянуть на мой чертеж?
12. Он не может открыть дверь. У него нет ключа.
13. У тебя головная боль?
14. У нас не было никаких проблем, когда мы были в отпуске.
15. У нее нет родственников в Минске.

THERE + TO BE		
PRESENT	PAST	FUTURE
THERE IS	THERE WAS	THERE WILL BE
THERE ARE	THERE WERE	

Exercise 6. Read the examples. Change their forms in the past and in the future.

1. There's a big tree in the garden.
2. There's a good film on TV tonight.
3. A: Have you got any money?
 B: Yes, there's some in my bag.
4. A: Excuse me, is there a hotel near here?
 B: Yes, there is. No, there isn't.
5. We can't go skiing. There isn't any snow.
6. There are some big trees in the garden.
7. There are a lot of accidents on this road.

8. A: Are there any letters for me today?
B: Yes, there are. No, there aren't.
9. This restaurant is very quiet. There aren't many people here.
10. How many players are there in a football team?
11. There are 11 players in a football team.

Exercise 7. Write 5 sentences with *There are ...*

a) Choose from the boxes and complete the sentences.

Example: There are seven days in a week.

seven, nine, fifteen, twenty-six, thirty, fifty	letters, days, players, planets, days, states	September, the USA, a rugby team, the solar system, a week, the English alphabet
---	---	--

b) Make up the sentences.

Example: There are some trees in the garden.

- 1) day, a, there, 24, are, hours, in.
- 2) rooms, there, 250, in, hotel, were, the.
- 3) there, the, people, at, a, lot, of, on, Saturday, be, won't, party.
- 4) night, there, film, TV, last, on, was, a, good.
- 5) there, will, be, a, new, message, soon.

Exercise 8. Study the information in the box and do the exercise.

Positive	Negative	Question
some	no	any

Fill in the gaps with *some, any, no*.

1. There's ... butter on the table, but there isn't ... milk there. 2. I'd like to buy ... flowers. We haven't got ... in our garden now. 3. Is there ... paper on the desk? – No, there isn't ... 4. Are there ... picture in this book? – Yes, there are ... 5. There is ... carpet in our bedroom but there is one in the sitting room. 6. I bought ... cheese, but I didn't buy ... bread. 7. There are ... magazines here, but there are not ... on the shelf. 8. There is ... cheese on the table. Take ... cheese from the fridge.

Read the dialogues and make up similar ones.

a) Prompts: lemon-bananas; sweet-biscuits; pears-plums.

- Are there any apples in the house?
- No, there aren't. I'm afraid.
- Perhaps, there aren't some oranges, either.
- What a pity!

b) Prompts: milk-cream; ham-sausage; cheese-bacon.

- I'm hungry. Is there any cold meat in the house?
- No, there isn't any cold meat, but there's some bread and cheese.
- Oh, good.

COMPARATIVE DEGREES OF ADJECTIVES AND ADVERBS			
TYPE	POSITIVE	COMPARATIVE	SUPERLATIVE
I	dark easy hot	darker easier hotter	the darkest the easiest the hottest
II	beautiful	more beautiful	the most beautiful
	interesting	less interesting	the least interesting
III	good	better	the best
	bad	worse	the worst
	little	less	the least
	much, many	more	the most

Exercise 9. Form the comparative and superlative degrees of the following adjectives.

Warm, hot, nice, narrow, simple, tender, unhappy, modern, terrible, strong, difficult, good, high, fast, tasty, long, cute, ugly, thin, tall, active, serious, dirty, famous, expensive, comfortable, wide, cheap, messy, pleasant, wonderful, young, curious, heavy, soon, dangerous, bad, much, far, weak, healthy.

Exercise 10. Use the proper forms of adjectives due to the meaning. Translate the sentences.

1. I can't understand which tablecloth is (large), the green one or the blue one. 2. Who is (big), an elephant or a whale? Who is (heavy)? 3. I believe novels will be (interesting) for your mother than detectives. 4. This information is (interesting) for me. 5. You have chosen (dangerous) way to do it. 6. This exam was (difficult) that the exam I had last year. 7. Sunday is (little) busy day for me. 8. It's (old) tree in our garden. 9. I need (much) money. 10. Yesterday's game was (good) than the day before yesterday's but today's one is (good). 11. It was (bad) hotel in my life, it's difficult to find a (bad) one. 12. My grandparents live in this house. 13. In winter the days are (short) and nights are (long).

Exercise 11. Insert *as* + adjective + *as*, *not so* + adjective + *as*.

1. China isn't ... big ... Canada. 2. I don't go out ... often ... Fred. 3. I speak English ... well ... my friend. 4. He is ... brave ... a lion. 5. Sam is not ... rich ... Bill. 6. This chair is ... comfortable ... that one.

Exercise 12. Translate into English.

1. Эверест – самая высокая гора в мире. 2. Мой апельсин вкуснее, чем твой. 3. Эта девушка младше, чем та. 4. Самолет быстрее, чем поезд. 5. Джон – самый высокий мальчик в классе. 6. Русский язык намного сложнее, чем английский. 7. Пролив Ла-Манш шире, чем Гибралтарский пролив. 8. Кто лучший футболист в Европе? 9. Вчера был самый жаркий день года. 10. Это был самый дорогой отель, в котором я останавливался.

Exercise 13. Give the Russian equivalents for these English proverbs.

1. Actions speak louder than words. 2. The more the merrier. 3. The darkest place is under the candlestick. 4. The nearer the bone, the sweeter the flesh. 5. The longest day has an end. 6. The remedy is worse than the disease. 7. Stolen pleasures are the sweetest. 8. Two heads are better than one. 9. Better be born lucky than rich. 10. Stretch your arm no further than your sleeve will reach. 11. Friend's frown is better than a foe's smile. 12. Better a lean peace than a fat victory. 13. Better a little fire to warm us, than a great one to burn us.

Exercise 14. Choose the appropriate form of an adjective.

1. He is ... a man.
a) handsome b) more handsome c) the most handsome
2. The road was ... now than last time.
a) long b) longer c) the longest
3. We were ... to the yard than to the house.
a) close b) closer c) the closest
4. My heart was ...
a) heavy b) heavier c) the heaviest
5. It was ... proof that could be offered.
a) strong b) stronger c) the strongest
6. Her dog is ... one I ever saw.
a) small b) smaller c) the smallest

7. He was ... than the day before.

a) good b) better c) the best

8. The place looked ... than ever.

a) more lonely b) lonely c) the most lonely

9. My sister's future is ... care in my life.

a) dear b) dearer c) the dearest

PRONOUNS					
Местоимения	Личные	Объектные	Притяжательные	Абсолютные	Возвратные
	Кто? Что?	Объектный падеж	Чей? (+ существительное)	Чей? (без существительного)	Окончание -ся
я	I	me	my	mine	myself
ты	you	you	your	yours	yourself
он	he	him	his	his	himself
она	she	her	her	hers	herself
ОНО, ЭТО (он, она – неодушевл.)	it	it	its	–	itself
мы	we	us	our	ours	ourselves
вы	you	you	your	yours	yourselves
они	they	them	their	theirs	themselves

Exercise 15. Insert personal pronouns.

1. ___ live in Tomsk. 2. Jane is very smart. ___ is my friend. 3. John and Mary are not Russians. ___ are from England. 4. Children are very busy. ___ don't have any time to watch TV. 5. ___ wants to have his own house. 6. John and me are friends. ___ like to spend our free time together. 7. My name is Alex. ___ am English. 8. George is my uncle. ___ is a doctor. 9. These are Nataly and Alex. ___ are twins. 10. This is our cat. ___ is gray.

Exercise 16. Insert objective pronouns.

1. My brother likes to play. These games are for ___. 2. Their children love sweets. They are for ___. 3. He is very upset. I don't know what to tell ___. 4. This book is very interesting. I really enjoyed it. 5. It is my pencil. Give ___ to ___, please. 6. She is looking great today! Look at ___!

7. It is my little sister. I always read the fairy tales for ___. 8. The task is very difficult. I don't understand ___. 9. Penny is my grandmother. I always write letters to ___. 10. These are Peter's books. Give ___ to ___, please.

Exercise 17. Insert possessive pronouns.

1. I have a bike. It's ___ bike. 2. The cat has a ball. It's ___ ball. 3. The bird added a small stick to ___ nest. 4. That desk belongs to him. It's ___ desk. 5. We had those candles at ___ wedding. 6. Nastya has finished ___ homework early. 7. ___ family spends a lot of time together. 8. You must clean ___ room every day. 9. The boy is playing with ___ toys right now. 10. Julie likes to wear ___ hair long.

Exercise 18. Insert absolute pronouns.

1. She has a cat. That cat is ___. 2. This turtle belongs to her. This turtle is ___. 3. Is that their book? No, ___ is black one. 4. You and me are musicians. This is my violin and this is ___. 5. I have forgotten my notes at home and Mary has given me ___. 6. This is not our dog, ___ is at home. 7. Did you see my keys? No, but ___ are here. 8. He has written an article. That article is ___. 9. This coat belongs to my son. It is ___. 10. Where is John? He has gone to meet a friend of ___.

Exercise 19. Insert reflexive pronouns.

1. Will you call her ___? 2. They cope with ___. 3. She doesn't need help. She can do it ___. 4. I feel lonely when I am at home all by ___. 5. George blames ___. 6. Cats can get clean by licking ___. 7. We made some cups of coffee ___. 8. I bought a new dress ___. 9. Mary sent a copy ___. 10. I saw it by ___.

NUMERALS

0 – zero

15 – fifteen

50 – fifty

58 – fifty-eight

102 – one hundred and two

349 – three hundred and forty-nine

6700 – six thousand seven hundred

2,053,481 – two million fifty-three thousand four hundred and eighty-one

Даты

In 1976 – in nineteen seventy-six

March, 1, 1895 – on the first of March, eighteen ninety-five

In 2000 – in two thousand

In 2016 – in two thousand (and) sixteen (twenty sixteen)

In 1907 – in nineteen (and) o [əu]

Дроби

$\frac{1}{2}$ kilogram – half a kilogram
 $\frac{1}{3}$ mile – one third of a mile
 $\frac{1}{4}$ ton – a quarter of a ton
 $\frac{3}{5}$ km – three fifths of a kilometer
0.7 – point five
27.14 – twenty-seven point fourteen

Exercise 20. Match the equivalents.

Example: 1 – h

- | | |
|---------|---------------------------------|
| 1) 31 | a) thirteen |
| 2) 90 | b) eighty |
| 3) 20 | c) eighteen |
| 4) 19 | d) ninety |
| 5) 12 | e) twelve |
| 6) 13 | f) twenty |
| 7) 925 | g) nineteen |
| 8) 18 | h) thirty-one |
| 9) 80 | i) four hundred and ten |
| 10) 504 | j) five hundred and four |
| 11) 217 | k) nine hundred and twenty-five |
| 12) 410 | l) two hundred and seventeen |

Exercise 21. Do the following sums and write down the results.

Example: twenty + fifty-eight = seventy-eight ($20 + 58 = 78$)

- 1) sixty-two + fourteen = ...
- 2) fifteen + two hundred and forty-six = ...
- 3) ninety + ten = ...
- 4) thirty-one + nineteen = ...
- 5) seventy-three + eighty-two = ...
- 6) three thousand one hundred and twelve + ninety-nine = ...

Exercise 22. Write down the following ordinal numerals.

Example: one (один) – the first (первый), thirty (тридцать) – the thirtieth (тридцатый), sixty-four (шестьдесят четыре) – the sixty-fourth (шестьдесят четвертый).

- | | |
|------------------------------|---------------------------|
| 1) two | 6) twenty-five |
| 2) eighty-three | 7) ninety-six |
| 3) seven hundred and sixteen | 8) thirty-eight |
| 4) twelve | 9) ten |
| 5) eleven | 10) two thousand and nine |

Exercise 23. Translate into Russian.

1. Two hundred and forty-five; five hundred and thirty-three; eight hundred and sixteen; three thousand five hundred and sixty-two; seven thousand three hundred and twenty-four.
2. One hundred books; a hundred pages; hundreds of people; one thousand cars (a thousand cars); thousands of people; millions of books; bus two seven; page three hundred and sixty-eight; room two hundred and one.
3. Two and three is five (two plus three equals five); seven minus four is three; three multiplied by five is fifteen; ten divided by two is five.
4. The 1st of January 1998; the 8th of March 2000; the 23rd of February 1907; the 2nd of September 2015; the 30th of July 1907; the 4th of October 1604.
5. Two point five pounds; eight point ninety-nine dollars; three point two euros; sixty-seven percent; point one.

Exercise 24. Translate the sentences into English.

1. Мы читаем пятое упражнение урока номер 2 на девятнадцатой странице.
2. Джон пишет сегодня четвертое сообщение.
3. Мэри знает пять иностранных языков.
4. Половина студентов нашей группы сдали экзамены вовремя.
5. Джейн родилась 31 марта 1980 года.
6. Это была вторая попытка Джеймса сдать этот экзамен.
7. Кейт заказала вторую чашку кофе.
8. У Джона двести восемнадцать тысяч долларов.
9. Первый муж Барбары был менеджером по продажам.
10. Боб увидел ноль на экране монитора.

Exercise 25. Translate the sentences into Russian.

1. It was Jane's first impression.
2. Jack saw thousands of monkeys.
3. Sixty citizens voted for him.
4. Jack earned six hundred dollars a month.
5. That happened three hundred years ago.
6. This company employed fifty-nine workers.
7. Barbara needs twelve ingredients for her holiday cake.
8. We've made the eighth exercise on the page three hundred and fifty-nine.
9. Thirteen is Robert's favourite and the luckiest number.
10. There are four ways to the railway station.

Exercise 26. Answer the following questions. If you don't know the exact number, use *about* or *approximately*.

1. What's the population of ...?
 - a) the planet;
 - b) your country;
 - c) your town / city.
2. What proportion of people in your country...?
 - a) speak English well;
 - b) have more than two children;
 - c) have a higher education.

3. How much do these things cost in your town / city ...?

- | | |
|---------------------|--------------------------|
| a) a cup of coffee; | d) a laptop computer; |
| b) a newspaper; | e) a small car; |
| c) a DVD; | f) a flat in the center. |

ORAL PRACTICE

Exercise 1.

Imagine that your new group-mate has come to study at our University from another city. It's his first visit to Tomsk and he has a lot of questions to you about your native town, its history, its places of interest, educational establishments, students' life and forms of entertainment. You try to answer all your partner's questions and give some advice on studying and spending his (her) spare time in your native town. Act the dialogue.

Here are some phrases that can be used in discussions:

<ul style="list-style-type: none"> – Can you tell me ... – Do you know ... – Do you think ... – I would like (want) to find out ... (when your town was founded)? – It is interesting (= of interest) for me to know about ... 	<ul style="list-style-type: none"> – It should be said that ... – It is interesting to note that ... – First (ly) ... / Second (ly) ... – Third (ly) ... / Fourth (ly) ... – In my view ... – In my opinion ... – I'm sorry to say that ... / I don't know it – They say that ... / It is said ... – It is generally said that ... – As far as I remember (know) ... – Let's discuss ... – We've discussed (told) a lot today...
<p style="text-align: center;">Agreeing with your partner:</p> <ul style="list-style-type: none"> – Yes, you are right. – That's correct (true). I agree with you. – That's my opinion too. 	<p style="text-align: center;">Disagreeing with your partner:</p> <ul style="list-style-type: none"> – You are wrong. – It (that) can't be true. – I think you are mistaken. – I don't think you are right.

Exercise 2. On every continent and in every country throughout the globe, education is slightly different. These are quite a few fascinating facts about education from around the world. Read the text 1D "Some interesting facts about education from around the world" on p. 194 and do the following tasks:

1. Discuss with your partner, which facts, figures and quirks on education around the world are the most amazing for you?

2. Discuss them together and then decide which of them you would (never) like to have in your country. Choose your top three.
3. Get feedback to decide which of them are the most (the least) popular in your group.

Exercise 3. Pair work. Break up into two groups and write down as many words and word-combinations as you can on the topic “Education”.

Exercise 4. Answer the questions:

1. Where did you study before entering the University (gymnasium, lyceum, secondary school, college) ?
2. Why did you enter this University?
3. Has anybody advised you to enter this University?
4. What are your parents' professions?
5. Was it difficult for you to enter the University?
6. How many entrance examinations have you passed?
7. Do you get a scholarship?
8. What were your favourite subjects at school?
9. What subjects are the most interesting for you at the University?
10. Are you going to take a post-graduate course?

READING PRACTICE

Exercise 1. Read the following international words (expressions) and try to guess their meaning.

History, literature, medicine, mathematics, physics, chemistry, economics, university, examination, grant, result, student, faculty, innovative business, system, prestigious, specialist, special, specialized, speciality, technical, private, institution, professor, profession, professional, academic, engineer, certificate, department, project, bachelor, baccalaureate, magistrate, diploma, concentrate, cooperate, international, qualification, qualified, finish, program, computer, design, distant.

Exercise 2. Study definitions and synonyms for the following keywords:

1) academic (a) – related to learning, teaching, and knowledge; 2) compulsory (a) – forced, required; 3) literacy (n) – the ability to read and write; 4) literature (n) – the body of written works produced in a particular language, country, or age; 5) oral (a) – spoken; related to the mouth; 6) perform (v) – to do something; 7) personal (a) – not general or public; 8) secondary (a) – coming after, less important; 9) typical (a) – usual, common, everyday; 10) comprise (v) – to make something from many parts; 11) remain (v) – to stay the same or in the same place; 12) specialize (v) – to work at one thing very carefully; 13) specific (a) – clearly defined; 14) follow (v) – to do something the way it is written or defined; 15) concentrate (v) – to give attention to the thing you are doing.

It's interesting to know

The longest lesson lasted from 15 to 17 of April 2003 in the state high school Laidlaw

(Queensland, Australia). Professor Marie Burrows gave a lecture on biology to the class of 26 students during 54 hours with no one break.



Exercise 3. Read the text.

TEXT 1 A

HIGHER EDUCATION IN RUSSIA

*Education is the passport to the future,
for tomorrow belongs to those who prepare for it today.
Malcolm X.*

Russia has one of the best mass-education systems in the world, producing a literacy rate of 98 %. The system consists of obligatory basic education and higher education.

Education in Russia is compulsory for children between the ages of 6 and 15. It consists of primary school education and is followed by senior secondary school.

The Russian school year is comprised of 4 terms with vacation. A typical class lasts 40–45 minutes with a 5–15 minute break in between. In primary school students have from 4 classes a day. This increases to 5 or 7 classes a day in secondary school, and 6 or 7 at a senior high school. Some subjects are compulsory such as Russian literature, Russian language, Russian history, world history, math and sciences. In addition, there are specialized schools that concentrate on specific subjects. Each student has his or her "diary": a personal book of academic achievements in which teachers record the given grades.

Primary and secondary school includes 11 years of study. After completing this stage, pupils are awarded the Certificate of Secondary Complete General Education.

Classwork often means reciting and written and oral testing. If a student does not perform to standard, he / she will be "left back" to remain another year.

At 15 years old, children may choose to enter a vocational school or non-university institute. They typically offer programs of academic subjects and a program of training in a technical field until students reach 17 or 18. Such institutions used to be called technikums (now most of them are known as colleges).

Private schools are relatively uncommon in Russia. Such schools emphasize learning English and other critical skills. Unlike state schools, private schools usually charge tuition fees. There are also international schools in major Russian cities.

After finishing senior secondary school, students can go to higher education. All applicants must take serious competition. Most higher education programs in Russia offer 4–5 years of study for undergraduates in a variety of fields.

There are several types of higher education institutions. These are Universities, Academies, Institutes, Technical Universities and Conservatories.

Higher education is provided by public and non-public (non-State) accredited institutions. In public institutions students must pass competitive exams to be admitted. Those who achieve outstanding results are awarded scholarships.

About 1/3rd of students pay for their studies. At Moscow State University 3,400 students study on scholarships while another 1,000 pay tuition. In most non-public establishments all students pay tuition fees without receiving any financial help.

Higher education in Russia consists of 3 levels: incomplete (2 years); basic (4 years) and postgraduate (at least 5–6 years). The first stage of Russian university studies consists of at least 2 years in a higher education study program. The Diploma Paper of Incomplete Higher Education gives students the right to get jobs that require some training but not a degree.

A Bakalavr's degree is equivalent to a Bachelor's degree. The program for it usually takes 4 years of full-time training. In medicine, the first stage lasts for 6 years.

The State Educational Standards regulate nearly 80 % of curriculum content. The universities are responsible for the other 20 %.

Those who hold a Bachelor's degree can enter the Master's degree program. To obtain the Master's degree students must carry out a year of research with the objective of preparing and defending a thesis.

Those who hold a Specialist Diploma Paper or a Master's degree can access the postgraduate education period by passing an exam. The studies last for 3 years, at the end of which students must pass qualifying exams.

To get a degree of a PhD one must carry out independent research and prepare to defend their dissertation in public.

The highest degree in Russia is a Professor. This program is specific and does not have a fixed duration. It follows the PhD and is awarded after preparation and public defence of a dissertation.

Exercise 4. Write the word that matches the definition on the line.

Academic, compulsory, literacy, literature, oral, perform, personal, secondary, typical, comprise, remain, specialize, specific, follow, concentrate.

1. ___ Not general or public.
2. ___ The ability to read and write.
3. ___ To give attention to the thing you are doing.
4. ___ To make something from many parts.
5. ___ Clearly defined.
6. ___ To stay the same or in the same place.
7. ___ To work at one thing very carefully.
8. ___ Related to learning, teaching, and knowledge.
9. ___ Coming after, less important.
10. ___ To do something the way it is written or defined.
11. ___ Usual, common, every day.
12. ___ the body of written works produced in a particular language, country, or age.
13. ___ To do something.
14. ___ Forced, required.
15. ___ Spoken; related to the mouth.

Exercise 5. Write your own sentences using the following words.

Academic, compulsory, literacy, literature, oral, perform, personal, secondary, typical, comprise, remain, specialize, specific, follow, concentrate.

Exercise 6. Brainstorm.**Pros and cons of taking exams**

In a few weeks you're going to take your first University examinations. Say if you're for or against examinations. Read pros and cons given below.

Add some more which are very important in your opinion.

For	Against
1. An exam is the quickest way to control students' knowledge.	1. Exams stress students.
2. Examinations test students' ability to memorize necessary information.	2. An exam isn't the most reliable way to control someone's knowledge.
3. Examinations stimulate students' learning motivation.	3. Examiners are sometimes unfair.
4. Exams promote a competition among students. They work harder to improve their knowledge and skills and they try to learn more.	4. Taking examinations is sometimes a waste of time because students often learn information by heart and forget it just after exams.
5. Exams are excellent tools to determine the efficiency of teaching methods. Teachers get an opportunity to monitor and evaluate their teaching strategies according to their students' progress.	5. Exams only judge a student's ability under set conditions and limited time.

While discussing the problem use the following helpful expressions:

For starting a conversation:

First...; First of all...; At first...; To begin with.

For expressing one's opinion:

I think; I believe; I suppose; In my opinion; I'm sure; Speaking for myself; As far as I know; As far as I can judge; I'd like to say; If I'm not mistaken; Everybody knows that...; To my mind.

For agreeing:

Yes, I agree(with you); You're right; I think so; Quite true; That's just what I was going to say.

For disagreeing:

I don't agree (with you); I don't think so; It's not entirely true; On the other hand; I'm afraid you're mistaken; That's not exactly so.

For closing a conversation:

Finally; On the whole; Frankly speaking; In short; At last; Fortunately.

Exercise 7. Discussion.

Whether you like exams or hate exams, it's hard to get away from them. Exams were, are and will be a part of our lives and all of them are new experience for us. Every year, students worldwide repeat the same mantras: "It's going to be different this time. I'm going to stay on top of everything and never leave anything to the last minute". You'll never be stress-free from the examination process, but you can limit it greatly by following these useful tips that will help you to pass examinations successfully:

1. **Prepare for the exams in advance.** An exam is not a sudden testing. Students know about it when they start to learn a subject. A common mistake is when students start to learn the material for the exam only a night before it. If you study regularly you will learn the topics and the questions for your exam much better.
2. **Ask for help.** Do not be afraid to ask your teacher or group-mates to explain the material that you do not understand. Besides some students find it really useful when they have a partner or a company for studying.
3. **Time management.** Try to work in 25-minute blocks, with a five-minute break at the end. If you know there's a topic you find tricky allow yourself more time to go over it. You haven't got time to cover everything, so pick a few areas to revise and tick them off a list. You won't get 100 % but it's better than only knowing one fact about every topic.
4. **Snacks and food.** Your brain needs food to LIVE and LEARN! If you're staying up all night have something substantial and quick: cheese on toast, baked beans. Sip on some water whilst working to keep hydrated. If you start feeling jittery from all those espressos, STOP DRINKING THEM. Make an effort to eat something proper just before the exam.
5. **Have enough rest.** When you have an exam sometimes you begin to spend all your time with a book. But do not forget that your body and your mind need some time to be restored, and nightlong learning is not often as efficient as revising some questions after a good rest.
6. **Do not study a day before your exam.** If you have such an opportunity then try not to study a day or even two before the exam. It is good when you can have some rest and relax before the big day. It will help you to feel more confident and do your best at the exam.
7. **Look over your notes.** Look over your notes on the bus or whisper formulae to yourself as your walk to the exam hall.
8. **Get everything ready.** The day before your exam is also the time when you have to get everything ready. Think what you are going to wear, what you have to take to your exam and make sure that your alarm clock is not broken.

- 9. Stay calm during a big day.** Remember that an exam is an excellent chance to demonstrate your skills, knowledge and talents. Try to show your best qualities and do not be afraid of the examiners.
- 10. Don't panic in the exam. BREATHE.** And then smash that exam like the amazing human you are. Read everything through carefully and start with the problems you know best. Keep an eye on the clock and make sure you're not spending too much time on one section.
- 11. Be ready to reach new heights.** Any exam is only a step toward new challenges and victories. Accept any result of your exam and be ready for the new ones!
- 12. Celebrate!** Yay, you did it! Try not to think about the exam – obsessing won't help anyone. Go out for dinner, cry on a friend's shoulder or go to the café.
- a) Look attentively through the list of professionals' advice and say if it works for you or doesn't.
 - b) Choose tips, which are useless to your mind.
 - c) Give your ideas how to prepare and to pass an examination successfully.

It's interesting to know

In Greek universities students have so many benefits that many of them are delaying training up to 30 years old. There is absolutely free education, free medical care and food in students' canteens, there are discounts on travel and many other benefits.



Exercise 8. Read the text below to find out more about education in other countries.

TEXT 1 B

A BRIEF VIEW ON EDUCATION ABROAD

Nowadays many people from our country tend to get education abroad. This kind of education gives the opportunity to work and progress in any international sphere. The majority of students want to study in English-speaking country and it's easy to understand why. More than half of the world's top 200 universities are located in either the US or the UK. In addition such countries as England, the United States and Canada are full of places of interest.

There are many advantages in studying abroad. Education abroad gives a better understanding of European culture, makes interesting and useful contacts to expand your vocabulary. It is daily language practice and live communication with native speakers so you can improve your foreign languages skills. It allows us to get a prestigious job right after graduation and, therefore, to get a high income. But on the other hand there are also disadvantages. High prices of foreign education (at least 10 or 15 thousand US dollars each year for tuition fees). Studying abroad is never easy. It requires hard work and a lot of effort. Those who study abroad miss the family and friends very much. So the students are usually under the pressure of stress.

The most popular question when it comes to education which countries offer better educational opportunities. Western countries are considered to be the most developed ones. However Japan and South Korea, Australia are at the top 20 best education systems countries.

The University of Cambridge

The University of Cambridge (informally Cambridge University or simply Cambridge) was founded in 1209. It is the second-oldest university in the English-speaking world and the world's fourth-oldest surviving university.

The university occupies a central location within the city of Cambridge, with the students taking up a significant proportion (nearly 20 %) of the city's population and heavily affecting the age structure. Most of the older colleges are situated nearby the city center and the river Cam, along which it is traditional to punt (плыть на плоскодонной лодке) to appreciate the buildings and surroundings.

Cambridge is formed from a variety of institutions, which include 31 constituent colleges and over 100 academic departments organized into six schools. It is a confederation of Schools, Faculties, Departments and Colleges. A "School" in the University of Cambridge is a broad administrative grouping of related faculties and other units. There are six schools: Arts and Humanities; Biological Sciences; Clinical Medicine; Humanities and Social Sciences; Physical Sciences and Technology. The last contains the Faculty of Engineering, where Civil engineering, Mechanics, materials and design, Energy, fluid mechanics, and turbo machinery are one of the popular departments.

The academic year runs from October to June. The year is divided into three terms: Michaelmas (autumn), Hilary (spring), and Trinity (summer). The graduate courses are of high quality and shorter than in many countries. Graduate study at Cambridge is a rewarding experience, but also a significant investment. But the annual cost of studying and living at Cambridge, as well as any support may be available to you through funding and scholarship opportunities.

Harvard University

Harvard is the oldest institution of higher education in the United States, established in 1636. It was named after the College's first benefactor, the young minister John Harvard of Charlestown, who upon his death in 1638 left his library and half his estate to the institution. Harvard University is private. A statue of John Harvard stands today in front of University Hall in Harvard Yard.

The University includes 13 separate academic divisions – 12 schools and Radcliffe Institute for Advanced Study – with campuses across Boston. It includes 7 faculties. The university offers 46 specialties. For the academic year, Harvard granted about 1,660 baccalaureate degrees, 400 master's degrees, 500 doctoral degrees, and 4,500 professional degrees.

In 2010, Harvard employs about 2,100 teachers and has about 6,700 students and 14500 postgraduates. 75 Nobel Prize winners have been associated with the university as students, faculty or staff. Harvard University ranked first in the country in the number of billionaires among graduates. The University library is the third largest in the USA.

Harvard's academic programs have a semester calendar beginning in early September and ending in mid-May. There are ten professional school faculties: Business College; Continuing Education; Dental; Design; Divinity Education; Engineering; Faculty of Arts & Sciences; Government Graduate School Law; Medical; and Public Health Radcliffe Institute.

The University of Tokyo

The University of Tokyo was established in 1877 as the first national university in Japan. At the beginning, it united many different schools specializing in various fields, such as the Imperial College of Engineering and Tokyo School of Agriculture and Forestry, thereby growing into a comprehensive research university.

Currently, the University of Tokyo is comprised of 10 Faculties, 15 Graduate Schools, 11 affiliated research institutes (including the Research Center for Advanced Science and Technology), 13 University-wide centers, three libraries and two institutes for advanced study.

The University of Tokyo features numerous top-class facilities. Cultural facilities include the library system, museums and botanical gardens. The University also offers swimming pools, gyms, sports fields and more at its athletic facilities. In addition, two major hospitals are located on the University's grounds.

Exercise 9. Agree or disagree with the following statements.

1. In Cambridge University the academic year starts in September.
2. Harvard University is private.
3. Studying abroad has only advantages.
4. There is no sports fields and athletic facilities in the University of Tokyo.
5. Japan and South Korea are at the top 20 best education systems countries.

Exercise 10. Discussion.

Think about advantages and disadvantages of studying abroad and express your opinion, using the following phrases:

For	Against
1. To get a prestigious job. 2. To find out more about the world. 3. To get a high income. 4. The freedom of choice.	1. High prices of foreign education. 2. To require hard work and a lot of effort. 3. To leave your home place. 4. Stress results in health problems.

Exercise 11. Role play.

A young boy who takes part in the program of students' exchange from the USA has come to your town to study at your University during a year. And you're going to live in his native city and study at American higher school. Exchange the following information by asking and answering the questions of each other:

- school subjects
- the uniform
- the dormitories
- extra-curricular activities
- equipment and facilities
- free time

Below there are some useful phrases to be used in dialogues:

1. I would like to ask you some questions, if I may.
2. Certainly / Sure.
3. It would be interesting to know about...
4. If I am not mistaken...
5. As far as I know...
6. In my opinion...
7. It goes without saying that...
8. If there is anything you don't understand, please ask me...
9. As I have already mentioned...
10. Am I right in thinking that...?
11. Would you mind telling me about...
12. With (great) pleasure.
13. Willingly / Happily.
14. I didn't catch what you've said.
15. Sorry, I didn't catch it.
16. Just a few words about...
17. I want to draw your attention to...
18. I see, thank you (very much)...
19. I'm very grateful (to you).
20. Don't mention it. / Not at all.
21. It's a pleasure / You are welcome.
22. There is (really) no need to thank me.

WRITING

Exercise 12. Imagine you've earned a lot of money and you'd like to improve your English skills. You have an opportunity of taking a course at the Canadian University. Fill in the form you need to be a student of the University, using the following paper for Study in Canada.

Application form for Study program!

Full name *	Ivan Ivanov
Date of birth *	06 / 10 / 92
Citizenship *	Russian
Spoken Languages: *	Russian, English, German
Phone (add the country code) *	+7...
Skype, Email	ivanov@mail.ru
Previous education *	TSUAB
Preferable Study Program*	High school
Start date of the program *	The 1 st of September

Do you need a Homestay in Canada?	<p>1. It is better to book a Homestay in advance, because sometimes it is pretty hard to find accommodation without references from previous Canadian landlord.</p> <p>2. If you are a student under 19 years old, you must have a custodian in Canada, otherwise Canadian Embassy refuse your application to study permit English Proficiency.</p> <p>3. In order to apply for High School, you also need a Homestay and a Custodianship in order to be enrolled for the Program.</p> <p>4. U-Path program allows you not to pass Toefl / IELTS and take some English courses in Canada and enter college without mentioned exams.</p> <p>Copy of Passport High School Transcripts (2 copies in native and English languages in PDF format, signed and sealed by notary), Post-Secondary Transcripts (2 copies in native and English languages in PDF format, signed and sealed by notary), IELTS/Toefl Result Certificate U-Path Program Choice (to get English courses in Canada before College)</p>
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Please upload your copy of passport in PDF-file:

* In order to check your identity, we need a PDF Scan, not photo of your passport.
– Please upload your previous diploma paper on both languages in PDF-file.

* In order to provide best variant for your future study and meet the requirements of prospective college, we need to have a proof of your academic background.
– Please submit your IELTS / TOEFL valid certificate here in PDF-file or choose take additional English courses in Canada.

Note! Follow these transliteration rules:


е, ё – e, yo (Semenov, Semyonov)
ж – zh (Zhukov)
з – z или s (Vosnesenskiy, Kuzmin)
й – ei, iy, ai, y (Chaikovsky)
х – kh, h (Potekhin)
ц – ts (Tsokov)
ч – ch (Chekhov)
ш – sh (Shukshin)
щ – sch (Scheglov)
ы – y (Bykov)
ь – ' (Belen'kiy)
ю – iu, yu (Yurkin)
я – ia, ya (Yakovlev)

Exercise 13. Prepare some written topics, using the following statements:

1. Popular sport at Cambridge University.
2. Societies of Harvard University.
3. Notable alumni and academics of The University of Tokyo.
4. Myths, legends and traditions of Cambridge University.
5. U.S. Presidents and Harvard University.

It's interesting to know

To get an honorary title of the Doctor of Science is not easy, especially at the age of 90 years old, as Elizabeth Eychelbaum (the USA) did. So she received the title of the oldest doctorate in the world.



Exercise 14. Read the text.

TEXT 1C

OUR UNIVERSITY

The Tomsk State University of Architecture and Building was founded in 1952 and it is one of the biggest Universities of this kind in Siberia. Its address is 2, Solyanaya square.

There are 7 institutes, 6 faculties, 38 chairs at the university now. The rector is at the head of the University. The dean is at the head of the faculty. The function of the University is to give a specialized training of a high quality degree. The University has a highly qualified teaching staff. Specialists give lectures, hold seminars and laboratory classes, give tutorials, examine the students and supervise student's research work.

There are two departments at the University: a full-time department and a part-time department. According to the University curriculum, the course of training is divided into two parts:

1) 1,5–2-year period of general engineering training when a student is taught different fundamental and general engineering subjects. After finishing this course a student can choose a speciality and continue education.

2) During the next years of training students are taught general technical and special subjects. A modern engineer must have deep knowledge of physics and mathematics,

chemistry, computers, computer-aided design, management science, economics, ecology and foreign languages as well as to develop the scientific outlook.

At the end of each term the students take tests and examinations. After examinations they have vacation. During the term the students have to attend lectures, seminars, to do course papers and course projects and to carry out laboratory tests. Besides the majority of students take an active part in making research. To pass examinations successfully one must study hard during the academic year. Those who miss classes and do not study regularly may fail in the exams. Those who pass the exams successfully get grants or scholarships. After graduating from our University, a student can get one of the following academic degrees: a bachelor's degree, an expert, a master's degree.

At the final stage of the University course a student must do a diploma project and present it before the State Examination Board.

The students of the University have all necessary facilities to study well. The University occupies 12 academic buildings with well-equipped laboratories, faculty offices, deans' offices, computer classrooms, lecture rooms, libraries, workshops, snack bars, canteens and Xerox. All academic buildings of our university are situated side by side and students don't have to spend much time on moving from one building to another. Up-to-date equipment improves the conditions of studying and research work and makes the life of every student easier.

The students can find all the necessary text-books, research literature, periodicals in the University scientific-technical library and reading halls.

Conferences, meetings, students' parties and concerts take place in a comfortable assembly hall with 400 seats. There is a students' club, which enhances activity of 26 amateur students' groups.

The sport complex of the University includes a gym with five specialized halls for training, a shooting gallery with two halls, a center for good health, an ice-hockey court and a stadium. Traditional annual sport competitions and championships are held at the University. The students of TSUAB take an active part in regional, republican and international competitions and championships.

Young people who came from other parts of the country live in dormitories with all modern conveniences.

The decision to get a University degree is very important, especially in the time of scientific and technological progress. Engineers have to play an important role in intensifying the national economy. After graduating from our University a young engineer can get a job at construction sites, design offices, research institutes and building enterprises. Those who wish to do a research work can take a postgraduate course.

The Tomsk State University of Architecture and Building gives many opportunities to students and they should use them in full.

ADDITIONAL PRACTICE

Exercise 15. Speak on the topic "I've chosen my speciality because ...".

Highlight at least 5 points that make your future profession attractive to you.

Exercise 16. Design a leaflet inviting students from abroad to spend a year studying at our University.

Exercise 17. Use the information from the text “Our University” and speak about:

- a) My University.
- b) An academic Year at My University.
- c) I am a first-year student.

Exercise 18. Listen to the text 1E ”Try Not to Do Things to Others That You Would Not Like Them to Do to You” on p. 195 and check yourself.

a) Vocabulary Questions:

1. What does ”briefcase” mean?
 - a) a lady's purse
 - b) a backpack
 - c) a big suitcase for traveling
 - d) a small bag for carrying papers
2. What does ”hesitate” mean?
 - a) to do something immediately
 - b) to think for a moment before doing something
 - c) to do something very slowly
 - d) to rush as you do something
3. What does ”glad” mean?
 - a) upset
 - b) happy
 - c) bored
 - d) interested

b) Grammar Questions:

1. Let me pay _____ your coffee.
 - a) of
 - b) for
 - c) to
 - d) about
2. I am so glad I _____ lost them.
 - a) have not
 - b) does not
 - c) has not
 - d) did not
3. They know that the briefcase belongs _____ the man.
 - a) with
 - b) to
 - c) for
 - d) of

c) Comprehension Questions:

1. Why does the man forget his briefcase?
2. What do Eric and Wendy think might be inside?
3. In your opinion, why is it important not to do things to others that you would not want them to do to you?
4. Does everything return in our life? What makes you think so? Give an example of your or your friends' experience proving your opinion.

d) Try to retell the text in brief.

Exercise 19. Say what useful and important information you have learnt from the texts of Unit 1.

CHECK YOURSELF

Unit 1

Vocabulary

- | | |
|---|--|
| 1. Achievement (<i>n</i>) | 24. Master's degree |
| 2. Be admitted | 25. Obligatory (<i>a</i>) |
| 3. Applicant (<i>n</i>) | 26. Part-time department |
| 4. Bachelor's degree | 27. Pass an examination |
| 5. Be awarded | 28. Primary (<i>a</i>) |
| 6. Carry out (<i>v</i>) | 29. Private school |
| 7. Competitive examination | 30. Professor's degree |
| 8. Complete (<i>v</i>) | 31. Provide (<i>v</i>) |
| 9. Compulsory (<i>a</i>) | 32. Relatively (<i>adv</i>) |
| 10. Curriculum (curricula) (<i>n</i>) | 33. Research (<i>n</i>) |
| 11. Defend (<i>v</i>) | 34. Scholarship (<i>n</i>) |
| 12. Do a diploma project | 35. Secondary (<i>a</i>) |
| 13. Education (<i>n</i>) | 36. Special (<i>a</i>) |
| 14. Enter (<i>v</i>) | 37. Subject (<i>n</i>) |
| 15. Establishment (<i>n</i>) | 38. Take an examination |
| 16. Fail in an examination | 39. Technical (<i>a</i>) |
| 17. Field (<i>n</i>) | 40. Term (<i>n</i>) |
| 18. Full-time training | 41. Thesis (dissertation) (<i>n</i>) |
| 19. Get education | 42. Tuition fee(s) |
| 20. Graduate (from) (<i>v</i>) | 43. Uncommon (<i>a</i>) |
| 21. Higher (<i>a</i>) | 44. Vacation (<i>n</i>) |
| 22. Institution (<i>n</i>) | 45. Vocational school |
| 23. Last (for) (<i>v</i>) | |

Grammar Test

1. How many bottles did you buy? – I bought ...
 - a) fourteenth
 - b) fourth
 - c) four
2. 5.6 %.
 - a) five point six per cent
 - b) fifth sixth per cent
 - c) five sixths per cent
3. The 11th of April 2001.
 - a) the eleven of April two thousand eleven
 - b) the eleventh of April two thousand and one
 - c) the eleventh April thousands one
4. 2286.
 - a) two thousand two hundred and eighty-six
 - b) two thousand a two hundred and eighty-six
 - c) two thousand two hundred and eight-six
5. $\frac{2}{3}$ of a kilogram.
 - a) two thirds of a kilogram
 - b) two-three of a kilogram
 - c) three seconds of a kilogram
6. I can't understand which table is ..., the green one or the blue one.
 - a) larger
 - b) the largest
 - c) more large
7. This chair is ... that one.
 - a) the most comfortable
 - b) more comfortable
 - c) comfortabler
8. Actions speak ... than words.
 - a) the most louder
 - b) more louder
 - c) louder
9. We were ... to the yard than to the house.
 - a) close
 - b) closer
 - c) the closest

10. Who is ... football player in Europe?
- a) good
 - b) the goodest
 - c) the best
11. Children are very busy. ... don't have any time to watch TV.
- a) their
 - b) theirs
 - c) they
12. These are Peter's books. Give ... to ...
- a) their ... his
 - b) them ... him
 - c) they ... him
13. You must clean ... room every day.
- a) you
 - b) yours
 - c) your
14. You and me are musicians. This is ... violin and this is ...
- a) mine you
 - b) me yours
 - c) my yours
15. George blames ...
- a) him
 - b) his
 - c) himself
16. I don't know the time because I ... a watch.
- a) didn't have
 - b) have
 - c) don't have
17. When she was a child she ... long fair hair.
- a) has
 - b) had
 - c) have
18. What time ... Ann ... lunch?
- a) did ... have
 - b) have ... got
 - c) does ... have
19. We couldn't visit the museum because we ... enough time.
- a) haven't got

- b) couldn't have
- c) didn't have

20. Tomorrow we dinner at 7 p.m.

- a) have got
- b) will have
- c) would have

21. What day ... it today?

- a) was
- b) are
- c) is

22. ... they interested in history?

- a) Will
- b) Are
- c) Was

23. Two years ago she ... married.

- a) wasn't
- b) weren't
- c) isn't

24. ... you ... busy tomorrow evening?

- a) Have ... got
- b) Will ... be
- c) Shall ... be

25. We ... very tired, but we ... not hungry.

- a) are ... are
- b) was ... are
- c) are ... were

26. ... there some coffee in your cup?

- a) Is
- b) Are
- c) Were

27. ... there any flowers in their garden?

- a) Is
- b) Are
- c) Were

28. There ... an armchair opposite the door when I was here last time.

- a) am
- b) were
- c) was

29. There ... any people at the bus stop yesterday morning.

- a) were
- b) weren't
- c) aren't

30. How many windows ... there in the living room?

- a) is
- b) was
- c) are

UNIT 2

TELECOMMUNICATION

LANGUAGE MATERIAL

Vocabulary

Exercise 1. Read the new words. Determine their meanings in these sentences.

- | | |
|--|---|
| 1. To keep the track of smth.
быть в курсе событий, следить
за ходом, развитием чего-либо | It's difficult to keep the track of all the new discoveries
in information technologies. |
| 2. To possess
обладать, владеть | Different specialists possess different skills. |
| 3. Proper
правильный, надлежащий | The children need to learn proper behavior. |
| 4. Profit
польза, выгода, прибыль | You can even make a profit from your mistakes. |
| 5. To increase
увеличиваться, возрастать | The amount of work increased. |
| 6. Separate
отдельный, самостоятельный | That's an entirely separate issue. |
| 7. In relation to
по отношению к, относительно | The pound increased in value in relation to the dollar. |
| 8. To stay in touch with
поддерживать связь с кем-то | Steve tries to stay in touch with all his relatives from
Florida. |
| 9. Available
доступный, пригодный | The information is available to anyone. |
| 10. Emergence
появление, возникновение | The emergence of the Internet as an important means
of communication was called one of the main events
of the 20th century. |

11. Advertising реклама, рекламирование	The whole idea of advertising is to make people buy things.
12. To recognize признавать, узнавать	She had to recognize that her father was right. I recognized an old friend in him.
13. Concept понятие, концепция, идея	It is very difficult to define the concept of beauty. I failed to catch the central concept of the film.
14. To store хранить, запасать	I need a place to store my stuff. Squirrels store nuts and mushrooms for winter.
15. To distribute распределять, распространять	Please do not quote or distribute new poems without the author's permission. The books will be distributed free to local schools.
16. To provide with обеспечивать, снабжать	We cannot provide you with the Internet access unless you agree to these terms. This corporation often provides the children's fund with money.
17. Transmission передача, пересылка	The primary channel of transmission of culture is a family.
18. Telecommunication дистанционная связь	More perfect facilities for telecommunication industry appear every year.
19. To involve включать в себя, вовлекать	What will the job involve? Don't involve me in your family affairs!
20. Wired проводной, проволочный	Wired telephones are getting less and less popular in our houses.
21. Wireless беспроводной	The café offers free wireless Internet access.
22. Network сеть	He owned a network of shops. He hooked up his computer to the network.
23. Fiber optics оптоволокно	Our laboratory produces improved fiber optics.

24. Satellite спутник	Can you get satellite TV here? The moon is a satellite of the Earth.
25. Notable значительный	There was a notable increase in market prices.
26. Inventor изобретатель	The inventor of the machine spent years refining the design.
27. Media средства массовой информации	The media paid great attention to the work of this conference.
28. Tablet планшет	You can use your tablets to record all the information.
29. Laptop небольшой портативный компьютер	I want to upgrade the hard drive on my laptop.
30. To launch начинать, запускать	It was the day when the world's first artificial satellite of the Earth was launched.
31. To combine объединять, сочетать в себе	Let's combine our two firms against our competitors. Steel is produced by combining iron with carbon.
32. Remote удаленный, дистанционный	He reached for the remote control and pressed the "play" button. Her boyfriend enjoys traveling to remote and exotic destinations.
33. Unification объединение	Jane looked forward to the unification of her family for the holidays.
34. Desktop place рабочее место	Now you can send messages without leaving your desktop place.
35. Exchange обмен	There was a brief exchange of greetings between two leaders.
36. Software программное обеспечение для компьютера	Microsoft dominates the software market.
37. Currently в настоящее время, теперь	These products are currently available for everyone.

38. Entertainment развлечение, развлечения	Kevin budgets \$50 for entertainment every month.
39. Opportunity возможность, удобный случай	It was a rare opportunity to see how the Royal family lived. Let's not waste an opportunity to see the friends.
40. To access иметь доступ	You'll need a password to access the Internet.
41. To allow разрешать, позволять	Smoking isn't allowed here. Her schedule doesn't allow her any time for entertainment.
42. Terrestrial земной, глобальный	There are airy, terrestrial or watery insects on the planet. The Internet is a terrestrial information network.
43. To replace заменять	She was named to replace him as the company's vice president.
44. To predict предсказывать, прогнозировать	It's impossible to predict the future. Sales are predicted to be the same as the last year.
45. Development развитие (рост), развитие событий	We will keep you informed of developments. The law was taken by the European Development Fund.
46. Probably вероятно	The building will be replaced, most probably by a modern sports center.

Exercise 2. Read the following words and notice their pronunciation.

Information [ˌɪnfə'meɪʃ(ə)n]
 Technology [tek'nɒlədʒɪ]
 Progress ['prɒɡres]
 Sphere [sfɪə]
 Innovation [ˌɪnə'veɪʃ(ə)n]
 Resource [rɪ'sɔ:s]
 Design [dɪ'zaɪn]
 Communication [kə,mjʊnɪ'keɪʃ(ə)n]
 System ['sɪstɪm]
 Telegraph ['telɪɡrɑ:f]
 Media ['mi:diə]
 Concept ['kɒnsept]
 File [faɪl]
 Era ['ɪ(ə)rə]

Professional [prə'feʃ(ə)nəl]
 Commercial [kə'mɜ:ʃ(ə)l]
 Programming ['prɒɡræmɪŋ]
 Copywriting [ˌkɒpɪ'rartɪŋ]
 Electromagnetic [ɪ'lektərʊmæg'netɪk]
 Optical ['ɒptɪk(ə)l]
 Global ['ɡləʊb(ə)l]
 Signal ['sɪɡn(ə)l]
 Acceleration [æk'selə'reɪʃ(ə)n]
 Document ['dɒkjʊment]
 Distance ['dɪst(ə)ns]
 Image ['ɪmɪdʒ]
 Device [dɪ'vaɪs]
 Energy ['enədʒɪ]

Exercise 3. Match the antonyms.

- | | |
|------------------|------------------|
| 1) profit | a) inaccessible |
| 2) to increase | b) wireless |
| 3) emergence | c) separation |
| 4) wired | d) regress |
| 5) notable | e) hardly |
| 6) unification | f) to decrease |
| 7) entertainment | g) disappearance |
| 8) development | h) loss |
| 9) available | i) insignificant |
| 10) probably | j) employment |

Exercise 4. Match the synonyms.

- | | |
|-------------------------------|--------------------------------------|
| 1) to keep the track of smth. | a) a creator of the computer |
| 2) to possess | b) to make a forecast |
| 3) to stay in touch with smb. | c) a global network |
| 4) to store | d) to break the connection with smb. |
| 5) to involve a concept | e) to permit |
| 6) an inventor of the laptop | f) distant |
| 7) to predict | g) to own |
| 8) a terrestrial network | h) to monitor smth. |
| 9) to allow | i) to keep |
| 10) remote | j) to include an idea |

Exercise 5. Read and translate the following word-combinations.

- | | |
|---|---|
| To involve different ways of telecommunication | To launch the first global network |
| Notable pioneering developments of satellites | To combine remote computers |
| To play an important role in every sphere of life | To be technically possible to replace old systems |
| Technological and theoretical innovations | Acceleration of information transmission |
| To store and distribute information | Receiving and sending messages |
| The transmission of signals | Sending E-mail directly from a desktop place |
| The inventor of fiber optics | To be a source of entertainment |
| Laptops, smartphones, mobiles, tablets | An opportunity to access and share news |
| To possess proper information | Rapid exchange of information among users |
| To be a separate independent resource | The emergence of advertising industry |

To keep the track of developments
 The era of information technology
 Traditional media
 Wired and wireless telephones

To formulate a question in relation to
 To bring a profit and success
 To recognize a new concept
 The key and engine of progress

WORD-BUILDING

Analyze the models of word-formation. Read and translate the words made on their base.

Model 1

Глагол + *ment* = существительное

<i>to develop</i> – <i>развивать</i>	→	<i>development</i> – <i>развитие</i>
<i>to achieve</i> – <i>достигать</i>	→	<i>achievement</i> – <i>достижение</i>

to manage	→	management
to establish	→	establishment
to improve	→	improvement
to punish	→	punishment

Model 2

Прилагательное + *(i)ty* = существительное

<i>active</i> – <i>деятельный, активный</i>	→	<i>activity</i> – <i>деятельность</i>
social	→	society
special	→	specialty
national	→	nationality
intensive	→	intensity
electric	→	electricity
stable	→	stability
regular	→	regularity
popular	→	popularity

Model 3

Префикс *re* – повторность действия

<i>new</i> – <i>новый</i>	→	<i>renewable</i> – <i>возобновляемый</i>
<i>to write</i> – <i>писать</i>	→	<i>to rewrite</i> – <i>переписать</i>

production	→	reproduction
to make	→	to remake
to build	→	to rebuild
organization	→	reorganization
to place	→	to replace
to distribute	→	to redistribute

Exercise 6. Read the following words and define the part of the speech paying attention to the suffixes and prefixes.

Similarity, replacement, to reuse, enrolment, mobility, assessment, to reread, to reproduce, to recreate, equipment, fragility, engagement, possibility, judgment, loyalty, durability, to represent, morality.

GRAMMAR REVIEW

ВРЕМЕНА ГРУППЫ SIMPLE ACTIVE

<i>Pronouns</i>	<i>Present</i>	<i>Past</i>	<i>Future</i>
Утвердительная форма			
I/We/You/They	+ V1	V1 + d (-ed) — для правильных глаголов V2 — для неправильных глаголов	will + V1
He/She/It	+ V1 + s (-es)		
Отрицательная форма			
I/We/You/They	don't } + V1	didn't + V1	will not (won't) + V1
He/She/It	doesn't} + V1		
Вопросительная форма			
—	Do + подлежащее + V1?	Did + подлежащее + V1?	Will + подлежащее + V1?
	Does + подлежащее + V1?		

Exercise 1. Make up sentences using the right form of the verb in the brackets (Present Simple, Past Simple или Future Simple).

1. We ... (go) roller-skating last Saturday.
2. Our granny ... (bake) apple-pies every weekend.
3. We ... (write) an essay tomorrow.
4. I really ... (enjoy) the opera yesterday.
5. Where your husband ... (work) five years ago?
6. British people ... (prefer) tea to coffee.
7. Tom, you ... (meet) me at the railway station next Sunday?
8. Where she usually ... (celebrate) her birthdays?
9. Newton ... (invent) the telescope in 1668.

10. When ... this accident (happen)?
11. I always ... (send) Christmas cards to my grandparents.
12. Mila and Nick ... (get married) in two weeks.

Exercise 2. Write down the following sentences in negative and interrogative forms.

Example:

- «+» Brad really enjoys driving.
«-» Brad doesn't like driving.
«?» Does Brad really enjoy driving?

1. I went to Moscow once a month.
2. Your boss always comes to the office very early.
3. The car stopped near the bank.
4. She will bring your dessert in five minutes.
5. The concert will start at 7 p.m.
6. Her son enters the Medical University this year.
7. I bought the curtains for my bedroom.
8. Football fans support their teams every season.
9. Their wedding will take place in spring.
10. At weekends our family orders sushi.

Exercise 3. Write down the following sentences in Past Simple and Future Simple.

Example:

- (present) His girlfriend studies French for three hours every day.
(past) His girlfriend studied French for three hours every day.
(future) His girlfriend will study French for three hours every day.

1. I always try to have dinner with my family. 2. My parents never drink coffee, they prefer tea. 3. My nephew turns on the television to watch cartoons every morning. 4. They often go to the Altai Mountains to visit their relatives there. 5. The ticket costs \$55. 6. She takes care of our child while we are at work. 7. This shop opens at 8 a.m. and closes at 11 p.m. 8. Diana calls me on Sundays. 9. The baby smiles when he remembers this story. 10. David meets his best friend in the swimming pool every Friday.

Exercise 4. Translate the sentences into English using the proper forms of the verbs in Simple Active.

1. Джим играет в футбол, Майк предпочитает теннис, а Диана не любит спорт.
2. На этом перекрестке я всегда поворачиваю направо.
3. Ему не понравится ее новый парфюм.
4. Студенты будут регулярно выполнять грамматические упражнения на уроке.
5. Сколько будет стоить этот планшет?
6. Этот художник писал красивые картины. Он был очень талантлив.
7. Джастин часто участвовал в семинарах по истории и философии.
8. Долли убирает свою квартиру каждый день?
9. Вы в детстве смотрели научно-

фантастические фильмы? 10. Завтра после уроков дети не пойдут в кафе, они будут переписывать диктант по русскому языку.

TYPES OF QUESTIONS IN ENGLISH

Exercise 5. Form the questions. Pay attention to the word order.

- 1) birthday / does / when / her/ your sister/ celebrate?
- 2) many / how / messages / did / yesterday / get / you?
- 3) do / to receive / what / like / or/ you / presents / prefer / to give?
- 4) last / mum / what / make / did / cake / Sunday / your?
- 5) like / Wendy / much/ you / parties / does / why / so ?
- 6) our / to play / dad / next / teach / game / us / this / will / Saturday?
- 7) roller-skate / when / learn / you / to / did?

Exercise 6. Fill in the auxiliary verbs to form the questions.

1. What types of books _____ you like to read?
2. _____ she prefer love stories or adventure stories?
3. _____ you see «Titanic» in a week again?
4. What hand _____ your little brother write with?
5. _____ her best friend follow her to the party tomorrow?
6. _____ the dean receive you yesterday?
7. What subject _____ your father teach?

Exercise 7. Make a question to these sentences. The type of the question is shown in the brackets.

1. I cooked dinner for my family yesterday (Special. When?).
2. Thousands of women visit this beauty parlor every week (Alternative: gym).
3. My friend will go to Germany this summer (General).
4. This book helps to understand people (Disjunctive).
5. Our neighbors went on holidays last month (Special. Who?).
6. We congratulated Cindy for her 20th birthday 2 days ago (General).
7. The sculptors make these statues of marble (Alternative: gypsum).

Exercise 8. Write down the questions to the sentences. Start the question with the special word in the brackets.

1. My sister eats a lot of sweets every day (Who?).
2. He will go to the country this summer (Where?).
3. Parents always advised me to enter the military academy (What?).
4. She made a beautiful dress for herself last week (What?).
5. Everybody knows this great poem by heart (Who?).
6. The students did about ten grammar exercises at every lesson (How many?).
7. These road signs indicate the speed limit (What?).
8. He won't help his group-mates with their course papers (Why?).
9. At weekends granny cooks pasta (When?).

Exercise 9. Write down all types of questions to these sentences.

Example: The USA launched the first global network in 1969.

- a) Did the USA launch the first global network in 1987?
- b) When did the USA launch the first global network?
- c) What country launched the first global network?
- d) Did the USA launch the first global network or the first space satellite?
- e) The USA launched the first global network in 1969, didn't it?

1. The Adams bought a new computer three days ago.
2. Mrs. Hill teaches English at college.
3. The group of travelers decided to meet at the airport at 6.30 p.m.
4. Mary cleans the baby's room every morning.
5. Marconi invented radio in 1894.

Exercise 10. Think of as many questions as you can, to get the following answers.

A Korean laptop.
«Harry Potter».

Henry Ford.
Twice a year.

In the middle of the 20th century.
Because of the heavy rain.

PASSIVE VOICE. SIMPLE

<i>TO BE + PARTICIPLE II (V₃ / V_{ed})</i>	
<div style="text-align: center;"> <div>Infinitive</div> <div>Tenses</div> </div>	to be built / to be constructed
Present	The bridge is built/constructed
Past	The bridge was built/ constructed
Future	The bridge will be built/ constructed

Exercise 11. Compare the following sentences in pairs. Define the voice and the tense of each sentence.

1. Students always learn grammar rules by heart. Grammar rules are always learnt by heart.
2. In many countries people protect rare animals. Rare animals are protected in many countries.
3. All the members of our team wore the same T-shirts for the competitions. The same T-shirts were worn by all the members of our team.
4. The architect described many ancient monuments in this book. Many ancient monuments were described in this book.
5. I'll use disks for storing this information. Disks will be used for storing this information.

6. Young scientists discussed the latest achievements in computer technologies at the International conference in September. The latest achievements in computer technologies were discussed at the International conference in September.

Exercise 12. Choose the correct form of the verb (Active or Passive) in brackets to complete the sentences.

1. English words (are learnt / learn) by the students at the lessons and at home. 2. All the students in this gymnasium (wear / are worn) a uniform. 3. Up-to-date technologies (were used / used) for this unique operation. 4. Much attention (is devoted / devotes) to the development of information technologies. 5. They (study/ are studied) the properties of this material. 6. He (influenced / was influenced) by his friends. 7. He (reconstructed / was reconstructed) an old church in our town. 8. A beautiful cathedral (built / was built) in our town in the 11th century. 9. He (was caught / caught) by police yesterday. 10. Our top-manager (gave / was given) an interesting work by the President. 11. The first Olympic games (held / were held) in Greece in 777 B.C. 12. At the station they will (meet / be met) by a man from the travel bureau. 13. The porter will (bring / be brought) your luggage to your room. 14. Your luggage will (bring / be brought) up in the lift.

Exercise 13. Write down sentences in passive voice.

1. My laptop / to steal / last week.
2. The first English settlement / to found / in Virginia.
3. The men / to arrest / by the police.
4. The first Olympic games / to held / in Greece.
5. Swedish Vikings / to invite / to rule Russia.
6. The Acropolis / to build / by the ancient Greeks.
7. The painting / to sell / for £500 / in 5 years.
8. The first jeans / to make / by Levi Strauss.
9. The goal / to score / by Messi.
10. These cars / to make / by robots / in modern Japanese factories.
11. Ancient Troy / to find / by German archeolog Heinrich Schliemann.

Exercise 14. Open the brackets, using the verbs in Present, Past or Future Simple Passive.

1. The rule explained by the teacher at the last lesson (to understand) by all of us.
2. The poem was so beautiful that it (to learn) by everybody for the next lesson.
3. It seems to me that music (to hear) from the next room.
4. The first prize (to win) by our team at the last competition.
5. The question (to settle) as soon as they arrive.
6. Your report must (to divide) into two chapters.
7. Yesterday he (to tell) to prepare a speech.
8. The article (to publish) in three weeks, if I am not mistaken.
9. Many houses (to burn) during the Great Fire of London.
10. A taxi (to call) fifteen minutes ago, so we are expecting it any moment.
11. The young man (to introduce) to me only a couple of hours ago, but it seems to me that I've known him for years.

12. Lost time never (to find) again.
13. Rome (not to build) in a day.
14. Mushrooms (to gather) in autumn.
15. Hockey (to play) in winter.

Exercise 15. Rewrite the following sentences from Active Voice into Passive Voice.

1. Irene's husband brought her some beautiful shells from the south.
2. The explorers gave the newspaper reporters a long interview.
3. Mr. Wilson will teach you English.
4. The doctor ordered me a month's rest from studying.
5. A boy showed her the way.
6. In summer the boys often drive the horses to the fields.
7. The waves will carry your boat away. Be careful.
8. They water the flowers regularly.
9. You promised me these videos long ago.
10. Bessie's father gave her a complete set of Walter Scott's works.
11. Tom Sawyer whitewashed the fence.

Exercise 16. Translate the sentences into English using the verbs in Simple Active or in Simple Passive.

1. Меня всегда хвалят дома.
2. Нас часто вспоминают родственники.
3. Пациенту предложат чашку чая и попросят не волноваться.
4. Ее часто приглашают в ресторан.
5. Книги Агаты Кристи читают с интересом.
6. Собак любят во многих семьях.
7. Ребенка показали доктору.
8. Мне посоветовали заняться спортом.
9. Нам на обед предложили пасту и морепродукты.
10. Почему эти правила всегда забывают?
11. Когда починят твою машину?
12. Что ему обещали?
13. Когда разбили чашку?
14. Майкла попросят рассказать о путешествии на Восток.
15. Диктант будут писать в следующий вторник.

Exercise 17. Transfer the verbs from Active Voice into Passive Voice. Make all necessary changes in the sentences.

Example: Active Voice. *Our architects **designed** this campus.*

Passive Voice. *This campus **was designed** by our architects.*

1. She took a long time to write the composition, but at last she wrote it.
2. Don't put the cup there: somebody will break it.
3. Why weren't you at the birthday party? – They didn't invite me.
4. We met many difficulties, but all the same we finished the work in time.
5. We will leave you behind if you are not quick.
6. I spent all my money on entertainment last month.
8. It's a very funny thing that when I start doing this, somebody always stops me.
9. Don't leave these sweets on the table: somebody will eat them.
10. The elephant broke the branch of the tree.
11. The bees attacked the bear when it tried to take their honey.

Exercise 18. Transfer the verbs from Passive Voice into Active Voice. Make all necessary changes in the sentences.

1. The room was cleaned and aired. 2. Whom were these letters written by? 3. She showed me the picture which had been painted by her husband. 4. I shall not be allowed to go there. 5. Betty was met at the station. 6. The girl was not allowed to go to the concert. 7. The boy was punished for misbehaving. 8. The dictation was written without mistakes. 9. Whom was the poem written by? 10. Her dress was washed and ironed.

ORAL PRACTICE

Exercise 1. Read the text below and study the following arguments. Discuss the problem using the helpful expressions (see Unit 1, ex. 1, p. 23).

Imagine waking up one morning to discover you have no new emails, updates or tweets on your smartphone. Then, when you search for today's news on your laptop, all you get is a pop-up sign, saying: "You are not connected to the Internet". You feel extremely irritated. After turning your modem off and back on again, you're still getting no connection. Then you realize you can't get onto the web via your mobile's 3-G either. Finally you give up and revert to old media. Switching on the TV you see the News that all nonessential access to the World Wide Web will be suspended.

Do you think it is possible to turn off the Internet completely worldwide?

YES	NO
<p>1. Due to the geographical nature of the Internet, continents or large regions are often only connected to the rest of the world by several very-high-bandwidth cables (кабель с высокой пропускной способностью). So if a government wanted to cut off access to the Internet outside of the country, it would be relatively easy.</p> <p>2. Cyber-attacks in themselves were unlikely to cause the system to collapse – just individual websites.</p> <p>3. It is possible if there will be a Judgment Day where machines take over and stop all human access to the Internet.</p>	<p>1. Be sure that there are people, processes, equipment and technologies working to ensure the "e-world" operates smoothly. So turning off the internet like a tap (водопроводный кран) is not easy.</p> <p>2. It is simply to deny web access to its citizens of the whole country. It can be done but by telling the country's Internet service providers to stop providing Internet services.</p> <p>3. The Internet is a highly redundant (с избыточным резервированием) system. We would have to cut links at an enormous number of locations, or somehow takedown every server, in order to completely "turn off" the Internet.</p>

Exercise 2.

This is not a secret that Mass Media influences our society and sometimes things that we do, say, hear, wear, etc. Let's follow which way it happens. Choose a well-known fact, event or news to tell. Analyze the way your style of presentation of this fact influences your classmates' opinions. For example:

1. The first manned Moon landing.
2. The opening of the world biggest McDonald's restaurant during 2012 Summer Olympics in London.
3. The invention of Dynamite by Alfred Nobel.
4. First mobile with the Internet.
5. Development of digital advertising.

Use passive voice and the helpful phrases from Unit 1, ex. 6, p. 26 in your report.

Exercise 3. These are quite a few fascinating facts about telecommunications. Read the text 2E "Some interesting facts about telecommunication" on p. 197 and do the following tasks.

1. Discuss with your partner, which facts, figures and quirks on telecommunications are the most amazing for you?
2. Discuss which of them you didn't know before.
3. Find out some more interesting facts on mobiles or the Internet and share this information with your classmates.

Exercise 4. Pair work. Break up into two groups and write down as many words and word-combinations as you can on the topic "Telecommunication".

Exercise 5. Answer the questions:

1. What means of telecommunication do you know?
2. Why do we try to develop all types of communication?
3. Can we connect to the Internet using our cell phone today?
4. What means of telecommunication was invented in the late nineteenth century?
5. Was the wireless telegraphy the means of regular communication before the outbreak of the First World War?
6. What new telecommunication services do you know?
7. Is there a great progress in this sphere nowadays?
8. Are there any problems associated with the excess of information in the society?
9. Are there any problems associated with the lack of information in the society?
10. Why do we develop telecommunication systems?

READING PRACTICE

Exercise 1. Read the following international words (expressions) and try to guess their meaning.

The Internet, information, technology, technological, communication, telecommunication, era, progress, innovation, programming, activity, resource, system, document, concept, signal, message, image, radio, television, telegraph, telephone, mobile, smartphone, electrical, electromagnetic, optics, printer, revolution, pioneer, decade, media, contact, device, user, computer, tendency, global, acceleration, conference, infrastructure, prestige, service.

Exercise 2. Study definitions and synonyms for the following keywords:

1) innovation (n) – introduction of a new idea, method or device; 2) proper (a) – correct, right, real, adequate; 3) profit (n) – benefit, income, interest; 4) citizen (n) – a person who legally belongs to a country and has the rights and protection of that country; 5) resource (n) – something that a country has and can use to increase its wealth; 6) formulate (v) – to define, to express, to phrase; 7) concept (n) – a notion, view, thought; 8) manipulate (v) – to handle, to control or influence smb. or smth.; 9) distribute (v) – to give a share or a unit of smth. to each of a number of recipients; 10) advertise (v) – to describe or draw attention to a product, service, or event in a public medium in order to promote sales or attendance; 11) file (n) – a collection of information about a particular person or thing; 12) electromagnetic (a) – relating to the interrelation of electric currents or fields and magnetic fields; 13) software (n) – the programs and other operating information used by a computer; 14) hardware (n) – the machines, wiring, and other physical components of a computer or other electronic system; 15) network (n) – number of interconnected computers, machines, or operations.

It's interesting to know



The first phone call using cellular communication was made in 1973 by Martin Cooper - the chief engineer from Motorola and it actually became the beginning of a new era in the field of telecommunications.

Exercise 3. Read the text.

TEXT 2A

TELECOMMUNICATION

I am afraid that once there'll surely be a day when technologies surpass simple human communication. Then the world will get a generation of idiots.
Albert Einstein.

The 21st century is called "the age of information technology." We live in information era, when information is the key and engine of progress. Today it plays a very important role in every sphere of our life. Any person, both a professional and a citizen just needs to keep the track of developments taking place in the world, in a home country, a city or a region. One must also know the technological and theoretical innovations on his or her own specialty and activity. If you possess proper information in proper time it may either protect you from a danger or bring a profit and a success. The importance of information for modern people, citizens and professionals is continuing to increase.

Now information is a separate independent resource or even a ready product. The professor of Harvard University A.Osttinger once said: "we live in the time when information becomes a main resource such as materials and energy, and that's why the same critical questions must be formulated in relation to that resource: who owns it, who is interested in it, how available it is and whether its commercial use is possible." So in the last century we have seen the emergence of industries that are almost entirely made up of information. For example, designing, programming, advertising, copywriting and other activities.

As information was recognized "a separate resource", there appeared a concept of "Information resources". Information resources are documents and files of documents stored in information systems. The role of information technologies is to store, manipulate, distribute or create information and help to provide the right people with the right information at the right time.

The transmission of signs, signals, messages, writings, images and sounds of any nature by wire, radio, optical or other electromagnetic systems is called telecommunication. The word telecommunication is a compound of the Greek prefix "tele" meaning "distant, far off" and the Latin "communicare" meaning "to share, divide, inform, join, unite, participate in".

The 20th and 21st century technologies for long-distance communication usually involve electrical and electromagnetic technologies, such as telegraph, telephones (wired and wireless), television, the Internet, networks, radio, microwave transmission, fiber optics, and communication satellites.

A revolution in wireless communication began in the first decade of the 20th century with the pioneering development in radio communications by G. Marconi, who won the Nobel Prize in Physics in 1909. Other notable pioneering inventors and developers in the field of electrical and electronic telecommunications include Charles Wheatstone and Samuel Morse (inventors of telegraph), Alexander Graham Bell (inventor of telephone), Edwin Armstrong and Lee de Forest (inventors of radio), as well as Vladimir Zworykin, John Logie Baird and Philo Farnsworth (some of the inventors of television).

Nowadays means of communication have changed greatly. Traditional media as television, radio and newspapers are becoming less and less popular. It's very hard to imagine

human contact without modern technology devices such as mobile phones, smartphones, tablets, laptops and so on.

The first global network was launched in 1969 in the USA, it was called the ARPANET, and combined just 4 remote computers. Today there are more than 130 million computers and more than 80 % of them are combined in various information and computer networks from small local networks in offices to global networks such as the Internet, FidoNet, FREEnet etc. The global tendency towards unification of computers on the network can be explained by a number of important reasons, such as the acceleration of information transmission, the possibility of rapid exchange of information among users, receiving and sending messages (faxes, e-mail messages, electronic conferences, etc.) directly from a desktop place, the possibility to obtain any information from anywhere in the world, as well as the exchange of information among computers of different manufacturers running different software.

Currently hundreds of millions of people use wireless communication means. The most popular means of communication nowadays is the mobile phone. It is no longer a symbol of prestige but a tool, which lets use working time more effectively. Today we can easily connect to the Internet using our cell phone or to take a picture or a short movie, to send and receive e-mail and text messages, to watch TV and to listen to music. Telephones are as much a part of infrastructure of our society as roads or electricity.

The Internet is a great source of information and entertainment for many people. It gives an opportunity to access news, documents, images, sounds, video and games, to make friends, to book tickets and to buy different things online. Communicating in social networks allows to share the news, pictures, funny videos, jokes, songs and to stay in touch with friends worldwide.

Lots of other new communication services are online film libraries, satellite phones, personal computers that can send video-clips and sound-bites as easily as they can be used for writing letters; terrestrial mobile-telephone systems cheap enough to replace old sets are already technically possible.

Our society needs perfect means of information exchange that is why all types of telecommunication are under the permanent developing. New technologies in electronics continue to develop. Computers become more compact, faster and cheaper. It is very difficult to predict next steps of telecommunication development. Telecommunications change world very much and probably will change the human being as well.

Exercise 4. Write the word that matches the definition on the line.

An innovation, proper, a profit, a citizen, a resource, to formulate, a concept, to manipulate, to distribute, to advertise, a file, electromagnetic, software, hardware, a network.

1. ____ Something that a country has and can use to increase its wealth.
2. ____ Correct, right, real, adequate.
3. ____ A benefit, income, interest.
4. ____ To describe or to draw attention to a product, service, or event in a public medium in order to promote sales or attendance.
5. ____ Machines, wiring, and other physical components of a computer or other electronic system.
6. ____ Programs and other operating information used by a computer.
7. ____ To define, to express, to phrase.
8. ____ A collection of information about a particular person or a thing.
9. ____ A person who legally belongs to a country and has the rights and protection of that country.
10. ____ To give a share or a unit of smth to each of a number of recipients.
11. ____ A number of interconnected computers, machines, or operations.
12. ____ Relating to

the interrelation of electric currents or fields and magnetic fields. 13. ____ An introduction of a new idea, a method or a device. 14. ____ A notion, a view, a thought. 15. ____ To handle, to control or to influence smb. or smth.

Exercise 5. Write your own sentences using the following words.

An innovation, proper, a profit, a citizen, a resource, to formulate, a concept, to manipulate, to distribute, to advertise, a file, electromagnetic, software, hardware, a network.

Exercise 6. Brainstorm.

New technologies in telecommunication

Think about advantages and disadvantages of new technologies in telecommunication. Read pros and cons below and say if you agree or disagree with them. Add some more which are very important in your opinion. While discussing the problem use the helpful expressions (Unit 1, ex. 11, p. 32).

Advantages	Disadvantages
<ol style="list-style-type: none"> 1. The improvements in information technology cause globalization. 2. The world's economy is quickly becoming a single interdependent system. 3. Communication has become an easier, cheaper, and faster system with the help of information technology. 4. Barriers of linguistic and geographic boundaries can be torn down as people share ideas and information with each other. 5. This draws some families closer to family members, they don't get to see often by sharing photos or talking using Skype for free. 6. Businesses have become more cost effective, they increase their productivity. 7. Consumers save money on purchases by buying items located in different countries. 	<ol style="list-style-type: none"> 1. Information technology has led to a rise in unemployment. Changes in technology make it difficult for older employees to adapt as quickly as their younger colleagues. 2. Leakage of Private Information. Hackers create viruses that can get into your personal computer and ruin valuable data. 3. Information technology has begun to create a dominant culture. The USA holds the most influential position over how teenagers all over the world now act, dress, and behave simply because of what they can access online. 4. Some people are getting addicted to the Internet and thus causing problems with their interactions of friends and loved ones. It causes social isolation, obesity and depression. 5. There is a lot of wrong information on the Internet. Anyone can post anything, and much of it is garbage.


<p>8. Information technology has also created new jobs like programmers, systems analyzers, hardware and software developers, and web designers.</p> <p>9. New technologies allow online payment and similar actions without leaving a house.</p>	<p>6. The misuse of new technologies has led the young generation to be a victim of loss in cultural and social relations. Some years ago people used to stay together and united in order to communicate with each other; but now all these activities have been lost.</p> <p>7. People try to gain all sorts of knowledge through the Internet; because of this, the interest in reading, writing has almost finished.</p> <p>8. Large groups of terrorists and corruption perform their illegal and inappropriate actions through the use of the Internet.</p>
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Exercise 7. Discussion. You can find all necessary phrases for discussion in Unit 1 (p.32, ex.11).

Just imagine: you are an alien from the past, you don't know anything about telecommunications. What questions would you like to ask about, what is amazing for you, what do you like to know? Is it more awful or more wonderful for you to be in these circumstances?

It's interesting to know

If Facebook were a state, it would have the 3rd place in the world with its population base.



Exercise 8. Read the text.

TEXT 2 B

THE INTERNET

Modern life is easy and fun. We have all the amenities. We do not need to go to the movies, because we have big TVs at home. The children have cell phones with large displays. Modern technology is useful and convenient. The Internet is a very comfortable thing. Computers are also an important invention, but the Internet is better than any other type of

information. Originally, the Internet was a military experiment in the USA of 60s. But soon it became clear that everyone in the world could use it.

Everybody knows that the Internet is a global computer network, which embraces hundreds of millions of users all over the world. The Internet has already entered our ordinary life. It's hard to imagine our lives without the Internet nowadays. It has become an important part of every person's life. It is clear that the accurate number of users can be counted fairly approximately, nobody knows exactly how many people use the Internet today, because there are hundreds of millions of users and their number is growing.

Nowadays, no one can deny the importance of the Internet. Sitting in front of a computer, clicking a mouse, you can shop, download many interesting films, books, read news about subject which is interesting for you, play computer games with other players, chat and send mails to your friends. Internet has drastically changed everything. Since the time of the Internet appearance, many other media sources became unnecessary. You can find the information you're looking for in 5 seconds. It is very convenient for students, professionals, experts and all other people. From one side, it's great to have everything right here online, from the other side, it's a shame that people have stopped reading paper books and newspapers. Nowadays the most popular Internet service is e-mail. Most of the people use the network only for sending and receiving e-mail messages. They can do it either they are at home or on the Internet clubs or at work. With the help of the Internet people from different parts of the planet can communicate with each other and share information without leaving their home. It has become easier to meet like-minded people from all over the world and become friends with them.

There are many different Internet competitions for different subjects which give students the opportunity to participate even in international competitions. Thanks to the Internet, people can quickly sell, advertise and share knowledge, ideas, and personal feelings. People enter the world of virtual reality to avoid everyday problems. In spite of all the good sides that Internet has, there are some drawbacks. First of all, they are viruses, which can be very dangerous for any computer. That's why it's good to have reliable anti-virus software installed. Other minus is the violent content. There is a lot of violence and cruelty online. People are suffering from inappropriate information on the Internet, because it is very hard to control information from the Internet. Although the Internet offers us large amount of information, its reliability is dubious because many untrue news stories can be posted and cause confusions to many people. It is very difficult for us to find out what websites are reliable and what are not. Also you can get blackmail or spam. The Internet becomes a way of a person's life and it is sometimes very harmful for health. Many teenagers spend a long of time sitting at the computers, spoiling their eyes. So, using it should have reasonable limits.

Exercise 9. Agree or disagree with the following statements.

1. The evolution will bring us new applications – Internet telephone and, slightly further out, Internet television.
2. Originally, the Internet was a military experiment in the USA of 60s.
3. The Internet is not as much a collection of communities as a collection of technologies.
4. Now there are hundreds of millions of the Internet users in the world and their number is growing.

5. All the information the Internet offers us is controlled and it's always reliable.

Exercise 10. Answer the following questions.

1. Can you live without the Internet?
2. Can you imagine life without the Internet?
3. How has the Internet improved your life? How has it made your life worse?
4. Do you always trust the information you find on the Internet?
5. Do you waste a lot of time on the Internet?
6. Do you try to have no-Internet time?
7. How many sites do you visit on a regular basis? What are they?
8. What have you discovered on the Internet recently?
9. What did you learn on the Internet today?
10. Does the Internet make us more knowledgeable?
11. Are there any opportunities for making money on the Internet?
12. Have you made friends on the Internet?
13. Do you read blogs?
14. Do you write a blog?
15. What happens to you if you don't have an access to the Internet?

Exercise 11. Role play.

Just imagine you are the eldest child in the family and the only person among your close relatives who deals professionally with the computer. Each member of your family needs your help to solve his/her problem because they don't have enough experience and can't use the computer properly. They are:

- 1) your mom who wants to have her own cooking blog in Instagram;
- 2) your dad who needs to order and buy a component for his car and very rare automobile in Japan;
- 3) your granny who dreams to register in one of the social networks and to find her former classmates;
- 4) your little sister, a second year pupil, who asks to create her first presentation in the History of Arts.

Choose one of these situations and act the dialogue.

WRITING

Exercise 12.


You are invited to the conference on the latest experiments with the artificial intelligence as a journalist. You should describe this event and express your attitude towards the achievements in this field of science. You may choose your specialization: a radio journalist, a

TV journalist, a journalist of an Internet site, a journalist of the most readable magazine or newspaper, etc.

Exercise 13. Prepare some written topics, using the following statements:

1. The Internet replaces everything: cinema, theatre, TV, books and newspapers.
2. The Internet has changed everyday life.
3. The Internet resources and education.
4. The safety of personal data on the Internet.
5. The Internet for your traveling.
6. The best way to get Wi-Fi while traveling.
7. The Internet can/can't replace books.
8. Hackers: who they are.
9. The best antivirus you have ever used.

It's interesting to know



The phrase "the media" began to be used in the 1920s. The notion of "mass media" was generally restricted to print media up until the post-Second World War, when radio, television and video were introduced.

Exercise 14. Read the text to answer the questions after it.

TEXT 2C

WHAT IS MASS MEDIA?

Think about this for a second: whenever you want to hear your favorite song, watch your favorite show, or see the latest current events, where do you go? You more than likely turn on your television, radio, or computer. The source that the majority of the general public uses to get their news and information from is considered to be the mass media.

The mass media means technology that is intended to reach a mass audience. It means to communicate to the general public. The most common platforms for the mass media are newspapers, magazines, radio, television, and the Internet. The general public typically relies on the mass media to provide information regarding political issues, social issues, entertainment, and news in pop culture.

The mass media has evolved significantly over time. Have you ever wondered how the latest news and information was communicated in the past? Well, before there was the Internet, television, or the radio, there was the newspaper. The newspaper was the original platform for the mass media. For a long period of time, the public relied on writers and journalists for the local newspapers to provide them with the latest news in current events.

Centuries later, in the 1890s, came the invention of the radio. Radio would soon supersede (сменить, заменить) the newspaper as the most pertinent source for the mass media. Families would gather around radio and listen to their favorite radio station programs to hear the latest news regarding politics, social issues, and entertainment.

Later on down the line came the invention of television. Television would soon replace the radio for the most effective platform to reach the general public. Today, the Internet is the most relevant form of the mass media and has become a major tool for news outlets (выпуск новостей). Since the evolution of the Internet, the general public is now able to access those same news outlets in an instant with just a click of a mouse, instead of having to wait for scheduled programs.

Through the mass media, news outlets have a major influence on the general public and a major impact on the public's opinion on certain topics. In many cases, the mass media is the only source that the general public relies on for news. For example, when Neil Armstrong landed on the Moon in 1969, the mass media made it possible for the public to witness this historical event.

The mass media also plays a critical role in educating the public: educational programs exist on many channels. The Internet has an essential role in educating the general public too. With the information on the Internet, one could learn anything from something as simple as how to tie a tie, to the more complex, like how to build a computer.

Since the 1950s, when cinema, radio and TV began to be the primary or the only source of information for a larger and larger percentage of the population, these media began to be considered as central instruments of mass control.

We can see that over time the technologies through which this communication takes place varies.

The Broadcast media such as radio, recorded music, films and television transmit their information electronically. *The Print media* use a physical object such as a newspaper, a book, pamphlet or comics, to distribute their information. *The Outdoor media* is a form of the mass media that comprises billboards, signs or placards placed inside and outside of commercial buildings, sports stadiums, shops and buses. Other outdoor media include flying billboards, blimps, and skywriting. *Public speaking and event organizing* can also be considered as forms of the mass media. *The digital media* comprises both the Internet and mobile mass communication. *The Internet media* provides many mass media services, such as emails, websites, blogs, radio and television based on the Internet.

Exercise 15. Answer the following questions.

1. What are the first common platforms for the mass media?
2. What are the types of the mass media?
3. What were the newspapers superseded with?
4. What does the mass media influence?
5. What was radio replaced with?
6. What is the modern form of the mass media?

Exercise 16. Discussion.

Think about advantages and disadvantages of modern telecommunications and express your opinion, using the following phrases:

For	Against
<ol style="list-style-type: none">1. The wide reach offered by the mass media is phenomenal and has the ability to cover global audience.2. Certain types of media have a loyal fan following. This provides related advertisers, publications, or television channels with a ready audience.3. Today, any kind of information is readily available on the Internet. This makes the Internet one of the largest forms of the mass media.4. Radio, television, music, the Internet, books are very good sources of entertainment. One can spend time watching a movie, or listening to music, reading a novel, etc.	<ol style="list-style-type: none">1. When it comes to the authenticity of the information provided, it might be genuine or completely authentic from every perspective. This could lead to a certain degree of misinterpretation of the general audience.2. There are a number of instances that involve the manipulation of news in order to gain political benefit.3. Unnecessary sensationalism of an issue may project it in a wrong way. This would again lead to misinterpretation or unnecessary exaggeration of the information on a part of the general public.4. Wrong interpretation of news may even blow things out of proportion and cause social imbalance. For instance, religious or ethnically sensitive information if interpreted in a wrong way could lead to riots.

ADDITIONAL PRACTICE

Exercise 17. Speak on the topic "The most available and convenient way of modern communication."
Highlight at least 5 points that make your argument to prove it.

Exercise 18. Read to the text 2D "What To Do When You Lose Your Cell Phone" on p. 196 and check yourself.

a) Vocabulary Questions:

1. What does "cell phone" mean?
 - a) a hand bag
 - b) a mobile
 - c) a CD reader
 - d) an accumulator
2. What does "to call back" mean?
 - a) to call smb. by name

- b) to invite smb. to one's place
- c) to text a message
- d) to phone smb. later

3. What does "stolen" mean?

- a) lost
- b) presented
- c) taken without smb's permission
- d) found

b) Grammar Questions:

1. The easiest way to find a cell phone is to call your phone number _____ another phone.

- a) from
- b) for
- c) to
- d) out

2. I realized my phone _____ lost.

- a) had
- b) did
- c) was
- d) were

3. If your provider _____ offer such an option, they can at least cut off service to your phone.

- a) does
- b) does not
- c) didn't
- d) didn't have to

c) Comprehension Questions:

1. Was the mobile lost or stolen?

2. What did the owner of mobile regret most of all?

3. Did he have a password on his mobile?

4. What should a person do first when he / she realizes the mobile has been stolen?

d) Try to retell the text in brief.

Exercise 19. Say what useful and important information you have learnt from the texts of Unit 2.

CHECK YOURSELF

Unit 2

Vocabulary

- | | |
|------------------------------------|------------------------------------|
| 1. Access (<i>v</i>) | 24. Notable (<i>a</i>) |
| 2. Advertising | 25. Opportunity (<i>n</i>) |
| 3. Allow (<i>v</i>) | 26. Possess (<i>v</i>) |
| 4. Available (<i>a</i>) | 27. Predict (<i>v</i>) |
| 5. Combine (<i>v</i>) | 28. Probably (<i>adv</i>) |
| 6. Concept (<i>n</i>) | 29. Profit (<i>n</i>) |
| 7. Currently (<i>adv</i>) | 30. Proper (<i>a</i>) |
| 8. Desktop(<i>n</i>) | 31. Provide with (<i>v</i>) |
| 9. Development (<i>n</i>) | 32. Recognize (<i>v</i>) |
| 10. Distribute (<i>v</i>) | 33. Remote (<i>v</i>) |
| 11. Emergence (<i>n</i>) | 34. Replace (<i>v</i>) |
| 12. Entertainment (<i>n</i>) | 35. Satellite (<i>n</i>) |
| 13. Exchange (<i>n</i>) | 36. Separate (<i>a</i>) |
| 14. Fiber optics | 37. Software (<i>n</i>) |
| 15. Involve (<i>v</i>) | 38. Stay in touch with |
| 16. In relation to (<i>conj</i>) | 39. Store (<i>v</i>) |
| 17. Increase (<i>v</i>) | 40. Tablet (<i>n</i>) |
| 18. Inventor (<i>n</i>) | 41. Telecommunication (<i>n</i>) |
| 19. Keep track of smth. | 42. Terrestrial (<i>a</i>) |
| 20. Laptop (<i>n</i>) | 43. Transmission (<i>n</i>) |
| 21. Launch (<i>v</i>) | 44. Unification (<i>n</i>) |
| 22. Media (<i>n</i>) | 45. Wired (<i>a</i>) |
| 23. Network (<i>n</i>) | 46. Wireless (<i>a</i>) |

Grammar test

1. He borrows new books in science fiction every time he ... to the library.
 - a) go
 - b) goes
 - c) went
2. When my parents arrive tomorrow, they ... our new baby for the first time.
 - a) saw
 - b) will see
 - c) see
3. Lola looked down to discover a snake at her feet. When she saw it she...
 - a) screamed

- b) screams
 - c) scream
4. Mark Twain ... in a small town in the Mississippi.
- a) grew up
 - b) will grow up
 - c) grows up
5. Until you dream how to take a break, you ... your ability to speak English.
- a) didn't improve
 - b) don't improve
 - c) won't improve
6. ... does your car ...?
- a) What ... break down
 - b) How often ... break down
 - c) How many ... breaks down
7. Why ... you ... computer games all the time?
- a) does ... play
 - b) do ... play
 - c) do ... plays
8. ... the national race last month?
- a) Who won
 - b) What will win
 - c) Who wins
9. Why ... you ... the answers to these questions in encyclopedia?
- a) didn't ... searched
 - b) didn't ... search
 - c) doesn't ... search
10. How much money ... they usually ... for entertainment?
- a) don't ... spend
 - b) did ... spent
 - c) do ... spend
11. My brother finally ... high school last year.
- a) was graduated from
 - b) graduates
 - c) graduated from
12. The best tea ... in India.
- a) is grown
 - b) grow
 - c) were grown

13. Jim ... all the professor's questions correctly at yesterday's exam in physics.
a) answered
b) were answered
c) was answered
14. The driver will start the car, when all the passengers ... their seats.
a) took
b) take
c) are taken
15. ... chess ... by two or three people?
a) Does ... play
b) Does... played
c) Is ... played
16. Unfortunately my best friend ... to the party.
a) invited
b) wasn't invited
c) invites
17. This cherry-tree ... by me.
a) planted
b) was planted
c) will plant
18. I ... you the money almost a week ago but I haven't received any confirmation.
a) sent
b) was sent
c) will send
19. Grammar exercises ... every text.
a) follow
b) were followed
c) follows
20. What language ... in Argentina?
a) speaks
b) speak
c) is spoken

UNIT 3
COUNTRIES AND CITIES
LANGUAGE MATERIAL

Vocabulary

Exercise 1. Read the new words. Determine their meanings in these sentences.

- | | |
|---|--|
| 1. To made up (to consist of)
состоять из | The Parliament is made up of two Houses. |
| 2. To cover
охватывать | The rules cover all cases. |
| 3. To be situated
быть расположенным | London is situated on the Thames. |
| 4. To be washed (by)
омываться | The cape is washed by two oceans. |
| 5. Industry
промышленность | The coal industry is running down. |
| 6. Constitutional monarchy
конституционная монархия | A country ruled by a king or a queen, whose power is limited by a constitution, has a constitutional monarchy. |
| 7. To rule
править | Queen Victoria ruled England for 64 years. |
| 8. Prime minister
премьер-министр | The prime minister is a man of the people. |
| 9. Landmark
архитектурный памятник,
ориентир | The Rock of Gibraltar is one of Europe's most famous landmarks. |
| 10. Custom
обычай | This is a strange custom that still prevails. |
| 11. Language
язык | Language is the mirror of a society. |
| 12. Population
население | India has a population of more than 1 billion. |

13. Weather погода	The weather keeps fine.
14. To be proud of гордиться чем-либо, кем-либо	You should be proud of yourself.
15. Dominance превосходство	The firm achieved dominance in the market.
16. Capital столица	Washington is the capital of the USA.
17. To develop развивать (ся)	We have developed a new theory of evolution.
18. To disperse распространять (ся)	Computers have dispersed all over the world.
19. To connect связывать	Are you connected with this firm?
20. To seem казаться	It seems that they know what they're doing.
21. Coast побережье	We'll sail along the coast.
22. To compare сравнивать	The writer was compared to Shakespeare.
23. Mild мягкий	The country features mild climate, high quality of life, and people, pleasant in communication and friendly to foreigners.
24. Development развитие	The scope and level of agriculture development distinguish the region on a national scale.
25. Industrial промышленный	New technology is being applied to almost every industrial process.
26. Agriculture сельское хозяйство	Agriculture is still the mainstay of the country's economy.
27. Government правительство	The government has been slow to react to the crisis.

28. To introduce представлять	I must introduce you to these people.
29. Climate климат	We need to assess the impact on climate change.
30. To consider рассматривать	We considered him as a possible candidate.
31. To speak (spoke, spoken) говорить	English is spoken here.
32. To be located быть расположенным	The fortress is located in Europe.
33. To increase увеличиваться	The population of these countries is increasing very rapidly.
34. Inhabitant житель	The Aborigines are the native inhabitants of Australia.
35. Coal уголь	Coal is a form of carbon.
36. Iron железо	Gold and iron alloy with ease.
37. Steel сталь	The steel must be properly tempered.
38. Cultural культурный	Language is a social and cultural phenomenon.
39. To establish основывать	The school was established in 1726 by an Italian professor.
40. Mountain гора	Snow caps the mountain.
41. To converge сходиться	The two rivers converge into one near Pittsburgh.
42. To produce производить	Paper is produced from wood.
43. Valley долина	Fog was creeping into the valley.

44. **To be founded**
быть основанным

A scientific center should be founded at the State University of Russia in Kaliningrad.

45. **To separate**
разделять

The north and the south of the country are separated by a mountain range.

Exercise 2. Read the following words and notice their pronunciation.

Industry ['ɪndəstri]
Inhabitant [ɪn'hæbətənt]
Monarchy ['mɒnəki]
Valley ['væli]
Language ['læŋgwɪdʒ]
Geography [dʒi: 'ɒgrəfi]
Weather ['weðə]
Australia [ɔ:'streɪliə]
Cultural ['kʌltʃərəl]

Century ['sentʃəri]
Agriculture ['ægrə,kʌltʃə]
Separate ['sepəreɪt]
Government ['gʌvənmənt]
Island ['aɪlənd]
Thistle ['θɪsəl]
Development [dɪ'veləpmənt]
Cathedral [kə'θi:drəl]
Honor ['ɒnə]

Exercise 3. Match the antonyms.

- 1) to separate
- 2) to cover
- 3) cultural
- 4) to be founded
- 5) to converge
- 6) to increase
- 7) to rule
- 8) mild
- 9) to develop
- 10) honor

- a) to decrease
- b) uncultured
- c) hard
- d) to connect
- e) dishonor
- f) to spoil
- g) to be destroyed
- h) to obey
- i) to expose
- j) to divaricate

Exercise 4. Match the synonyms.

- 1) agriculture
- 2) to establish
- 3) to increase
- 4) development
- 5) to produce
- 6) to consider
- 7) dominance
- 8) to be proud of
- 9) to converge
- 10) to speak

- a) to enhance
- b) to create
- c) to found
- d) evolution
- e) to glory
- f) to congregate
- g) to believe
- h) cultivation
- i) to tell
- j) authority

Exercise 5. Read and translate the following word-combinations.

To spread all over the world	Highly developed industrial country
The greatest art collections	To be located on
To be a capital of	To converge on the city from all parts of
To be situated in different parts out of the world	To have its own customs and traditions
To be proud of one's country	To live in urban areas
To be well-known for	To impose as the official language
To explore the coast	A center of shipbuilding industry
To have a population	To produce a lot of goods
To be situated in the central part	To become a lingua franca
To consist of	The oldest part of
To belong to a large island group	Economic dominance over other countries
To establish the settlement	To rain all day long
To be separated from European continent	To have a national emblem
Economic, political and cultural center	To sail across the sea
	To have a monarchy
	To be made up of

WORD-BUILDING

Analyze the models of word-formation. Read and translate the words made on their base.

Model 1

Глагол + *e* на конце + *ive* = прилагательное

<i>to administrate</i> – <i>управлять</i>	→	<i>administrative</i> – <i>управленческий</i>
<i>to create</i> – <i>создавать</i>	→	<i>creative</i> – <i>творческий, креативный</i>

to represent	→	representative
to decorate	→	decorative
to operate	→	operative
to communicate	→	communicative
to cooperate	→	cooperative
to educate	→	educative

Model 2

Существительное + *ive* = прилагательное

<i>subject</i> – <i>тема, субъект</i>	→	<i>subjective</i> – <i>субъективный</i>
defect	→	defective
object	→	objective

effect	→	effective
prospect	→	prospective

Model 3

Существительное + *ous* = прилагательное

<i>danger</i> – опасность	→	<i>dangerous</i> – опасный
hazard	→	hazardous
synonym	→	synonymous
thunder	→	thunderous
poison	→	poisonous

Exercise 6. Read the following words and define the part of the speech paying attention to the suffixes.

Demonstrative, joyous, massive, anonymous, impulsive, executive, mountainous, illustrative, murderous, innovative, ruinous, talkative, synonymous.

GRAMMAR REVIEW

MODAL VERBS AND THEIR EQUIVALENTS

Modal Verbs and their equivalents	
долженствование	must, should, to be to, to have to
физическая возможность	can, could, to be able to
разрешение	may, might, to be allowed to

CAN, (COULD), TO BE ABLE TO

Exercise 1. Put the words in the correct order to make sentences.

1. Mark / seven / by / could / speak / foreign / of / age / fifteen / languages / well / the / perfectly.
2. phone / use / mobile / a / you / when / you / were / four / Could?
3. my / girl / mum / swim / was / little / a / well / When / she / could.
4. age / the / is / three / Nobody / to / climb / trees / at / of / able.
5. could / hooks / they / fish / had / catch / fish / as / Peter and Greg.
6. used / able / speak / Norwegian / be / to / Sandy / to / well.
7. small / was / raft / the / as / comfortably / lie / couldn't / Megan.

8. Mary / then / couldn't / crying / stop.
9. Greg / Jane / from / can / borrowed / read / she'd / any / books / of / the.
10. Why / you / ask / don't / you / might / able / help / be / Sally?

Exercise 2. Fill in *can* / *can't* / *could* / *couldn't*.

1. You don't need to shout. I ... hear you perfectly well.
2. We ... go to safari because the trip was too expensive.
3. He eats in restaurants because he ... cook.
4. I had an aisle seat on the plane, so I ... see the landscape below.
5. When we used to live in China, I ... speak some Chinese, but now I ... say a word.
6. ... you play the piano at the age of six?
7. He ... speak English so fast that I ... understand him (now).
8. I'm afraid, Nickolas ... talk to you now. He has to arrive at school in time.
9. I ... get a good mark in Literature because I didn't know the theme.
10. I ... retell my friend the whole story because I had read it.

Exercise 3. Fill in *can*, *could*, *be able to*.

1. Michael ... now speak Norwegian rather fluently.
2. Michael used to ... speak Norwegian rather fluently.
3. Nick ... marry Lisa, but he ... make her love him.
4. Sally used to ... eat a kilo of chocolate for lunch.
5. Megan'd like to ... surf very well.
6. Luckily Melody ... find a taxi.
7. Jillian ... drive when she was 12.
8. Megan sighed. Fred ... feel her hands shaking.
9. The secretary ... to type 150 words a minute.
10. Children ... enter this territory. It's highly dangerous!

Exercise 4. Complete the sentences using *can* or *to be able to*.

1. ... you tell me the time, please?
2. Who is that outside? It ... be the postman – he has already been here.
3. You ... make an omelet without breaking eggs.
4. Mr. Marshall is busy this week, but he ... see you next week.
5. It ... be 12 o'clock already!
6. I'll get a car of my own as soon as I ... drive.
7. Interpreters ... translate without thinking.
8. He ... sell his car unless he reduces the price.
9. ... you lend me your bike?
10. If you're under 17 you ... drive a car in Britain.

Exercise 5. Translate from Russian into English.

1. Она никогда не может прийти вовремя.
2. Твоя бабушка умела танцевать, когда была молодой?
3. Я думаю, она не сумеет решить эту задачу.

4. Торопись: ты можешь опоздать на поезд.
5. Неужели он перевел всю книгу?
6. Не может быть, что они продали свой дом.
7. Где мои книги? – Не знаю. Мама могла положить их в шкаф.
8. Ты сможешь отправить ему электронную почту сегодня вечером.
9. Не может быть, что он занял первое место.
10. Неужели было так холодно?

MAY (MIGHT), TO BE ALLOWED TO

Exercise 6. Fill in *may* / *might* / *may not* / *might not*.

1. Sally isn't feeling very well. Sally (not go) ... to school tomorrow.
2. It's my aunt's birthday, so we ... (buy) her a new CD.
3. Paul doesn't study very much. He ... (not pass) his exams.
4. Sarah and Tom ... (not come) to the beach with us this weekend.
5. My sister is going to London for a week. I ... (lend) her my new camera.
6. I'm really tired, so I ... (not go) to the party tonight.
7. My cousin is starting at your school next term. You ... (be) in the same class!
8. Jack's going away tomorrow, and we ... (not see) him before he goes.
9. This CD is very expensive. Oh dear, I ... not have enough money!
10. Jane's tired. She ... go out tonight.

Exercise 7. Make a sentence with the same meaning. Use the word in brackets.

1. Perhaps it will snow tomorrow (might).
2. Perhaps a friend will visit me next weekend (may).
3. Perhaps Sam will buy a new computer (may).
4. Perhaps I will change my job next year (might).
5. Perhaps I won't go to work tomorrow (might).
6. Perhaps the children won't have a holiday next summer (may).
7. Pete is very clever. Perhaps he will know the answer (may).
8. I feel ill. I will not go to school tomorrow. (might not).
9. Look at those clouds! Perhaps it will not rain (may).
10. I'm not hungry. Perhaps I will not have any lunch (might not).

Exercise 8. Translate the sentences. Use *may* / *might*, *to be allowed to*.

1. Возможно, Вы встретите Салли на станции.
2. Вероятно, Алексей оставил вам вчера записку.
3. Катя, вероятно, забыла зонт дома и поэтому промокла.
4. Мелоди, возможно, поймет все, когда повзрослеет.
5. Тебе не разрешат пользоваться электронным словарем во время экзамена.
6. Во-первых, ничего еще может быть и не будет...
7. Ты в самом деле можешь победить.
8. Можно сейчас увидеть шефа? – Да.
9. Детям не позволили войти в музей с мороженым.
10. Обещание – это долг, который не забывается.
11. Только сотрудникам банка разрешается пользоваться этой автостоянкой.
12. Ты бы мог звонить родителям почаще.

Exercise 9. Complete the sentences. Use *may* or *can*.

1. You ... go when you have finished your compositions.
2. Let me look at your exercise. I ... be able to help you.
3. When ... you come and see me?
4. What time is it? – It ... be about six o'clock.
5. Most children ... slide on the ice very well.
6. ... I come in?
7. Only a person who knows the language very well ... answer such a question.
8. David ... do the work. He is competent enough.
9. You ... take the last copy if nobody needs it.
10. ... I ask you to look after the child?
11. ... you tell us of the final diagnosis?
12. You ... never tell what ... come to her mind.
13. Helen ... grasp the idea. She was thinking of something else.
14. ... I smoke here? – No doubt you
15. ... you please open the door?

Exercise 10. Translate the sentences.

1. Он, может быть, знает эту проблему.
2. Доктор говорит, что я уже могу купаться.
3. Я думал, что мне можно смотреть телевизор.
4. Можно я пойду гулять?
5. Они, может быть, живут сейчас за границей, но я не уверен.
6. Если ты не наденешь пальто, то ты можешь заболеть.
7. Он может забыть об этом.
8. Скоро может пойти дождь.
9. Папа сказал, что мы можем пойти в кино одни.
10. Если хотите, можете идти сейчас.

MUST, SHOULD, TO BE TO, TO HAVE TO

Exercise 11. Make sentences. Use *must* or *mustn't*.

- | | |
|---------------------------------|----------------------------|
| 1. You're ill. | A. Girls /go / near it. |
| 2. Jill's very thirsty. | B. Go / to the optician's. |
| 3. That dog is dangerous. | C. You / come. |
| 4. Steven's glasses are broken. | D. She / hurry. |
| 5. It's Jill's birthday soon. | E. She / go / to bed. |
| 6. Jill's room is in a mess. | F. We / make / any noise. |
| 7. Monica's late for work. | G. You / see / the doctor. |

8. Be quiet.
9. Jillian's very tired.
10. We're having a party on Saturday.

- H. Jill / have / a drink.
- I. Jill / tidy / it.
- J. Friends / forget / to send him a card.

Exercise 12. Translate the sentences. Use *must*, *should*, *to be to*, *to have to*.

1. Вы не должны опаздывать.
2. Прошлой ночью Майкл внезапно заболел, нам пришлось вызывать врача.
3. Она должна быть дома сейчас.
4. Я должен сегодня повидать моего друга.
5. Вы не должны забывать свои обязанности.
6. Вы должны быть осторожны на улице.
7. Вы должны внимательно слушать учителя на уроке.
8. Эта книга, должно быть, очень ценная.
9. Питер не любит свою новую работу, иногда ему приходится работать даже в воскресенье.
10. Чтобы преподавать грамматику, вы должны понять, что язык – это система.
11. Вы не должны верить всему, что пишут в газетах.
12. Я очень удивился, когда он попросил моего совета. Какой совет должен я дать в этой ситуации?
13. Мы должны решить это прямо сейчас.
14. Кто сегодня должен вести лекцию для студентов заочного отделения?
15. Я должен был встретиться с Гарри возле метро, но он не пришел.

Exercise 13. Open the brackets. Use *must* or *mustn't*.

1. It's a secret. You ... tell it to anyone.
2. You ... respect your parents.
3. This is the last bus for Paris and we ... miss it.
4. You ... be on time for the exam.
5. They ... eat too much cake.
6. You ... forget to turn off the light before you leave.
7. Boys and girls, you ... hand in your essays by Thursday.
8. You ... tell me lies. It's just awful.
9. You ... smoke on board the plane.
10. It's getting dark. You ... go.

Exercise 14. Choose the correct variant.

1. If you had video, you _____ record it yourself tonight.
a) could b) can c) must d) may
2. The Prime Minister _____ visit Canada.
a) are to b) should c) is to d) must
3. You _____ be hungry. You had no lunch.
a) can't b) shouldn't c) must d) couldn't
4. You _____ get the 8.45 train. It doesn't stop at Yorkshire.
a) had better b) mustn't c) should d) don't have to

5. You _____ go near that dog! It's very dangerous.
 a) may not b) don't have to c) mustn't d) needn't
6. A: I've got toothache. B: You'd _____ go to the dentist.
 a) better b) should c) used to d) must
7. Betty has a temperature. She _____ be ill.
 a) had better b) used to c) cannot d) must
8. Good morning sir, what _____ I do for you?
 a) would b) can c) shall d) must
9. _____ careful! You are making mistakes.
 a) Be b) Must c) Do d) Did
10. You _____ open the box before Christmas Day.
 a) have not to b) must not c) are not to d) would rather

CONTINUOUS (PROGRESSIVE TENSES) ACTIVE AND PASSIVE

CONTINUOUS (PROGRESSIVE TENSES)		
	Active	Passive
	to be + Participle I	to be + being + Participle II
Present	I am helping Shannon	Shannon is being helped by me
Past	They were cleaning the bedroom	The bedroom was being cleaned by them
Future	We will be translating the article all the evening tomorrow	Не употребляется

Exercise 15. Open the brackets using Present Continuous or Past Continuous.

1. I (to write) an English exercise now. 2. I (to write) an English exercise at this time yesterday.
 3. My little sister (to sleep) now. 4. My little sister (to sleep) at this time yesterday. 5. My friends (not to do) their homework now. They (to play) volley-ball. 6. My friends (not to do) their homework at seven o'clock yesterday. They (to play) volley-ball. 7. You (to eat) ice-cream now? 8. You (to eat) ice-cream when I rang you up yesterday? 9. What your father (to do) now? 10. What your father (to do) from eight till nine yesterday?

Exercise 16. Put the verbs in brackets into the Present Continuous Passive.

1. The letter ... (write) now. 2. The oranges ... (buy) now. 3. Sandwiches ... (make) now.
 4. The newspaper ... (not/read) at the moment. 5. The song ... (not/sing) now. 6. ... the candles ... (light) now? 7. What lecture ... (give) now? 8. Whose report ... (listen) to at the moment? 9. ... the news ... (report) at the moment? 10. ... the interview ... (give) now?

Exercise 17. Change Active voice into Passive voice in the sentences below.

1. The people are discussing politics. Politics ... by the people.
 2. Martin is painting the house. The house ... by Martin.

3. Tina was cleaning the classroom. The classroom ... by Tina.
4. Alfredo was smashing the aluminum cans. The aluminum cans ... by Alfredo.
5. The students are writing compositions. Compositions ... by the students.
6. Sam was holding the umbrella. The umbrella ... by Sam.
7. The teacher was helping the students. The students ... by the teacher.
8. Frank is locking all the doors. All the doors ... by Frank.
9. Sasha is explaining some old Russian traditions. Some old Russian traditions ... by Sasha.
10. Two horses were pulling the farmer's cart. The farmer's cart ... by two horses.

Exercise 18. Open the brackets. Use the proper forms of the verbs in Continuous Tenses.

1. I (to give) a cup of tea now.
2. A new big house (to build) opposite my office.
3. I (to ask) a question when you called me.
4. When I last visited my native town, a new bridge (to build) across the river.
5. The room (to clean) when I arrived.
6. My report (to print) at the moment.
7. I can't use my office at the moment. It (to paint).
8. The computer (to use) at the moment?
- Yes, Jim is using it.
9. Your question (to discuss) when I entered the room.
10. This book (to translate) by two students.

Exercise 19. Translate the sentences.

1. Приходи сегодня, я буду ждать.
2. Где он сейчас работает?
3. Кто-нибудь читает эту газету? Я хочу ее взять.
4. Он вошел в комнату, где его ждал экзаменатор.
5. Ты увидишь ее сегодня в институте?
6. Звонок раздался, когда я заканчивала писать сочинение.
7. Ты что, целую библиотеку несешь в портфеле? Он очень тяжелый.
8. Почему вы в свитере и брюках?
9. Интересно, над чем ты смеешься?
10. Он живет со своими родителями сейчас. Я думаю, он ищет работу.

ORAL PRACTICE

Exercise 1.

Imagine you are going abroad. It's not usual holiday, you will have a lot of adventures and fun. For example, you will take a bike, you will meet savages and wild animals, you will see a lot of places of interest, attractions etc. You should plan your holiday, you plan every day you will be there (at least for 6 days). Work in groups. You can find some helpful phrases for discussion from Unit 1, Ex.6, p. 26.

Exercise 2.

You are going for summer work and travel program to the USA for 3 months. Explain to the consult officer why you are eager to go there and try to prove you will come back by the end of

the season. Act the dialogue. You can find some helpful phrases for discussion from Unit 1, Ex.6, p. 26.

Exercise 3. These are quite a few fascinating facts about the country whose language you study. Read the text 3D "Some interesting facts about Great Britain" on p. 199 and do the following tasks.

1. Discuss with your partner, which facts and figures are the most amazing for you.
2. Discuss which of them you didn't know before.
3. Find out some more interesting facts on this topic and share this information with your classmates.

Exercise 4. Answer the questions.

1. Where would you like to travel and why?
2. Do you think traveling is important for personal growth? If yes, can you, please, give an example of how a traveling experience made you grow as a person?
3. Describe the way you travel. Do you plan ahead or do you do it spontaneously?
4. Do you buy a travel insurance when you want to travel somewhere? If yes, why? Why not?
5. Do you find that Russian mentality is very different from mentality of people in other countries? If yes, what do you think the difference is?
6. What would be an unusual type of transport that you would like to try out while traveling?
7. What type of souvenirs you did / would bring back from your travels and why?
8. What natural wonders of the world you would like to see?

READING PRACTICE

Exercise 1. Read the following international words (expressions) and try to guess their meaning.

Bus, taxi, helicopter, bar, café, hotel, pub, restaurant, supermarket, camera, photo, film, bank, credit, territory, dollar, euro, agriculture, dominance, duty free, metal, position, cabinet, constitution, climate, monarchy, station, lingua, voyage, tour, cruise, agency, rucksack, information, communication, navigation, comfort, transportation, fact, organization.

Exercise 2. Study the definitions and synonyms for the following keywords:

- 1) cabinet (n) – an official group of advisors to a head of a state;
- 2) lingua (n) – the language;
- 3) impose (v) – to force something to be done or put in a place;
- 4) approximately (adv) – not exactly, roughly, about;
- 5) vast (a) – very large;
- 6) extend (v) – to add to something in order to make it bigger or longer;
- 7) settlement (n) – a place or a region newly founded;
- 8) establish (v) – to institute (as a law) permanently by enactment or agreement;
- 9) be situated (v) – to place something somewhere;
- 10) constitution (n) – the basic, written rules of a government;

11) territory (n) – an area of land; 12) discover (v) – to be the first to see or learn about and report on something; 13) spread (v) – to expand or distribute to cover an area; 14) fact (n) – something that is true, and that can be tested and shown to be true; 15) climate (n) – the general weather conditions usually found in a particular place.

It's interesting to know



The people of the USA are a mixture of many different nationalities. These different people brought to their new land a wonderful mixture of customs and traditions. The

German brought Christmas trees. The Irish brought St. Patrick's Day celebrations. The Scots brought Halloween.

Exercise 3. Read the text.

TEXT 3A

ENGLISH-SPEAKING COUNTRIES AROUND THE WORLD

*Every language is a temple in which the soul of those who speak it is enshrined.
Oliver Wendell Holmes.*

The English language spread all over the world. During the 17th and 18th centuries British navigators sailed across the seas with the aim of extending Britain's power and prosperity. They colonized new territories around the world, taking their language with them. The first New

World settlement was established in Jamestown in America in 1607. Canada was won from the French in 1763. During the 17th century British rule was established in the West Indian islands of Antigua, Barbados, Jamaica, St. Kitts and Trinidad and Tobago. Australia and New Zealand were discovered during Captain Cook's voyage in 1768. English was imposed as the official language of the new colonies; it was the language of education and administration.

The English language is widely dispersed around the world because of the influence of the British Empire in the 18th century and of the United States since the middle of the 20th century. English has become the leading language of international discourse. Also, it has become a lingua franca in many regions. Today, English is the third most widely spoken language in the world, after Mandarin Chinese and Spanish. All in all, it is an official language in 53 countries world-wide.

English speaking countries are situated in different parts of the world and differ in many ways in weather and climate, and the way of people's life. Each country has its own historical customs, traditions, and its own national holidays. But they all have a common English language.

The United Kingdom of Great Britain and Northern Ireland consists of 4 parts: England, Scotland, Wales, and Northern Ireland. London is the capital of the United Kingdom, Great Britain and England. There are no high mountains, no very long rivers, and no vast forest areas in the UK. Nearly 60 million inhabitants live there. The area is approximately 242 000 km². The UK is a constitutional monarchy. The head of the country is a monarch – now it's the Queen Elizabeth II. In fact, the Queen has no real political power. The UK is governed by the Parliament. The UK constitution is not written. It's formed by state, partly by common law, partly by conventions. Englishmen are proud of their traditions and carefully keep them up.

The USA is situated in the central part of the North American continent. The first inhabitants of this area were Native Americans – Indians. The sources of their livelihood were hunting, fishing and later agriculture. The discovery of America is attributed to Christopher Columbus. But the first white men, who had reached the shores of North America, were the Vikings. America received its name from an Italian, Amerigo Vespucci, who explored the coast of Brazil. The discovery of America had a great impact on European civilization because corn and potatoes were found there. Nowadays the population of the USA is about 240 million people. The capital of the USA is Washington. Most of Americans speak English. But there we can also meet French, German and other languages. The USA is a highly developed industrial country.

After 350 years of development the United States of America still holds the leading position in the western world. The USA is the most powerful and highly developed country in the world. What makes the USA the leader of the western world is its economic, political and military dominance over other countries.

Canada is the second largest country in the world. Only Russia has a greater land area. Ottawa is the capital of the country. Canada is situated in North America. About 28 million people live in Canada. Canada is an independent nation. But according to the Constitution Act of 1982 the British Monarch, Queen Elizabeth II is recognized as the Queen of Canada. Canada's people are varied. About 57% of all Canadians have some English ancestry. Both English and French are official languages of the country. Other large ethnic groups are German, Irish and Scottish people. Canada has mainly coal, metal, oil and gas, machine-building and chemical industries which are highly developed. Other important agricultural items are live-stock production, oats, vegetables, tobacco, and leather.

Australia is the only country in the world that is also a continent. It's the sixth largest country and the smallest continent. The country's official name is the Commonwealth of Australia. It is a federation of states. Australia has six states and two territories. The country's capital is Canberra.

Australia is a constitutional monarchy like Great Britain. The Britain monarch, Queen Elizabeth II is also the Queen of Australia and the head of the state. But the Queen has little power in the Australian government. Australia is a rich country. Meat, fruit, vegetables, wool and wine are produced there. Gold, silver, iron, copper, coal and diamonds are found there, too.

New Zealand is an island country in the Southwest Pacific Ocean. New Zealand belongs to a large island group called Polynesia. The country is situated on two main islands – the North Island and the South Island.

Wellington is the capital of New Zealand. English is the official language of New Zealand and is spoken throughout the country.

New Zealand is a constitutional monarchy. The British Monarch, Queen Elizabeth II is the monarch of New Zealand. Britain gave New Zealand a constitution in 1852, when it was a British colony.

New Zealand has one of the highest standards of living in the world. New Zealand's economy depends on trade with many countries – Australia, Britain and the USA.

Exercise 4. Write the word that matches the definition on the line.

Lingua, approximately, extend, establish, constitution, discover, fact, cabinet, climate, impose, spread, vast, territory, settlement, be situated.

1) ____ An official group of advisors to a head of a state; 2) ____ The tongue; 3) ____ To force something to be done or put in a place; 4) ____ Not exactly, roughly, about; 5) ____ Very large; 6) ____ To add to something in order to make it bigger or longer; 7) ____ A place or a region newly founded; 8) ____ To institute (as a law) permanently by enactment or agreement; 9) ____ To place something somewhere; 10) ____ The basic, written rules of a government; 11) ____ An area of a land; 12) ____ To be the first to see or learn about and report on something; 13) ____ To expand or distribute to cover an area; 14) ____ Something that is true, and that can be tested and shown to be true; 15) ____ The general weather conditions usually found in a particular place.

Exercise 5. Write your own sentences, using the following words.

Lingua, approximately, extend, establish, constitution, discover, fact, cabinet, climate, impose, spread, vast, territory, settlement, be situated.

Exercise 6. Brainstorm.

Pros and cons of studying abroad

There are a lot of opportunities to study abroad. Say if you're for or against living and studying abroad. Read pros and cons given below. Add some more which are very important in your opinion. You can find some helpful expressions from Unit 1, Ex.6, p. 27.

For	Against
<p>1. Studying abroad provides a whole new opportunity to explore a completely new culture.</p> <p>2. Staying in a foreign country far from your home also offers you absolute freedom, which you might have always dreamt of.</p> <p>3. Studying abroad also offers you the liberty to enroll in courses which are not available in your country.</p> <p>4. The biggest benefit of studying abroad perhaps is that the degree from a foreign country boosts your curriculum vitae.</p> <p>5. People who study abroad tend to have superior communication and linguistic skills, as well as, much greater cultural awareness.</p>	<p>1. All that encompasses you is new and unfamiliar. Ranging from food, customs, people, to even language, all that is around you is unprecedented in your life.</p> <p>2. Sometimes financial burden can be immense. Though it solely depends upon the country you choose to pursue your academic aspirations.</p> <p>3. People from different cultural backgrounds have dissimilar habits. You will have to alter many of your habits and embrace new ones to mingle socially.</p> <p>4. Departing and staying away from friends and family for long periods may be quite disheartening.</p> <p>5. Accommodation may be a bit of a concern when you land, as the neighbors and the roommates you get may be difficult to adjust with.</p>

Exercise 7. Discussion.

You know English is so spread because Great Britain was an empire. We had a lot of empires in the past, why has only English language become the language of international communication? Highlight at least 5 points that make your argument to prove it. When discussing use some helpful expressions from Unit 1, Ex. 1, p.23.

It's interesting to know

French was the official language of England for about 300 years, from 1066 till 1362.



Exercise 8. Read the text below to find out more about Great Britain.

TEXT 3B

GREAT BRITAIN

The full name of the country is the United Kingdom of Great Britain and Northern Ireland. The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles. The British Isles consist of two large islands, Great Britain and Ireland, and about five thousand small islands. Their total area is over 315,000 square kilometers. The UK is made up of four countries: England, Wales, Scotland and Northern Ireland. GB consists of England, Scotland and Wales and doesn't include Northern Ireland.

Scotland is a very beautiful country. There are high mountains and big lakes there. The capital is Edinburgh. In Scotland there are a lot of castles. People in Scotland sometimes wear kilts. They play bagpipes and they dance lots. Northern Ireland is in the north of Ireland. The capital of the country is Belfast. Belfast is a large industrial city. It has a big port. There are a lot of farms in the country. The climate is warm and wet. Wales is in the west of Great Britain. It is a country of high mountains and pretty valleys. It has many factories and coal mines. The capital of Wales is Cardiff. The Welsh are very musical. Every year they have a festival of Welsh music. England is the largest country of Great Britain. The capital of England is London. There are a lot of industrial towns, beautiful countryside, green hills, lakes and sandy beaches in England.

Each country has a national emblem. The English emblem is a red rose. The Welsh emblem is a vegetable or flower of a leek or a daffodil. The Scottish emblem is a wild plant – a thistle, and the Irish emblem is a shamrock, it's also the national flower of the country.

The British Isles are separated from the European continent by the North Sea and the English Channel. The western coast of GB is washed by the Atlantic Ocean and the Irish Sea. The surface of the British Isles varies very much. The north of Scotland is mountainous and is called the Highlands, while the south, which has beautiful valleys and plains, is called the Lowlands. There are a lot of rivers in GB, but they are not very long. The Severn is the longest river, while the Thames is the deepest and the most important one. The weather in GB is very changeable. A fine morning can change into a wet afternoon and evening and the wrong side out. The English people say: "Other countries have a climate; in England we have only weather." The English also say that they have three variants of weather: when it rains in the morning, when it rains in the afternoon or when it rains all day long. The best time of the year in GB is spring (of course, it rains in spring too).

The population of the United Kingdom is over 58 million people. The main nationalities are: English, Welsh, Scottish and Irish. The main industrial centers are London, Birmingham, Manchester, Leeds, Liverpool, Glasgow and Bristol. The official language of the United Kingdom is English. In western Scotland some people still speak Gaelic and in northern and central parts of Wales people often speak Welsh. The UK is a constitutional monarchy. In law, the head of the State is the Queen. In practice, the Queen reigns, but does not rule. The country is ruled by the elected government with the Prime Minister at the head. The official head of the state at the moment is the Queen Elizabeth II. She is also the monarch of many other states in the world, such as New Zealand, Jamaica, and the Bahamas. Her husband is the Duke of Edinburgh. The British Parliament consists of two chambers: the House of Lords and the House

of Commons. There are three main political parties in Great Britain: the Labour, the Conservative and the Liberal parties.

The flag of the United Kingdom, known as the Union Jack, is made up of three crosses. The big red cross is the cross of Saint George, the patron saint of England. The white cross is the cross of Saint Andrew, the patron saint of Scotland. The red diagonal cross is the cross of Saint Patrick, the patron saint of Ireland.

Britain is rich in its historic places which link the present with the past. The oldest part of London is Lud Hill, where the city is originated. About a mile west of it there is Westminster Palace, where kings lived and the Parliament met, and there is also Westminster Abbey, the coronation church. In the middle of the Trafalgar Square there is Admiral Nelson's Column. Buckingham Palace is the Queen's home. Tower Bridge is the most famous bridge in London. Big Ben is the big clock tower. Double-deckers are big red buses in London. You can call your friends from famous London's Telephone booths.

Exercise 9. Agree or disagree with the following statements.

1. The national flower of Northern Ireland is the shamrock.
2. The Duke of Edinburgh is a grandson of the Queen Elizabeth II.
3. The flag of the United Kingdom is known as the Union Jack.
4. The population of the United Kingdom is over 85 million people.
5. The British Isles are separated from the European continent by the North Sea and the English Channel.

Exercise 10. Discussion.

1. Look at the map of Great Britain and discuss its geographical position and physical features.
2. Parts of Great Britain you would like to visit and why.
3. Discuss the differences between the inhabitants of Great Britain.
4. English is a language of international communication.

Exercise 11. Role-play.

You're a tourist guide and you'd like to invite us on a tour about Great Britain. Choose one country or city or just a place of interest. Describe it and tell as much detail as you can, not giving its name. Your group-mates should guess what it is. Then change the roles.

Britain in brief

<i>Great Britain</i>	The name was first used in 1603 when James VI the king of Scotland became also James I the king of England.
<i>Britannia</i>	In ancient geography (after the time of Caesar), the name of the island of Great Britain, and especially of the southern part of the island; a poetic name for Great Britain; a female personification of Great Britain.

<i>Albion</i>	A poetic name for Britain; comes from the ancient name of Britain, especially England. The Romans associated the term with albus ("white"), and identified it with the Dover chalk cliffs.
<i>The Commonwealth</i>	What once used to be the British Empire is now known as the Commonwealth. It includes many countries such as Burma, the Sudan, Canada, Australia, New Zealand and others. These countries are "associated" under the British Crown with the British Queen nominally proclaimed their head of State, and represented there by the governor-general.
<i>County</i>	Originally the lands of a count or an earl. Now one of the chief administrative divisions in England and Wales. In 1974 some counties were grouped together and renamed. Now there are 7 metropolitan counties, including Greater London, and 47 non-metropolitan counties in England and Wales. A metropolitan county includes a big city (metropolis).
<i>Region</i>	Any of large areas of the United Kingdom; one of the chief administrative divisions in Scotland. Since 1975 the old Scottish counties have been reorganized into 9 regions and 3 island areas with some alternation of the old boundaries.
<i>District</i>	One of the chief administrative divisions in Northern Ireland with 26 districts.
<i>Home Counties</i>	The name given to the counties near London: Kent, Surrey, Essex, and occasionally Hertfordshire and East and West Sussex.

WRITING

Exercise 12.

You have a pen friend from Great Britain. You have received a letter from him/her. You are to answer it. Don't forget about all the rules you must follow when writing. You should thank for the letter, comment the news, ask questions about it, answer the questions, give the advice, express your opinion etc. Use the example. The letter should consist of 120–150 words.

**10 Flower st.
Tomsk
21 September 2017**

Dear Helen,

Thanks for your letter. It was great to hear from you. In your letter you asked me about my summer holidays. Well, I had a very good time! In June I stayed at home because I had exams at school. Luckily the weather was nice and warm and at the weekends my parents and I went to our country house. We went sunbathing and swimming in the lake near there. In July I went to a summer camp. It was fantastic. I made a lot of new friends. Every day we went swimming in the river, and we played different games. There was a disco every night. Once we went hiking in the forest for two days. We cooked our meals on the fire and at night we sat around the fire,

sang songs and told stories. Are you happy with your new house? Is it bigger than your old house? Have you got a room of your own? Please, tell me more about it.

Write soon.

Love,

Irina

Exercise 13. Prepare some written topics, using the following statements.

1. Geographical position, landscape, climate.
2. British industry.
3. London. Places of interest.
4. Britain's tourist attractions.
5. Languages and educational centres of the UK.

It's interesting to know

Only in
Russia
there
are 78
capitals.



Exercise 14. Read the text.

TEXT 3 C

THE GREATEST CITIES OF RUSSIA

The population of Russia is about 146 million people. Almost 77 per cent of the population live in urban areas. Thirteen cities have more than 1 million inhabitants; most of them are in European part of Russia.

The largest city is Moscow, the capital, with the population about 9 million people. It is located on the Moscow river. Moscow is an economic, political and cultural center of Russia. Railways and airlines converge on the city from all parts of Russia. It is an ancient city and there are a lot of places of interest. The symbol of Moscow is Red Square, where the famous Kremlin is situated. Kremlin, a stone wall up to 21 m. in height, is the dominant landmark of Moscow. Among the many beautiful buildings, now used mainly as museums, are the Cathedral

of Assumption and the Archangel Cathedral and the Cathedral of the Annunciation. There are also a lot of beautiful cathedrals, museums, libraries and theatres in the capital. One of the most important institutions of higher education is Moscow State University.

St. Petersburg is the country's second city. It has a population about 5 million people. This city was founded by Peter the Great, who ordered to name it in honour of his patron saint. Peter wanted this city to become "a window to Europe". In 1713 the royal family moved their residence and the Russian capital from Moscow to St. Petersburg. From 1713 to 1918 it was the capital of Russia. Though the present day capital of Russia is Moscow, St. Petersburg is traditionally called "the Northern Capital". The Winter Palace now houses the Hermitage Museum, which has one of the greatest art collections in the world. There are a lot of luxurious palaces and beautiful cathedrals, as well as libraries, theatres, monuments and museums.

Sevastopol is a large port on the Black Sea. It is a center of shipbuilding industry. A lot of docks are situated there. The city also has well-developed light and food industries. In ancient time the town of Khersones was situated on the territory of Sevastopol. Then in 1783 a military sea fortress and port appeared. It is well-known for its heroic defense in the Crimean War in 1854–1855 and during the Second World War. Nowadays such industries as fishing and timber are the leading ones. The aquarium of the Institute of Biology of the Southern Seas is situated in the city. Sevastopol has a lot of old buildings and monuments in honor of great sea battles. This beautiful city attracts tourists from many countries of the world.

Novosibirsk is situated on the great Siberian river Ob. Novosibirsk region is situated in West Siberia's southern part. There are 14 towns in the region. Today Novosibirsk is a big industrial, scientific, cultural and educational center. The city turns out machines, equipment. Novosibirsk is the first populated center to the east of the Urals which has an underground railway of its own. Novosibirsk is called a city of three Academies: the Siberian branch of the VASKHNIL, the Siberian branch of the Russian Medical Academy of Sciences and the Siberian branch of the Russian Academy of Sciences. Novosibirsk is an educational center as well. Every third resident of Novosibirsk is a student. The city is still growing and becoming more beautiful with every passing day.

Vladivostok is a city and the administrative center of Primorsky Krai, Russia, located at the head of the Golden Horn Bay, not far from Russia's borders with China and North Korea. The population of the city is about 6 million people. The city is the home port of the Russian Pacific Fleet and the largest Russian port on the Pacific Ocean. The city is located in the southern extremity of Muravyov-Amursky Peninsula. The city's main industries are shipping, commercial fishing, and the naval base. There are a lot of universities in the city, for example, Far Eastern Federal University.

ADDITIONAL PRACTICE

Exercise 15. Speak on the topic "The country I'd like to visit".

Just imagine you have a lot of money and you have a lot of time for traveling anywhere you wish. Highlight at least 5 points that make this country attractive to you.

Exercise 16. Read the text 3E "Some interesting facts about Russia" on p. 201.

Do you agree with these statements or not? Are all of these thoughts true or are they mostly stereotypes? Explain your arguments.
Design a leaflet inviting foreign tourists to visit Russia.

Exercise 17. Use the information from the text "The greatest cities of Russia" and speak about:

- a) The Northern Capital of Russia.
- b) The capital of Siberia.
- c) The town of Khersones.

Exercise 18. Read the text 3F "The city of the dream" on p. 203 and check yourself.

a) Vocabulary Questions:

1. What does "dolmen" mean?
 - a) a group of stones, built in ancient times
 - b) a mountain
 - c) a high rock
 - d) a dalmatian
2. What does "blossom" mean?
 - a) to dry
 - b) to flourish
 - c) to smell
 - d) to taste
3. What does "prehistoric" mean?
 - a) historically significant
 - b) up-to-date
 - c) very ancient
 - d) medieval

b) Grammar Questions:

1. It is called the city ____ three seasons.
 - a) for
 - b) of
 - c) on
 - d) to
2. The territory of Sochi ____ up 400–350 thousand years ago.
 - a) started being opened
 - b) start opened
 - c) has opened
 - d) have opened

3. The camps and caves of prehistoric people ____ here.
- has been found
 - have found
 - has found
 - have been found

c) Comprehension Questions:

- When was the city founded?
- What attracts millions of tourists to Sochi every year?
- Why is this area considered to be unique among all the Russian cities?
- Have you ever been in Sochi? If, yes, tell about it. If, no, would you like to visit it?

d) Try to retell the text in brief.

Exercise 19. Say what useful and important information you have learned from the texts of Unit 3.

CHECK YOURSELF

Unit 3

Vocabulary

- | | |
|----------------------------------|-----------------------------|
| 1. Agriculture (<i>n</i>) | 23. Dominance (<i>n</i>) |
| 2. Be founded | 24. Establish (<i>v</i>) |
| 3. Be located | 25. Government (<i>n</i>) |
| 4. Be made up of (to consist of) | 26. Increase (<i>v</i>) |
| 5. Be proud of | 27. Industrial (<i>a</i>) |
| 6. Be situated | 28. Industry (<i>n</i>) |
| 7. Be washed | 29. Inhabitant (<i>n</i>) |
| 8. Capital (<i>n</i>) | 30. Introduce (<i>v</i>) |
| 9. Climate (<i>n</i>) | 31. Iron (<i>n</i>) |
| 10. Coal (<i>n</i>) | 32. Landmark (<i>n</i>) |
| 11. Coast (<i>n</i>) | 33. Language (<i>n</i>) |
| 12. Compare (<i>v</i>) | 34. Mild (<i>a</i>) |
| 13. Connect (<i>v</i>) | 35. Mountain (<i>n</i>) |
| 14. Consider (<i>v</i>) | 36. Population (<i>n</i>) |
| 15. Constitutional monarchy | 37. Prime Minister |
| 16. Converge (<i>v</i>) | 38. Produce (<i>v</i>) |
| 17. Cover (<i>v</i>) | 39. Rule (<i>v</i>) |
| 18. Cultural (<i>a</i>) | 40. Seem (<i>v</i>) |
| 19. Custom (<i>n</i>) | 41. Separate (<i>v</i>) |
| 20. Develop (<i>v</i>) | 42. Speak (<i>v</i>) |
| 21. Development (<i>n</i>) | 43. Steel (<i>n</i>) |
| 22. Disperse (<i>v</i>) | 44. Valley (<i>n</i>) |
| | 45. Weather (<i>n</i>) |

Grammar Test

1. I'm afraid you ... at once or I'll call the police.
 - a) have to go
 - b) must go
 - c) had to go
2. You really ... have a week out of the city every half a year.
 - a) have to
 - b) must
 - c) should
3. You ... never talk to strangers.
 - a) mustn't
 - b) must
 - c) haven't to
4. I phoned the plumber because I ... smell gas in the kitchen.
 - a) can
 - b) could
 - c) couldn't
5. I phoned yesterday, but I ... get an answer. Where were you?
 - a) can
 - b) could
 - c) couldn't
6. I'd love ... help you, but I can't. I'm sorry.
 - a) can
 - b) could
 - c) to be able to
7. Where's Nick? He ... be in his office.
 - a) might
 - b) mustn't
 - c) is to
8. Take an umbrella. It ... rain later.
 - a) has to
 - b) need
 - c) might
9. I ... know when she was coming home because I didn't have a watch.
 - a) can't
 - b) couldn't
 - c) won't

10. They ... for us near the door.
a) are waiting
b) is waiting
c) am waiting
11. Mr. Scott ... German to Ann at the moment.
a) speaks
b) is speaking
c) are speaking
12. She ... because she couldn't find her dog.
a) cried
b) was crying
c) crying
13. What ... when your mother came back home?
a) were you doing
b) you did
c) you were doing
14. When I phoned she ... a bath.
a) had
b) was having
c) was have
15. This time tomorrow they ... in the train on their way to Chicago.
a) will sit
b) will be sitting
c) are sitting
16. He ... when you come back tonight.
a) will be sleeping
b) would be sleeping
c) slept
17. I ... for my exam on Philosophy all day tomorrow.
a) have been working
b) am working
c) will be working
18. "...you ... Alex tomorrow? – Of course I will. I ...him at the Board meeting."
a) will see, will see
b) would see, 'd see
c) will be seeing, will be seeing
19. He ... interviewed at the moment.
a) is

- b) is being
- c) has been

20. We had to take a different road because the bridge ... repaired.

- a) was being
- b) is being
- c) was

21. The windows ... cleaned right now.

- a) are
- b) are being
- c) have been

22. The building ... built by an American architect last year.

- a) was being
- b) was
- c) is

23. When I got on the bus, money ... collected by the bus driver.

- a) had been
- b) was
- c) was being

24. A new public library ... built the whole last year.

- a) is being
- b) was being
- c) was

25. Women ... vote in England until 1922.

- a) can
- b) are able to
- c) couldn't

26. They ... TV when I came in.

- a) watched
- b) were watching
- c) have watched

27. I'm learning Spanish because I want ... speak it when I'm in Mexico.

- a) can
- b) could
- c) to be able to

28. We ... tea when our grandparents came.

- a) was having
- b) were have
- c) were having

29. He ... the house this time yesterday.

- a) was painting
- b) were painting
- c) painting

30. My father's car ... serviced at the moment.

- a) is
- b) is being
- c) will be

UNIT 4

FAMOUS PEOPLE

Language Material

Vocabulary

Exercise 1. Read the new words. Determine their meanings in these sentences.

- | | |
|--|---|
| <p>1. To be awarded something
быть удостоенным награды,
быть награжденным</p> | <p>The winner was awarded a gold medal.</p> |
| <p>2. Honor
награда, почет, честь</p> | <p>The scientist has already received a lot of international honors and rewards.
It was an honor and a privilege to be invited to the Royal dinner.</p> |
| <p>3. Groundbreaking
новаторский, революционный</p> | <p>She was honored for her groundbreaking work in nuclear physics.</p> |
| <p>4. Graphene
графен</p> | <p>The new nanomaterial graphene, the thinnest material in the world, consists of one-atom-thick layers of carbon atoms.</p> |
| <p>5. Graphite
графит</p> | <p>Graphite is widely used for production of pencils.</p> |
| <p>6. Laureate
лауреат</p> | <p>The article tells about Nobel laureates' childhood and youth.</p> |
| <p>7. Supervisor
1) научный руководитель
2) инспектор, контролер</p> | <p>1) If you have a problem with your research, consult your supervisor.
2) The supervisor held an informal meeting in his office.</p> |
| <p>8. To invent
1) изобретать
2) придумывать</p> | <p>1) Thomas Edison invented the phonograph.
2) She invented a clever excuse.</p> |
| <p>9. Two-dimensional
двумерный</p> | <p>First they have to learn creating two-dimensional models.</p> |

10. Layer слой, уровень	The ozone layer is a shield which protects the Earth against the sun radiation.
11. Exception исключение	Fortunately there is an exception to every rule.
12. Sample образец, проба	Send for your free sample today! A drop of each sample was analyzed.
13. To tear off (tore, torn) оторвать	I've torn off the last leaf in the calendar.
14. Application 1) применение, использование 2) заявление	1) The application of this technology gives excellent results. 2) He filled an application form to be admitted to the course.
15. Tape 1) лента, пленка 2) канцелярская лента, скотч	1) The show was recorded on tape. 2) He used a piece of insulating tape for sticking a label on the box.
16. Flake осколок, слой, хлопья	The road is covered with the flakes of stone and brick. The thick snow falls on her flake by flake.
17. To throw out (threw, thrown) выбрасывать	We usually throw out all our old newspapers and magazines.
18. To make (made, made) an attempt пытаться, пробовать	We've made an attempt to get in touch with them.
19. To seize the imagination захватить воображение	The movie seized my imagination.
20. To investigate исследовать, изучать	The accident was thoroughly investigated.
21. Strength прочность, сила, сопротивление	I was impressed by the strength of this material. She matched her wits against his strength.
22. Conductivity проводимость	He is measuring electric and magnetic conductivity of the substance.
23. Crystal 1) кристалл, прозрачный материал	1) She examined all characteristics of the crystals.

2) прозрачный, хрустальный	2) Arabian gold encased the crystal roof.
24. Dense плотный, непрозрачный	Oxygen is quite a dense gas.
25. Property 1) собственность 2) свойство	1) Shelley has a right to this property. 2) The properties of a new material are unique and it has many potential applications.
26. To subject to подвергать воздействию	Japan is exceedingly subjected to earthquakes.
27. To bend (bent, bent) сгибать, сворачивать	This metal should be bent cold.
28. To fold складывать, сгибать	He folded the newspaper and put it on the table.
29. To stretch растягивать, тянуть	A big banner was stretched across the doorway.
30. Durable надежный, долговечный	Granite is a hard, durable and nice building material.
31. Indispensable необходимый, незаменимый	This book is indispensable to anyone who is interested in space exploration.
32. Promising 1) перспективный 2) многообещающий	1) This promising young fighter needs a strong opponent to spar with. 2) She gave up a promising career as a politician to become a designer.
33. To surpass превосходить, превышать	The artist has surpassed all our expectations.
34. To be demanded быть востребованным, пользоваться спросом	This company's production is always demanded by customers.
35. Discovery открытие	The scientists announced their discovery to the world.
To discover открыть, обнаружить	Polonium was discovered by Marie Curie in natural uranium.

36. Pace темп, скорость	They drive at a killing pace.
37. Schedule расписание, график	I've lost my class schedule. My schedule is very flexible.
38. To disseminate передавать, распространять (идеи, знания, информацию)	The Internet allows us to disseminate information faster.
39. Broadcast 1) широкое распространение, трансляция 2) радио-, телепередача	1) The broadcast was delayed because of technical difficulties. 2) I missed the broadcast, I'd forgotten to listen to it.
40. To split (split, split) расщеплять (-ся)	Can you split this piece of wood?
41. To cite цитировать, ссылаться	Please do not cite or quote without the author's permission.
42. To be committed to быть преданным идее, твердо стоять на позиции	He is strongly committed to broadcast only correct information.
43. To expect надеяться, ожидать	If I can't help her, how can you expect to? I'm expecting a phone call.
44. Unpredictable непредсказуемый	The mood of the crowd was unpredictable.
45. To attract attention to привлекать внимание	He waved a hand to attract her attention.
46. To muck about слоняться, бездельничать	Stop mucking about, it's time to get down to work!

Exercise 2. Read the following words and notice their pronunciation.

Academy [ə'kædmi]	Nanomaterial [ˌna:nə,mə'tɪriəl]
Experiment [ɪk'sperɪmənt]	Structure ['strʌktʃə]
Motivation [ˌmoʊtɪ'veɪʃn]	Geometry [dʒɪ'ɒmɪtri]
Laureate ['lɔ:riət]	Graphite ['græfaɪt]
Career [kə'riə]	Graphene ['gra:ˌfi:n]
Electron [ɪ'lektɹən]	Scotch [skɒtʃ]

Silicon ['sɪlɪkən]
Molecule ['mɒlɪkjʊ:l]
Crystal ['krɪstl]
Plastics ['plæstɪks]

Microscope ['maɪkrəskoʊp]
Millimeter ['mɪlə,mɪtə]
Navigator ['nævɪgeɪtə]
Levitation [ˌlevɪ'teɪʃn]

Exercise 3. Match the antonyms.

- 1) unique
- 2) to pick up
- 3) strength
- 4) to glue
- 5) crystal
- 6) to stretch
- 7) to tear off
- 8) honor
- 9) groundbreaking
- 10) to seize the imagination

- a) to stick
- b) fragility
- c) ordinary
- d) dishonor
- e) be indifferent
- f) to throw out
- g) to split
- h) outdated
- i) to compress
- j) dense

Exercise 4. Match the synonyms.

- 1) an award
- 2) groundbreaking
- 3) a laureate
- 4) a pace
- 5) to separate
- 6) a researcher
- 7) to examine
- 8) to bend
- 9) indispensable
- 10) to muck about

- a) a scientist
- b) a prize winner
- c) to investigate
- d) necessary
- e) to fold
- f) an honor
- g) to laze
- h) a speed
- i) innovative
- j) to crush

Exercise 5. Read and translate the following word-combinations.

To be awarded the highest scientific honor
The prize in the field of material physics
Groundbreaking experiments
Two-dimensional material
A prize of one million euros
To receive a MSc degree with honors
To start the academic career
To invent a new technology
The honeycomb structure
To become an exception to the rule
To use a scanning microscope
To leave an absolutely smooth surface

Layers of graphite one-atom thick
To investigate the properties
Mechanical and electronic properties
To be promising and indispensable
To attract worldwide media attention
To make an attempt to split a material
The most highly cited researcher
To have an unpredictable reaction
To go at the same pace
To invent the universal gadget
The most durable material
Good thermal conductivity

WORD-BUILDING

Analyze the models of word-formation. Read and translate the words made on their base.

Model 1

Суффикс существительного + *ure*

nature – природа

measure – мера

culture –

future –

structure –

agriculture –

Model 2

Префиксы *micro-* (*mini-*) – (микро-, мини-)

microscope – микроскоп

microscopic – микроскопический

microcomputer –

microfilm –

microchip –

microeconomics –

microprocessor –

microorganism –

minimum – минимум

minimal – минимальный

minicomputer –

miniskirt –

miniscreen –

minibus –

Model 3

Префикс *super-* (сверх-, супер-)

supernatural – сверхъестественный

superpower – сверхдержава

superagency –

superman –

supercar –

superhot –

supermarket –

superhero –

Exercise 6. Read the following words and define the part of the speech paying attention to the suffixes and prefixes.

Superconductor, microelectronics, manufacture, minitower, feature, microphone, superconductivity, microwave, supercool, minibus.

GRAMMAR REVIEW

PERFECT TENSES. ACTIVE AND PASSIVE

PERFECT TENSES		
Active		Passive
to have + Participle II		to have + been + Participle II
Present	He <i>has sent</i> a message	The message <i>has been sent</i>
Past	He <i>had sent</i> a message by yesterday evening	The message <i>had been sent</i> by yesterday evening
Future	He <i>will have sent</i> a message by tomorrow morning	The message <i>will have been sent</i> by tomorrow morning

Exercise 1. Make the sentences in present perfect (positive, negative or question) using the words in brackets.

1. (She / go / to the library / today). 2. (you / keep / a pet / for three years). 3. (you / eat / Thai food before)? 4. (it / rain / all day)? 5. (who / we / forget / to invite? 6. (we / not / hear / that song already). 7. (he / not / forget / his books). 8. (she / steal / all the chocolate) . 9. (I / explain / it / well)? 10. (who / he / meet / recently)?

Exercise 2. Make the past perfect (positive, negative or question) from the verbs in brackets.

1. When I arrived to the cinema, the film (to start). 2. When we arrived to the conference we discovered that the manager (to reserve) a wrong room for us. 3. Unfortunately he couldn't let us have the larger room because he (to give) it to another group. 4. By the time we reached the theater the play (to end) and the audience was leaving. 5. At the end of the meal they found they couldn't pay the bill because they (not to bring) any money with them. 6. When my cousin came into the room I couldn't recognize her because I (not to see) her since she was a little girl. 7. He told us he (not to meet) her anywhere before. 8. We were late for the plane because we (to forget) our passports. 9. Did Maggie buy a new car because she (to win) the lottery?

Exercise 3. Make the future perfect (positive, negative or question) from the verbs in brackets.

1. I (leave) by six. 2. (you / finish) the report by the deadline? 3. She (finish) her exams by then, so we can go out for dinner. 4. We (be) in London for three years next week. 5. (we/arrive) by the time it gets dark? 6. How long (you/know) your boyfriend when you get married? 7. He (not/complete) the project by July. 8. I (not/finish) the essay by the weekend. 9. Why (she/finish) the cleaning by six? 10. How long (you/be) in this company when you retire?

Exercise 4. Choose past simple or past perfect.

1. We had already eaten when John (to come) home. 2. Last year Jane (to pass) all her exams. 3. When I (to get) to the airport I discovered I had forgotten my passport. 4. I went to the library,

then I (to buy) some milk and went home. 5. I opened my handbag to find that I (to forget) my credit card. 6. When we (to arrive) at the station, the train had already left. 7. We got home to find that someone (to break) into the house. 8. I opened the fridge to find that someone (to eat) all my chocolate. 9. I had known my husband for three years when we (to get) married. 10. When Julie got home from her holiday, the flat was a mess. John (to have) a party. 11. Julie was very pleased to see that John (to clean) the kitchen. 12. When I opened the curtains the sun was shining and the ground was white. It (to snow) by the morning.

Exercise 5. Translate the sentences into Russian paying attention to the tense and the voice of the predicate.

1. A Picasso painting has been stolen from the Prado Museum. 2. Thieves have stolen 6,000,000 euros from a bank. 3. A ninety-year-old woman has won a million pounds on the lottery. 4. The FA Cup final has been won by Arsenal. 5. Archaeologists have found the remains of an ancient city in the Sahara desert. 6. The missing tiger has been found and captured in a London park. 7. They have built robots. 8. A lot of books have been read by her. 9. He has ordered a taxi. 10. Dad will have repaired my bike by this evening. 11. By the end of the lesson the teacher will have corrected the homework. 12. When I came back they had already informed my mother.

Exercise 6. Answer the questions about yourself.

1. Have you ever been to Moscow? When were you there? Did you go there on business or for pleasure? How long did you stay there?
 2. Have you ever traveled by sea? When was it? Did you enjoy your voyage? Have you traveled by air? When did you last travel by air? Did you feel airsick?
 3. Have you seen your friend this month? When did you see him (her)? Did you spend much time together?
 4. When did you go to the cinema last? Was the film interesting? Have you seen many films this month? Have you been to the theatre this week?
 5. Have you ever learnt French? What language did you learn at school? Did you study German at the University?
 6. When did you come to the University today? You were on time, weren't you? Have you ever been late for lectures? When was it?

Exercise 7. Make sentences using the words and word combinations in brackets.

Example: I wasn't hungry. (I / just / have / lunch)
I had just had lunch.

1. Tom wasn't at home when I arrived (he / just / go out). 2. We arrived at the cinema late (the film / already / begin). 3. They weren't eating when I went to see them (they / just / finish / their dinner). 4. I invited Ann to dinner last night but she couldn't come (she / already / arrange / to do something else). 5. I was very pleased to see Nora after such a long time (I / not / see / her / for 5 years). 6. I knew the actor well (I / see / him / in / many plays). 7. Jane was busy in the kitchen (she / not / cook / dinner / yet). 8. Robert was late for the lecture (he / miss / the 8 o'clock train).

Exercise 8. Say that you have already done what you are asked to do.

***Example:** Don't forget to answer the letters.
I've already **answered** them.*

1. Don't forget to buy the tickets.
2. Remember to sign the papers.
3. Don't forget to write to Mr. Smith.
4. Don't forget to wash the dishes.
5. Remember to dust the bookshelves.
6. Don't forget to fix the sink.
7. Remember to phone Dr. Ray.
8. Remember to cook the pudding.
9. Don't forget to post the letter.
10. Don't forget to tell Peter about the match.
11. Remember to pack our things.
12. Don't forget to polish the mirrors.
13. Remember to send the parcel.
14. Don't forget to shave.
15. Remember to clean your shoes.

SEQUENCE OF TENSES

She says	She said
1) that she studies at the academy	1) that she studied at the academy
2) that she studied at the academy	2) that she had studied at the academy
3) that she will study at the academy	3) that she would study at the academy

Exercise 9. Translate the sentences into Russian.

1. She goes for a walk in the park when the weather is good.
2. She went for a walk in the park when the weather was good.
3. She has been teaching since she graduated from college.
4. The surgeon who is going to perform the operation arrived yesterday.
5. The surgeon who was going to perform the operation fell ill yesterday.
6. I didn't know if she was in town.
7. I didn't know whether he would agree to do it.
8. I wasn't sure that he would help us.
9. I saw that she was writing a report.
10. I knew that John had already left for Chicago.
11. I knew where she had gone.
12. I heard that Mr. Smith was going to be our new director.

Exercise 10. Use the correct form of the verb in the brackets. Pay attention to Sequence of Tenses.

1. I knew they (to wait) for me at the metro station and I decided to hurry.
2. He says that he (to know) the laws of the country.
3. Sarah understood why Lennie (not to come) the previous evening.
4. She asked me whether I (to remember) this legend.
5. I suppose they (to send) a dog after a burglar immediately.
6. He said he (to leave) tomorrow morning.
7. She says she already (to find) the book.
8. He stopped and listened: the clock (to strike) five.
9. I asked my neighbor if he ever (to travel) by air before.
10. The policeman asked George where he (to run) so early.

Exercise 11. Complete the sentences.

1. They noticed they (to fly) for three hours already.
2. Tom said that it (to take) him an hour to get to the station.
3. She asked her brother if he (can) tell her the way to the mall.
4. I asked

them if they (to play) tennis in the afternoon. 5. Peter and David told me they (to go) to the British museum the day before yesterday. 6. Granny said she (to have) a headache. Don't bother her. 7. Dorothy asked Margaret if she (to be) going to buy a wedding dress in the nearest future. 8. The tourists told us they (to visit) the Kremlin next Sunday. 9. Jack said that he already (to pass) his examinations. 10. The supervisor asked if I (to complete) the paper by tomorrow.

Exercise 12. Choose the correct form of the verb and translate the sentences.

1. I knew that my sister ... (have / has / had) a problem.
2. I know that my sister ... (have / has / had) a problem.
3. I knew that my sister ... (will have / would have / had) a problem soon.
4. He said he ... (lived / has lived / had lived) in Moscow since 2005.
5. She asks me if the flight ... (has been cancelled / had been cancelled / cancelled).
6. She asked me if the flight ... (has been cancelled / had been cancelled / was cancelled).
7. Nobody knew what ... (will happen / would happen / happens) next.
8. Mike said that he ... (hasn't met / didn't meet / hadn't met) Helen since they parted.
9. Kelly said that she ... (didn't want / doesn't want / hadn't wanted) to wear her hat.
10. We didn't expect that he ... (showed / will show / would show) us the film.

Exercise 13. Open the brackets. Remember that you should use the Sequence of Tenses.

1. He said that he still (to be) fond of collecting stamps and coins.
2. She said that her parents (to divorce) two years ago already! – Oh, how awful! I can't believe it's true!
3. I met him at the disco yesterday and he told me that I (to dance) very well and I answered that it (to be) no wonder because dancing (to be) my hobby for many years!
4. She said her mother's hobby (to be) ballet and she (to dance) pretty well in her youth. Can you imagine? – No, hardly.
5. My great-grandparents (to be) engaged for a whole year before they (to get) married. – I believe it's impossible nowadays.

Exercise 14. Complete the sentences. Remember that you should use the Sequence of Tenses.

1. ... that his nephew didn't go to school yet as he is too little.
2. ... that his father had been fond of parachuting and car-racing before ...
3. His cousin ... that collecting badges ...for years until ...
4. I found out yesterday that ... until...
5. ... her mother-in-law had never been interested in such a strange thing as embroidering, it must be a mistake.
6. ... that his grandson ... at that moment.
7. She was sure that her father ... until he married.
8. My grandfather ... that playing the piano ... for all his life.
9. My uncle ... that his ancestors ...
10. ... that his parents ...

Exercise 15. Open the brackets. Use the Future in the Past Tense.

1. Did you ask Mike to take the camera to the party? – Yes, he told me that he (to come) and (to take) a lot of pictures.
2. Did you persuade your cousin in the necessity of sports? – Yes, but she promised that she (to go in for sports) only since that summer.
3. What did you tell your little niece? – Nothing special. I only (to tell) her that I (to travel) all the summer and that it (to be) a lot of fun and now she wants to go with me.
4. Did you invite Mary to the basketball game which you (to take part in) the following week? – Yes, I did, but it turned out that she (to watch) the horseracing competitions at that moment.
5. Has your mother already finished sewing the dress for the baby? – No, but she said she (to finish) it in a couple of days.

Exercise 16. Complete the sentences.

1. I hoped that my brother ... in a week.
2. ... that my niece and nephew would go hiking the following day and there would be quiet at home.
3. I told you that his mother-in-law Well, I was wrong.
4. Did he tell you that his parents ... next year? Don't believe it.
5. Did you really think that your cousin ... in a month?
6. Did she really believe that her daughter ... in two weeks?
7. I didn't want to think that ... after a while. I am greatly disappointed with your intentions.
8. I didn't know that your grandfather ... in summer. – I didn't know myself!

Exercise 17. Read the short funny stories and retell them in Indirect Speech.

1. Две голливудские звезды ссорятся: – Не строй из себя леди! Ты даже не знаешь, кто твои мать и бабушка! – Действительно, о моей бабушке говорят разные вещи! Утверждают даже, что это ты!
2. Молодой человек прошел к своей невесте. – Сегодня мы проведем прекрасный вечер. Я взял три билета в театр. – Зачем тебе понадобилось три билета? – Для папы, мамы и брата!
3. – Почему ты решил, что твоя жена устала от тебя? – Последнее время она стала завертывать мой завтрак в географические карты.
4. Молодой человек пришел к отцу любимой девушки. – Сэр, я хотел бы жениться на вашей дочери, сказал он. – А вы уже беседовали с моей женой? – Да, сэр, но если вы не возражаете, я все же предпочел бы вашу дочь.
5. – Мама, я опрокинул буфет! – Какой ужас! Я сейчас скажу папе. – Он уже знает, буфет упал на него!
6. Один хозяин ресторана повесил объявление: "Здесь счета оплачивают ваши правнуки!" Первый же посетитель, увидевший это объявление, заказал себе великолепный обед. Когда официант принес счет, посетитель указал на объявление. "Совершенно верно, – сказал официант. – Ваши правнуки оплатят ваш счет, но это счет вашего прадеда!"

7. – Моя двоюродная сестра сказала мне, что ты рассказала ей секрет, который я просила тебя ей не передавать! – Но ведь я просила ее не говорить тебе, что я рассказала ей! – Ладно. Не говори ей, что я сказала тебе, что она рассказала мне!

ORAL PRACTICE

Exercise 1. Read a brief introduction for the discussion concerning great inventors whose talent was not fully appreciated. When discussing use some helpful phrases from Unit 1, ex. 6, p. 27.

We live in the era of scientific and technological revolution. Every year new technologies that make our life easier and more comfortable, are being discovered. All these achievements of civilization are the result of many people's work, but each of them started one day with an idea or a discovery made by an inventor.

Everybody remembers a sad story "Levsha" written by Leskov... The hero of the story is a talented Russian self-taught master-hand who surprised Europe with his art. But, returning to his homeland, he died in poverty. Motherland didn't need his art. There were a plenty of really talented inventors in the history of Russia! The government did not trust their talents, preferring to import masters from abroad. Many inventors and craftsmen lived in poverty and died in obscurity. They often were pioneers in science and technology engaged in inventing at their own risk. They bought materials, tools, made experiments, not getting money or fame for it. Unfortunately their ideas had not received any support and the glory of being the first went to foreign masters who made these discoveries much later.

These are just a few names of such talented masters, inventors, engineers and scientists:

- Ivan Polzunov who invented the world's first steam engine.
- Ivan Kulibin who invented a lot of original machines.
- Cherepanovs' family (father and son) who built the first locomotive in Russia.
- Pavel Shilling, Pushkin's friend who built the world's first electromagnetic telegraph.
- Pavel Yablochkov and Alexander Ladygin who invented the world's first electric lamp.
- Alexander Mozhaisky who designed and made the world's first aircraft.
- Alexander Popov who made the first radio in the world.

a) Choose one of these names, find out some detail about the inventor's biography and his invention and share this information with your classmates.

b) "Often it seems to me that we have too many talented people, and therefore they are not appreciated" – these are the words of one of the Russian emigrants who did not find understanding and success at home. Do you agree with this statement?

c) Does our country still believe, gold, oil and gas, not people, to be its major wealth?

d) Why does not Russia appreciate talent?

e) Why do people do science and invention nevertheless?

f) How should scientists and inventors be helped?

Exercise 2. Read the text 4E “Levi Strauss and his invention for centuries” telling about a very famous invention and one of its inventors on p. 205 then check yourself.

a) Vocabulary Questions:

1. What does “to board” mean?
 - a) to go abroad
 - b) to write on the blackboard
 - c) to take a ship
 - d) to ski down a slope
2. What does the word “overalls” mean?
 - a) something super-beautiful
 - b) pants for work or casual wear
 - c) crowds of people
 - d) people who are taller than you
3. What does “denim” mean?
 - a) antique clothes
 - b) blue color
 - c) jean fabric
 - d) fashion

b) Grammar Questions:

1. Levi was the youngest _____ six children in the family.
 - a) of
 - b) between
 - c) behind
 - d) around
2. The inventors wanted to hammer metal rivets into the pockets of the pants to make them _____.
 - a) more fashionable
 - b) last longer
 - c) the icon of style
 - d) attractive for wealthy customers
3. They turned a plain denim fabric into _____ clothing product in the world.
 - a) more popular
 - b) ugly
 - c) the most popular
 - d) the most ordinary

c) Comprehension Questions:

1. Who invented jeans?
2. Who were these pants designed for?

3. Why did Levi Strauss never wear his own invention?
4. Has the invention brought fame and money for the creators?
5. Do you have a pair of denim? Do you think they are nice and comfortable item of clothing?
6. Are jeans still popular in different countries?

d) Try to retell the text in brief.

Exercise 3. Pair work . Break up into two groups and write down as many words and word- combinations as you can on the topic “Famous scientists and their discoveries”.

Exercise 4. Answer the questions:

1. Is Nobel Prize considered to be the most prestigious world’s award?
2. Who became its founder giving the largest share of his fortune to prizes for the most outstanding scientific achievements?
3. When was the Prize presented for the first time?
4. Where does the annual ceremony take place?
5. What fields of science are nominated to receive Nobel Prize?
6. Can nominations for the Nobel Prizes only be made for living persons?
7. What is the size of the Nobel Prize now?
8. Why is there no Nobel Prize in math?
9. What Nobel Prize winners do you know?
10. What Female Nobel Laureates do you know?

READING PRACTICE

Exercise 1. Read the following international words (expressions) and try to guess their meaning.

Nanomaterial, composite material, atom, millimeter, structure, electron, electronics, photonics, silicon, crystal, plastics, geometry, material physics, scanning microscope, scotch, prize, academy, laureate, engineer, navigator, levitation, equivalent, experiment, myriad, molecule, medical diagnostics, bionic device, transistor, monitoring, turbine, computer chip, battery, panel, grant, media interview, public lecture.

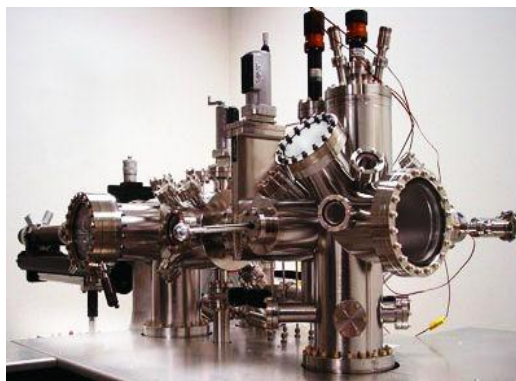
Exercise 2. Study definitions and synonyms for the following keywords:

- 1) honor (n) – award, glory, fame, respect, recognition; 2) groundbreaking (a) – revolutionary, innovative, pioneering, avant-garde; 3) two-dimensional (a) – a shape that only has two dimensions (such as width and height) and no thickness, for example, squares, circles, triangles, etc.; 4) exception (n) – someone or something that is not included in a rule, group, or list or that does not behave in the expected way; 5) discovery (n) – invention, exploration, pioneering, research; 6) to attempt to (v) – to aim, to intend, to want; 7) property (n) – a quality of a substance or material, especially one that means that it can be used in a particular way; 8) to investigate (v) – to study, to search for, to examine in detail; 9) to seize the imagination

(v) – to possess one's mind completely, to intrigue, to interest; 10) schedule (n) – a list of planned activities or things to be done showing the time or dates when they are intended to happen or be done; 11) conductivity (n) – the property or power of transmitting heat, electricity, or sound; 12) strength (n) – the quality or state of being strong, power to resist force; 13) to expect (v) – to look forward, to suppose; 14) to cite (v) – to quote, to refer to; 15) to muck about (v) – to spend time doing things that are not useful or serious, to waste time.

It's interesting to know

*In 1959
Nobel
laureate
Richard
Feynman
predicted
if the
humanity
would
learn to*



*manipulate separate atoms, it would be possible to
synthesize almost everything. And he was
absolutely right: in 1981 the first tool for atom
manipulation – the tunneling microscope was
invented by the scientists of IBM.*

Exercise 3. Read the text.

TEXT 4A

YOUNG NOBEL PRIZE WINNERS – THE HOPE OF THE WORLD SCIENCE

*The best scientist is open to experience and begins with romance –
the idea that anything is possible.
Ray Bradbury.*

In 2010, two young scientists Andre Geim and Konstantin Novoselov were awarded the highest scientific honor – the Nobel Prize in the field of material physics by the Swedish Academy. The prize motivation was: "for groundbreaking experiments regarding the two-dimensional material graphene". This event has become a holiday for two countries, for Russia – the laureates' Motherland, and for Britain – their current home. The graduates of the Moscow Institute of Physics and Technology received a prize of 1 million euros for the first time in its

history. Peter Kapitsa, Lev Landau, Igor Tamm, Vitaly Ginzburg and other founders and employees of the institute became laureates before.

Andre Geim a Dutch-British physicist was born in the small Black Sea resort of Sochi in October, 21 1958. Both his parents were engineers. He entered the Moscow Institute of Physics and Technology after finishing a secondary school and in 1982 he received a MSc degree with honors and a Candidate of Sciences (PhD equivalent) degree in metal physics from the Institute of Solid State Physics at the Russian Academy of Sciences in 1987.

Konstantin Novoselov was born in August, 23 1974 in Nizhny Tagil, the Soviet Union. His father was an engineer and his mother worked as an English teacher at school. He graduated from the Moscow Institute of Physics and Technology with a MSc degree with honors in 1997.

Both Nobel Prize winners started the academic career in Moscow. After earning their PhD they worked as research scientists at the University of Netherlands, where Geim has become Novoselov's supervisor. Then the young scientists moved to Great Britain and continued their researches. At the University of Manchester they created a "Little Russia": in the solid state physics research group where the scientists worked, 11 out of 19 employees had come from the former Soviet Union.

In 2004, Andre Geim and his student Konstantin Novoselov invented a technology for the production of graphene – a new nanomaterial, the thinnest as well as one of the strongest and hardest materials in the world. Graphene has become the first two-dimensional material consisting of a single layer of carbon atoms joined together by a structure of chemical bonds which looks like a honeycomb by its geometry. Billions of such layers form graphite used for making pencil leads. For a long time it was considered that a structure with thickness of one atom is impossible. Nobody believed in the ability to separate one layer. Seventy years ago, Lev Landau and Rudolf Peierls proved that such materials couldn't exist: the forces of interaction between atoms must crush them or roll into a tube.

Graphene has become the exception to this rule. Geim and Novoselov paid attention to an ordinary scotch, which is used for work on a scanning tunneling microscope together with the samples of graphite. Scotch tears off the graphite layers, making an absolutely smooth surface. The tape is always thrown out, but not that day. For the fact that the researchers picked up and examined this tape, they were called "garbage scientists". Gluing and splitting the tape with flakes of graphite for several times, they got what was considered impossible – layers of graphite being one atom thick. One square millimeter area of graphite flakes was enough to transfer the material to a substrate and to investigate its mechanical and electronic properties.

The further experiments have shown that graphene had a number of unique properties: high strength, good conductivity (as copper), the best thermal conductivity among all known materials, it's crystal to light, but dense enough not to miss even helium molecules, the tiniest of the existing molecules. No one material has such properties as graphene, it's a cloth, a fabric. It can be subjected to bending, folding, stretching, this is the most durable material on the Earth.

Its unique physicochemical properties make it indispensable in various fields. This is a promising material for the creation of touch-screens, light and solar panels, flexible electronic devices. Scientists believe that graphene is able to replace silicon electronics. The inventors have proved that it's an ideal material to make transistors controlled by individual electrons.

"Graphene Industries company", where graphene plates are made by hand, was founded by Geim and Novoselov's students. These plates are in great demand among representatives of IBM, Intel, Samsung and other firms. Graphene is already demanded as a filler for composite

materials produced by XG Sciences. "Vorbeck Materials" invented a special "ink" allowing to print electronic circuits.

Scientists call the discovery of graphene a revolution in microelectronics. They hope that graphene and other two-dimensional crystals will change everyday life as plastics did for humanity.

If the graphene revolution goes at the same pace, South Korean researchers promise to create a universal gadget that will appear on the market no later than 2022. A crystal blue strip on the desk works as an alarm clock, it also shows the schedule for the day, it unfolds as a navigator screen in a car, then turns into a laptop at work, and in the evening you can watch a movie on it.

Andre Geim and Konstantin Novoselov are not going to stop their research work. Now A.Geim is a Regius Professor of Physics and Royal Society Research Professor at the Manchester Centre for Mesoscience and Nanotechnology, he also teaches in the School of Physics and Astronomy at the University of Manchester. The invention of gecko tape can be also marked among the professor's achievements. His experiments on magnetic levitation with a frog attracted worldwide media attention and stimulated international research in this field. He disseminates science to the public and schoolchildren through broadcasts and "road-show" lectures.

Novoselov is one of Directors of the National Graphene Institute, he is also a recipient of a grant from the European Research Council, he was included in the list of the most highly cited researchers and was also named among 17 hottest researchers worldwide. His research interests cover a wide range of topics from ferromagnetism and biophysics to photonics and composite materials. Professor Novoselov is strongly committed to disseminating science through public lectures and media interviews.

The scientists have received a lot of prestigious international awards and honors for their achievements. According to the British Queen's order the scientists were awarded the title of knights-bachelors with the official right to add the title "sir" to their names.

Each of these scientists has his own record. At the age of 36 K. Novoselov became the youngest Nobel laureate with Russian citizenship. And A.Geim has become the only recipient of both Nobel and Ig Nobel (anti-Nobel) prizes in the history. Both scientists are married. Both have children. Geim is fond of mountain tourism. Novoselov is interested in art. He practices in Chinese traditional drawing and has been involved in several projects on modern art. Both are known to be men of humor. In one of the research papers professor Geim named his favorite hamster, H.A.M.S. ter Tisha, as a co-author. Upon hearing of the Nobel award he said, "I'm fine, I slept well. I didn't expect the Nobel Prize this year but it won't change my plans for the day". Novoselov's reaction was unpredictable as well. He said that his award showed that people can still win a Nobel by "mucking about in a lab".

Notes:

- 1) a substrate – подложка
- 2) helium – гелий
- 3) a cloth, a fabric – ткань, материя
- 4) bionic – бионический
- 5) desalination – деминерализация
- 6) a gecko tape – лента геккон
- 7) a knight-bachelor – рыцарь-бакалавр (степень рыцарства в Великобритании)

8) IgNobel (anti-Nobel) prize – Антинобелевская премия (Шно́белевская премия); (англ. ignoble – ”постыдный”) – достаточно престижная награда, пародия на международную Нобелевскую премию. Вручается ”за достижения, которые заставляют сначала засмеяться, а потом – задуматься”. Премией награждают за необычные и остроумные исследования, чтобы привлечь внимание и подстегнуть интерес людей к науке, медицине и технологиям.

Exercise 4. Write the word or word-combination that matches the definition on the line.

Strength, conductivity, honor, discovery, exception, property, schedule, two-dimensional, groundbreaking, to expect, to muck about, to cite, to seize the imagination, to investigate, to make an attempt.

1. ____ To possess one's mind completely, to intrigue, to interest. 2. ____ To aim, to intend, to want. 3. ____ A shape that only has two dimensions (such as width and height) and no thickness, for example, squares, circles, triangles, etc. 4. ____ The quality or state of being strong, power to resist force. 5. ____ To spend time doing things that are not useful or serious, to waste time. 6. ____ Award, glory, fame, respect, recognition. 7. ____ Revolutionary, innovative, pioneering, avant-garde. 8. ____ To quote, to refer to. 9. ____ To look forward, to suppose. 10. ____ The property or power of transmitting heat, electricity, or sound. 11. ____ A list of planned activities or things to be done showing the time or dates when they are intended to happen or be done. 12. ____ To study, to search for, to examine in detail. 13. ____ A quality of a material, especially one that means that it can be used in a particular way. 14. ____ Invention, exploration, pioneering, research. 15. ____ Someone or something that is not included in a rule, group, or list or that does not behave in the expected way.

Exercise 5. Write your own sentences using the following words and word-combinations.

Strength, conductivity, honor, discovery, exception, property, schedule, two-dimensional, groundbreaking, to expect, to muck about, to cite, to seize the imagination, to investigate, to make an attempt.

Exercise 6. Brainstorm.

Famous people

Think about a famous person you respect and admire, a person whose life and creative way seem to you unusual and glorious. Be ready to share this information with your classmates.

The first student in your group will talk about the famous person, he/she has chosen for at least one or two minutes. Don't interrupt him/her or ask questions (unless you don't understand what he/she is saying), just tick the things below that the speaker talks about:

- | | | |
|----------------------------------|---------------------------------------|--|
| – Man or woman; | – Early years before fame; | – Most recent thing he/she was in the news for; |
| – Living or dead; | – Story of the career; | – The time when he/she was most famous or popular; |
| – Appearance (present and past); | – Reasons for fame; | – How he/she copes with fame. |
| – Personality; | – Greatest achievements and failures; | |
| – Talents; | | |
| – Age; | | |

- Nationality and home(s);
- Family;

- Who the celebrity is famous and popular with;

Try to guess the celebrity's name. If it's hard, ask the speaker questions about some of the things he/she didn't speak about (you will need to change the sentences above to make them into questions).

Exercise 7. Discussion.

Discussion questions

Choose questions from below and take turns asking questions to your partner. After he/she has finished speaking, you can ask additional questions or make your own comments.

Student A	Student B
<ol style="list-style-type: none"> 1. What are the advantages and disadvantages of fame? 2. Do you think fame brings happiness or unhappiness, or does it depend on the person? 3. Do people who seek fame have any right to privacy? If so, what things should remain private? 4. What do you think about celebrities who attack paparazzi? 5. What can you do to deal with the pressures of fame? What kind of people cope well with it? 6. Is the most famous person also the most talented? What makes you say that? What other factors might be important in making someone famous? 7. Is anyone in your country just famous for being famous? 8. How has the cult of celebrity changed over the year? 	<ol style="list-style-type: none"> 1. What is the quickest and easiest way to become famous? 2. Why do the press pay so much attention to famous people's lives? 3. Do you feel sorry for or envious of celebrities? 4. What kind of people want to become famous? 5. Why do famous people usually marry other famous people? Do you think that it is a good idea? 6. Do you think it is possible for anyone to have their «fifteen minutes of fame»? 7. Are people of a particular nationality, age range, gender etc. more interested in celebrity gossip than others? Why do you think it happens? 8. Are celebrities treated differently by the police or the court?

It's interesting to know

When Zaha Hadid started teaching there were mostly boys in her groups, but later lots of



girls came in order to start their career as artists. Girls were actually sometimes the best students in the studio. It was always a mystery to her what happened to these girls afterwards, whether it was a lack of confidence or difficult circumstances in offices or vanity or they were not accepted.

Exercise 8. Read and translate the text 4B.

TEXT 4 B

ZAHA MOHAMMAD HADID – "THE QUEEN OF ARCHITECTURE"

Zaha Mohammad Hadid, an Iraqi-British architect, a notable figure in the field of architecture, is one of the youngest recipients and the first woman to receive the prestigious She was born in October, 31st 1950 in Baghdad, Iraq in a wealthy and influential family. Her father was an industrialist and a politician, her mother was an artist. Zaha received a luxurious upbringing and attended boarding schools in England and Switzerland. Even as a young girl, she worked hard for her dreams and there was no doubt in her mind that one day she would pursue a professional career. Intelligent and ambitious, she studied mathematics at the American University of Beirut before moving to London to attend the Architectural Association School of Architecture.

Before her fame as an architect, she had a successful teaching career at several institutions. These included the 'Harvard Graduate School of Design' and the "University of Illinois" at "Chicago's School of Architecture". She was also a guest professor at various European institutions.

Her brilliant career had its start in 1977 when she joined the "Office of Metropolitan Architecture" and began teaching at the 'Architectural Association'. In 1980 Hadid began her own practice in London. Initially it was not a very welcoming experience and for many years her designs faced rejection for being too impractical and unrealistic.

Her first successfully built project was the 'Vitra Fire Station' in Germany. The world's success came in 1998 when she received two prestigious prizes from the "Royal Institute of British Architects Award" and the "American Architecture Award". Her project "Lois & Richard Rosenthal Center for Contemporary Art" was proclaimed the "most important American building to be completed since the cold war". In 2010, her Maxxi building design was awarded the Stirling Prize. This national museum is located in Rome and is said to be "a masterpiece alongside Rome's ancient wonders."

Zaha Hadid drew her inspiration from nature, she explored new dimensions of architecture and pushed its boundaries to a much widened context. Known for her highly expressive designs marked by sweeping fluid forms of multiple perspective points, she was considered to be a pioneer in contemporary avant-garde architecture styles. Her innovative designs and experimental styles gained much international notice and within years she established herself as a world renowned architect.

Hadid has never been married nor had any children. She was entirely dedicated to her professional career. She was one of the highest paid architects in the world. From urban landscapes to interiors and furniture designs, Zaha Hadid covered up every field of design. Her office comprised of 400 staff and caters more than 900 projects in about 44 countries.

Zaha Hadid died of heart attack in a Miami hospital in March, 31st 2016. At the time of her death her estimated net worth was a staggering: \$215 million including her property holdings, stock investments, cosmetic deals, restaurants, a football team, a brand of Vodka, top selling brand of perfume, and a fashion line.

Throughout her career Zaha Hadid faced opposition and criticism due to her radical and out of box designs but another major element was her gender. The world of leading male architects was not ready at all to accept this super talented woman. Strong will, solid determination and thinking ahead of time has scored her the position among best leading architects. She broke many social stereotypes and opened up opportunities for women to become architects. New generations of young architects and artists admire her masterpieces and get inspired by her art.

Exercise 9. Agree or disagree with the following statements.

1. Zaha Mohammad Hadid is one of the most talented and prominent architects of the 20th and 21st centuries.
2. Her professional lives in teaching and architecture were equally successful.
3. Hadid's first projects were accepted and appreciated by all famous architects.
4. She did not like any innovations and experiments in her projects.
5. Zaha Hadid died poor and forgotten by everybody in her Motherland.

Exercise 10. Discussion. Think about advantages and disadvantages of being a famous person.

Express your opinion, answering the questions below. While discussing use some helpful phrases from Unit 1, ex. 6, p. 27.

1. What are the pros and cons of being a celebrity?
2. Do you think famous people have the right to have a private life?
3. Do you think it's moral to sell your private life to the media?
4. Do you approve people who become famous through appearing again and again in the media and not because of having an artistic career?

5. What do you think of the paparazzi?
6. Why do you think there is such a high demand for gossip magazines and gossip TV programs?
7. What do you think of fans and fan-clubs?
8. Did you have any heroes when you were a teenager?
9. Why do you think adolescents need to have heroes?
10. If you could influence people like a celebrity does, how would you use it for the benefit of the planet?
11. Which celebrity do you most admire and why?
12. Would you like to be famous? Why? Why not?
13. Do you think there is a relationship between beauty and celebrity?
14. Are famous people always happy?
15. Are you sure that some celebrities earn much more money than they deserve?

Exercise 11. Role play. Interview a Star: An Interview Activity for Speaking Practice.

Each student should pick a famous person (ideally well-known to everyone). You can also choose a fictional character from a novel, a cartoon or a film. If it's necessary you can do it as your homework and to do some research. You should know as much as possible about your character. Do a mock talk-show in your class: in turn, each student goes to the front of the class, announces who he / she is acting as, and the whole class can interview "the star". Be creative!

WRITING

Exercise 12. Read the names of the people well-known all over the world. Write down what they are famous for, matching their names on the right with their activity or discovery on the left.

Example: *Bill Gates, Microsoft founder* → *Bill Gates is famous as the Microsoft founder.*
Margaret Thatcher, former British Prime Minister → *Margaret Thatcher is a former British Prime Minister.*

Names	Activity or discovery
Paulo Coelho	Education pioneer
Marie Curie	Spiritual leader
Che Guevara	Apple (iPad) designer
Kiera Knightley	American movie director
Enzo Ferrari	American dancer, pop legend
Dalai Lama	To-time Nobel Prize winner, physicist
Jonathan Ive, KBE	Charity worker
Maria Montessori	Brazilian Writer

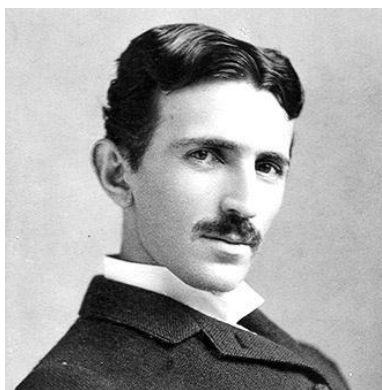
Fidel Castro	Soccer player
Pablo Picasso	American cartoonist, movie producer
Michael Jackson	Freedom fighter from Cuba
Quentin Tarantino	Spanish artist
Walt Disney	British actress
Lionel Messi	Car racer and F1 pioneer
Mother Teresa	Former leader of Cuba
Aristotle	Scientist, inventor of penicillin
Yuri Gagarin	British genius physicist
Sigmund Freud	French general
William Shakespeare	Creator of psychoanalytical method
Stephen Hawking	Heavy boxing champion
Napoleon	Russian cosmonaut, the first human in space
Louis Pasteur	Ancient Greek philosopher
Mohammad Ali	Great British play- writer

Choose the person you've heard nothing about from this list and prepare a short report on his / her biography, creative way or discoveries.

Exercise 13. Prepare some written topics.

1. The greatest invention of all times.
2. The invention of the 20th century that has changed the world.
3. The most important discovery in the field of physics.
4. The most influential scientist in the history of mankind.
5. The scientist who gave all his life to people.

It's interesting to know



Nikola Tesla is the most intriguing, mysterious, imaginative genius ever lived. His inventions excite scientists till this day. Some of his brilliant

discoveries were not understood by contemporaries, others disappeared, leaving a rich food for science fiction writers.

Exercise 14. Read the text.

TEXT 4C

NIKOLA TESLA AND HIS INVENTIONS THAT WERE AHEAD OF THE TIME

Serbian-American engineer and physicist Nikola Tesla (1856–1943) is a great inventor who has made dozens of breakthroughs in the production, transmission and application of electric power, a person who has received more than 300 patents for the inventions that determined the future. He was called and continues to be called the ruler of the world, the lord of lightning and even the embodiment of higher intelligence. He is one of the most controversial figures in the history of world science. Some people consider him to be a real genius, and others a mad scientist and a charlatan. Nikola Tesla lived a very stormy, but not very happy life, leaving us a lot of myths. Let's find out more...

Early years

Nikola Tesla was born on July 10, 1856 in Croatia, then the part of the Austro-Hungarian Empire. He was born during a fierce lightning storm. According to family legend, the midwife saw the baby and declared: "This child will be a child of darkness". But his mother replied: "No. He will be a child of light." His father was a priest in the Serbian Orthodox church and his mother managed the family's farm. In 1863 Tesla's brother Daniel was perished in a riding accident. The shock of the loss unsettled the 7-year-old Tesla, who reported seeing visions – the first signs of his lifelong mental illnesses. In his childhood, the boy began to show a strange perception of the environment. When looking at pearls, he had a kind of attack, and peaches led him to a fever.

Youth

Tesla studied math and physics at the Technical University of Graz and philosophy at the University of Prague. Being a third-year student at the Prague University, Nicola was carried away by gambling, losing large amounts of money to the cards. He always gave out all he had won to losers and was considered to be an oddball. Once he lost so much that his mother had to borrow from her friends. Since that time gambling has been finished forever. In 1882, while being on a walk, he came up with the idea for a brushless AC motor, making the first sketches of its rotating electromagnets in the sand of the path. Later he moved to Paris and got a job repairing direct current (DC) power plants with the Continental Edison Company. Two years later he immigrated to the United States. Curiously, when Tesla got off the ship in New York, he had only 4 cents in his pocket, a letter of recommendation and pictures of a flying car.

Personal life

He was said to be tall and handsome and was liked by many women including famous French actresses. But he remained a bachelor for his entire life. He had no intention to marry as he was too busy to spare any time for even a date! He always dressed perfectly and had a very particular sense of style and aesthetics, he believed that in order to be successful, one needed to look successful. He wore white gloves to dinner every night and asked photographers

to capture his “good side” very carefully. He never wanted to make money. Though he was famous and respected, he was never able to transfer his inventions into long-term financial success. He actually dreamed to become a poet, but after getting zapped by static electricity from his kitty he was inspired to study the effects of electricity. His concepts in the later years were greatly influenced by the philosophy of Hinduism. Tesla was a vegetarian and he limited his diet to milk, honey, bread and vegetable juice. Tesla had what’s known as a photographic memory. He was known to memorize books and images and stockpile visions for inventions in his head. He also had a powerful imagination and the ability to visualize in three dimensions. Nikola Tesla rarely used paper to write calculations or designs. He only used his imagination to invent anything. He spoke 8 languages: Serbian, English, Czech, German, French, Hungarian, Italian and Latin. He slept in spurts, never over a period more than two hours a time. Tesla had many phobias including fear of jewelry, fear of hair, fear of touch, germs, fear of round objects etc.

Nikola Tesla and Thomas Edison

In New York he was hired as an engineer at Thomas Edison’s Manhattan headquarters. He worked there for a year, impressing Edison with his diligence and ingenuity. At one point Edison told Tesla he would pay \$50,000 for an improved design for his DC dynamos. After months of experimentation, Tesla presented a solution and asked for the money. Edison demurred, saying, “Tesla, you don’t understand our American humor.” Tesla took offense and soon left the company.

Nikola Tesla and Westinghouse

After an unsuccessful attempt to start his own Tesla Electric Light Company, he found backers to support his research into alternating current. In 1887 and 1888 he was granted more than 30 patents for his inventions. His lectures at the American Institute of Electrical Engineers caught the attention of George Westinghouse, the inventor who had launched the first AC power system near Boston. Westinghouse hired Tesla, licensed the patents for his AC motor and gave him his own lab. In the 1890s Tesla invented electric oscillators, meters, improved lights and the high-voltage transformer known as the Tesla coil. He also experimented with X-rays, gave short-range demonstrations of radio communication two years before and piloted a radio-controlled boat. Together, Tesla and Westinghouse partnered with General Electric to install AC generators at Niagara Falls, creating the first modern power station. Tesla had also assembled a huge resonant transformer in his laboratory in Colorado Springs, which made it possible to obtain a high-frequency voltage with an amplitude of up to several million volts. In 1893, Westinghouse and Tesla won the state competition for the installation of lighting for the World Exhibition in Chicago. During the grand opening, Tesla’s work produced a furor, he managed to turn “night into day”.

Nikola Tesla’s failures, death and legacy

In 1895 Tesla’s New York lab burned, destroying years’ worth of notes and equipment. He began building a global communication network centered on a giant tower. But funds ran out and he couldn’t complete his project. Tesla lived his last decades in a New York hotel, working on new inventions even as his energy and mental health faded. He spent his final years

feeding the city's pigeons and communicating with them. Tesla died poor and alone in his room in January 7, 1943. The AC system he pioneered and improved remains the global standard for power transmission. Tesla holds 112 lifetime U.S. patents. Alternating current, electric motors, fluorescent light, wireless power transmission, remote control, treatment with high-frequency currents are just a small part of his discoveries. No one has come close to the number of practical inventions he made that are being used today.

ADDITIONAL PRACTICE

Exercise 15. Suppose that, along with all the experiments in space these days, an odd scientist has invented a machine capable of taking you back to any time since the beginning of civilization. You can have 7 wishes. Write down your choice and reasons for selection.

1. You may talk with one philosopher.
2. You may have a date with any man (woman) in history.
3. You may take a trip with an explorer.
4. You may watch any artist at work.
5. You may have a talk with any writer.
6. You may be present at any scientific discovery.
7. You may meet any ruler or a head of a state.

Exercise 16. Design a list of advantages and disadvantages of being a scientist in your country. Highlight at least 5 points that make this activity attractive and unattractive to you.

Exercise 17. Use the information from the text 4C "Nikola Tesla" and speak about:

- a) Nikola Tesla's early years and youth.
- b) The personal life and habits of the inventor.
- c) Tesla's most significant discoveries and legacy.

Exercise 18. Read the text 4 D "Enigma of a genius " on p. 204 , giving some little-known facts about a very-known person and do the following tasks.

1. Which details from the scientist's biography are new and surprising for you? Can you add any other facts concerning his life and research work?
2. Discuss with your partner which habits of the inventor seem to be unusual and strange. Are all the scientists weird and extraordinary?
3. What inspired the inventor for scientific discoveries? What inspires you in your creativity? Get feedback to decide what answers are the most popular in your group.
4. Find out some more details about this scientist's biography and tell them to your classmates.
5. Tell about the most significant discoveries and legacy of the inventor.

Exercise 19. Say what useful and important information you have learnt from the texts of Unit 4.

CHECK YOURSELF

Unit 4

Vocabulary

- | | |
|---------------------------------|----------------------------------|
| 1. Application (<i>n</i>) | 24. Indispensable (<i>a</i>) |
| 2. Attract attention | 25. Invent (<i>v</i>) |
| 3. Attempt (<i>v</i>) | 26. Investigate (<i>v</i>) |
| 4. Be awarded smth. | 27. Laureate (<i>n</i>) |
| 5. Be committed | 28. Layer (<i>n</i>) |
| 6. Be demanded | 29. Muck about (<i>v</i>) |
| 7. Bend (<i>v</i>) | 30. Pace (<i>n</i>) |
| 8. Broadcast (<i>n</i>) | 31. Promising (<i>a</i>) |
| 9. Cite (<i>v</i>) | 32. Property (<i>n</i>) |
| 10. Conductivity (<i>n</i>) | 33. Sample (<i>n</i>) |
| 11. Crystal (<i>a</i>) | 34. Schedule (<i>n</i>) |
| 12. Dense (<i>a</i>) | 35. Seize the imagination |
| 13. Discovery (<i>n</i>) | 36. Split (<i>v</i>) |
| 14. Disseminate (<i>v</i>) | 37. Strength (<i>n</i>) |
| 15. Durable (<i>a</i>) | 38. Stretch (<i>v</i>) |
| 16. Exception (<i>n</i>) | 39. Subject to (<i>v</i>) |
| 17. Expect (<i>v</i>) | 40. Supervisor (<i>n</i>) |
| 18. Flake (<i>n</i>) | 41. Surpass (<i>v</i>) |
| 19. Fold (<i>v</i>) | 42. Tape (<i>n</i>) |
| 20. Graphene (<i>n</i>) | 43. Tear off (<i>v</i>) |
| 21. Graphite (<i>n</i>) | 44. Throw out (<i>v</i>) |
| 22. Groundbreaking (<i>a</i>) | 45. Two-dimensional (<i>a</i>) |

Grammar test

1. First I tidied the flat, then I ... down and had a cup of coffee.
a) was sitting
b) sat
c) will sit
2. Why ...he ... about the date?
a) forgot
b) had forgotten
c) has forgotten
3. The lights went off because we ... the electricity bill.
a) don't pay
b) haven't paid
c) didn't pay

4. She ... already ... from Japan.
a) returned
b) had returned
c) has returned
5. The city airport
a) has been widened
b) is widening
c) widened
6. ... you ever ... by ship?
a) do travel
b) have traveled
c) did travel
7. I ... never ... to Spain before.
a) did been;
b) has been;
c) have been.
8. My friend told me that he ... never ... the ocean.
a) has seen
b) had seen
c) will see
9. They ... the work by 6 o'clock tomorrow.
a) will have finished
b) will finish
c) would finish
10. The students ... just ... the text.
a) translated
b) have translated
c) will translate
11. I knew that she ... Madrid before, so I asked her to recommend a good hotel.
a) has been visiting
b) visited
c) had visited
12. She promised to help me if I ... the answer myself.
a) haven't found
b) won't find
c) wouldn't find
13. He said that they ... each other for many years.
a) have known

- b) knew
- c) had known

14. I saw that she ... to hold back her tears.

- a) is trying
- b) has been trying
- c) was trying

15. He knew that she ... as her eyes were red.

- a) has been crying
- b) was crying
- c) had been crying

16. I asked her whether she ... there with me, but she said no.

- a) goes
- b) will go
- c) would go

17. She said that the robber ... her when she was opening the door to her apartment.

- a) attacked
- b) was attacking
- c) had attacked

18. I wanted to see her but I didn't know if she ... in the town.

- a) is
- b) was
- c) had been

19. He told me that he would visit them when he ... from Spain.

- a) returned
- b) will return
- c) would return

20. My younger daughter learned in class yesterday that the Earth ... around the Sun.

- a) revolves
- b) is revolving
- c) revolved

UNIT 5

TRANSPORT

LANGUAGE MATERIAL

Vocabulary

Exercise 1. Read the new words. Determine their meanings in these sentences.

1. **To transport**
перевозить, перемещать

Two trips will be required to transport all the goods.

- Transport**
транспорт, перевозка

She relies on public transport.

2. **Transportation**
транспортные средства,
перевозка

Transportation is the movement of people, animals and goods from one location to another.

3. **Vehicle**
автомобиль,
транспортное средство

The damage to the vehicle was considerable.

4. **Engine**
двигатель, мотор;
машина

He gets into the driving seat and starts the engine.

5. **To include**
включать

The price per room includes dinner and breakfast for two people.

6. **To move**
1) двигаться
2) приводить в действие

1) He's moved the chair closer to the table.

2) This button moves the whole machine.

7. **Rail track**
железнодорожный путь

The rail track network was modernized throughout Europe.

8. **Source**
источник

There are 10 main different sources of energy in the world that are used to generate power.

9. **Railway**
железная дорога

The Russian railways carry goods and passengers over very long distances, often through vast, nearly empty spaces.

10. **To transit**
переезжать, пропускать

The canal will transit hundreds of ships every day.

Transit проезд, транзит	We'll use rapid transit to get from the airport to the hotel.
11. To maintain поддерживать; осуществлять техническое обслуживание	He has found it difficult to maintain a healthy weight. Where is your car maintained?
12. Speed скорость	The machine was operating at high speed.
To speed up ускорять (ся)	The process is now being speeded up.
13. Petroleum нефть, бензин	Petroleum occurs naturally, mainly below the Earth's surface, and is believed to originate from the accumulated remains of ancient plants and animals.
14. Fuel топливо	The brain's preferred source of fuel is sugar.
15. Internal combustion внутреннее сгорание	All cars currently use an internal combustion cycle to convert gasoline into motion.
16. Truck грузовой автомобиль	The highway roads carry cars and trucks from the suburbs into the city.
17. Pedestrian пешеход	Some shopping streets are for pedestrians only.
18. Private личный, частный	At work he was always very serious, but in his private life, he was actually very funny and relaxed.
19. Terminal конечный пункт, станция	I will meet you outside the bus terminal.
20. However все же, тем не менее	The book is expensive; however, it's worth it.
21. To operate управлять, работать	Due to the automation and ease of operation, one person can operate the entire system.
22. Mode of transport вид транспорта	We are upgrading our modes of transport all the time to decrease the time of a voyage and make traveling more comfortable.
23. Means средство	Humans' first means of transport involved walking, running and swimming.

To mean
означать

What do these words mean to you?

24. **Neighbor**
сосед(ка), ближний

China and Russia each have fourteen neighboring countries, more neighbors than the other countries of the world.

25. **To pollute**
загрязнять, засорять

The industrial wastes polluted the lake.

26. **To associate**
1) объединять, связывать
2) ассоциировать(ся)

1) Individuals are free to associate and form voluntary organizations and political parties.
2) I always associate Russia with winter.

27. **Wheel**
колесо

The wheel of time turns: the children are now the parents, and their children have taken their place at the school desks.

28. **Brake**
тормоз

The most common problems which might make a vehicle out-of-work are brakes, steering, tires, suspension or corrosion.

To brake
тормозить

I had to brake suddenly when a cat ran in front of the car.

29. **To accelerate**
ускорять(ся)

The average F1 car can accelerate faster than the most of other race cars.

30. **Gear**
передача (крутящего момента от двигателя к колесам)

I prefer manual gearboxes though automatic transmission is more popular now.

31. **To protect**
защищать(ся)

The forest is protected by federal law.

32. **To ignite**
воспламенять(ся)

The paper ignited on contact with sparks.

Ignition
зажигание

There's a problem with the car's ignition.

33. **Spark**
искра, вспышка

The spark and the gunpowder contacted, and acting together, produced the explosion.

To spark
зажигать, воодушевлять

What was it that sparked your interest in motoring?

34. **To charge**
заряжать(ся)

I need to charge my car battery.

35. Pressure давление	The pressure varies with the depth.
36. Emission эмиссия, выпуск, выделение	Scientists are warning that unless carbon emissions are cut, we could be heading for an environmental catastrophe.
37. Instead of вместо, взамен	We decided to keep our old car instead of selling it.
38. To produce производить	Honey is produced by bees. We produce more cars than we can sell.
39. Steam пар	These engines are driven by steam.
40. Pneumatic пневматический, воздушный	Pneumatic robots use air to move and stick to surfaces by suction.
41. Direction 1) направление, цель 2) руководство, распоряжение	1) He had no direction in his life. 2) He gave directions faster than we could follow them.
42. To switch on (off) включать (выключать)	Please, switch the light on, it's getting dark. Why did you switch off the radio? I was enjoying the music.
43. To distinguish выделять, различать	I could hardly distinguish anything in the morning mist.
44. Road дорога	There are far more cars on the roads now than there used to be.
45. Sailing boat парусник	There were no motor or even steam boats, only sailing boats.

Exercise 2. Read the following words and notice their pronunciation.

Accumulator [ə'kju:mjələtə]
Pedal ['pɛd(ə)l]
Carburetor [kɑ:bjʊ'retə]
License ['laɪs(ə)ns]
Infrastructure ['ɪnfəstrʌktʃə]
Operation [ˌɒpə'reɪʃn]
Automobile ['ɔ:təməbi:l]
Passenger ['pæsɪndʒə]
Helicopter ['helɪkɒptə]

Terminal ['tə:mɪn(ə)l]
Pneumatic [nju:'mætɪk]
Installation [ɪnstə'leɪʃ(ə)n]
Cylinder ['sɪlɪndə]
Radiator ['reɪdɪeɪtə]
Procedure [prə'si:dʒə]
Cable ['keɪbl]
Ocean ['əʊʃ(ə)n]
Distance ['dɪst(ə)ns]

Exercise 3. Match the antonyms.

- | | |
|----------------|-----------------|
| 1) to produce | a) to start |
| 2) to charge | b) to clean |
| 3) to move | c) to consume |
| 4) to speed up | d) to exclude |
| 5) private | e) public |
| 6) pressure | f) to discharge |
| 7) to include | g) relaxation |
| 8) to pollute | h) to slow up |
| 9) to protect | i) to stand |
| 10) to brake | j) to attack |

Exercise 4. Match the synonyms.

- | | |
|-------------------|----------------|
| 1) to accelerate | a) motor |
| 2) means | b) to defend |
| 3) source | c) make dirty |
| 4) to distinguish | d) mode |
| 5) to protect | e) to speed up |
| 6) to associate | f) origin |
| 7) to produce | g) to differ |
| 8) to pollute | h) make |
| 9) engine | i) lorry |
| 10) truck | j) to connect |

Exercise 5. Read and translate the following word-combinations.

- | | |
|---|---|
| To go in the opposite direction | Both for pedestrians and vehicles |
| Private property | A cigarette can ignite petrol |
| The effects of radiation emission on health | Mechanical devices with gears and wheels |
| Make a car slow down by using a brake | To pollute the town with yellow smog |
| Nonrenewable fuels | To accelerate to a final speed of 20.0 m/s |
| To protect information from unauthorized access | Say what you mean and mean what you say |
| About 600 meters from railway station | Next-door neighbor |
| Refueling depots | To operate new machines |
| To emit sparks of fire | A mixture of liquid hydrocarbons |
| The advantage of petrol engines over steamed powered machines | obtained from petroleum |
| Internal combustion engine | To produce a luxury version of the aircraft |
| To include a photograph with an application form | Source of fuel |
| To associate wealth with freedom | To speed-up the population growth |
| Atmospheric pressure | Crushed stones lying alongside rail tracks |
| | Very popular mode of transport used by businesses |

WORD-BUILDING

Analyze the models of word-formation. Read and translate the words made on their base.

Model 1

Существительное + *-ful* → прилагательное, означающее наличие качества

<i>beauty</i> – красота	→	<i>beautiful</i> – красивый
care	→	careful
doubt	→	doubtful
fruit	→	fruitful
peace	→	peaceful
use	→	useful
hope	→	hopeful
success	→	successful

Model 2

Существительное + *-less* → прилагательное, означающее отсутствие качества

<i>aim</i> – цель	→	<i>aimless</i> – бесцельный
home	→	homeless
doubt	→	doubtless
fruit	→	fruitless
hope	→	hopeless
use	→	useless
shame	→	shameless

Model 3

Основа глагола + *-able, -ible* → прилагательное со значением возможности совершения действия, обозначаемого глаголом

<i>to reproduce</i> – воспроизводить	→	<i>reproducible</i> – воспроизводимый
<i>renew</i> – обновлять	→	<i>renewable</i> – возобновляемый
to permit	→	permissible
to interchange	→	interchangeable

to break	→	breakable
to profit	→	profitable
to bear	→	bearable

Exercise 6. Read the following words and define the part of the speech paying attention to the suffixes.

Eatable, peaceful, distinguishable, landless, eventful, admirable, helpful, fashionable, soundless, powerful, drinkable, acceptable, harmless, careful, recommendable, useless, forceful, changeable.

GRAMMAR REVIEW

THE GERUND

Forms of gerund	Active voice	Passive voice
<i>Indefinite</i>	designing	being designed
<i>Perfect</i>	having designed	having been designed

Exercise 1. Give all possible forms of the Gerund of the following verbs.

To break, to work, to sell, to drive, to solve, to buy, to draw, to construct, to choose, to spoil, to bring, to inform, to dig, to find, to connect, to strike, to undergo, to foresee.

Exercise 2. Read and translate the sentences. Point out the Gerund.

1. Learning English is not an easy thing. 2. Studying natural phenomena without making observations is useless. 3. On coming home my father began watching television. 4. The boy was blamed for making too many mistakes. 5. I'm tired of telling the same story a hundred times. 6. On being heated to a sufficient high temperature anybody becomes a source of light. 7. He doesn't like drinking hot milk. 8. Choosing a present for my friend is not a difficult matter for me. 9. On seeing a funny kitten, the child started laughing.

Exercise 3. State the form of the Gerund. Translate the sentences into Russian.

1. All of us enjoyed reading your letter. 2. She had the feeling of being watched. 3. I thanked her for having made a list of all the things we ought to make with us. 4. I hate being disturbed in my seat when the performance has started. 5. She denied having seen them in the shop. 6. Before going to the station I had to telephone my office on business. 7. You will enjoy being in London. 8. He was proud of having done the work in time. 9. Low electric conductivity of rubber resulted in its being used in cables.

Exercise 4. Translate the sentences into Russian and point out Gerundial Constructions.

1. Some parents do not approve of their children watching a lot of television. 2. The job will involve your traveling to different parts of the country. 3. The teacher said that he would not tolerate my arriving late every day. 4. His lawyer insisted on his dropping the case, since it was unlikely to succeed. 5. I did not know of her having been ill. 6. There is no hope of our getting a complete analysis of the measurements within 10 days. 7. The organizers of the conference were informed of his refusing to take part in it. 8. I know of her having been sent to work to the Far East. 9. They objected to his staying at home. 10. I remember of his being interested in languages in his childhood.

Exercise 5. Complete the following sentences using the Gerunds and Gerundial Constructions.

1. He looked forward (быть приглашенным на вечеринку).
2. She prefers (рассказать нам всю правду).
3. Do you remember (наше посещение Британского музея)?
4. I don't mind (если тебя пошлют в командировку).
5. It depends on (подпишет ли директор документы).
6. He objects (проводить вечер в пятницу).
7. They have no experience in (воспитании детей).
8. You can't do well without (хорошей учебы).
9. He has no experience in (вождении машины).
10. I don't mind (если вы возьмете наш пылесос).
11. We object (делать эту работу втроем).

Exercise 6. Translate into English.

1. Он устал ждать. 2. Я не возражаю против того, чтобы вы поехали путешествовать с нами. 3. Они настаивали, чтобы я вернулся в два часа. 4. Простите меня за беспокойство. 5. Они сидели в течение некоторого времени, не разговаривая. 6. У него не было намерения ехать в экспедицию. 7. Я не могу себе представить, что ты так долго сидел в читальном зале. 8. Я удивлена, что вы оставили маленького мальчика одного дома. 9. Он настаивает, чтобы я держала окна открытыми независимо от погоды. 10. Читать книги на английском языке в оригинале – непростая задача.

THE PARTICIPLE

Participle			
Participle I			Participle II
Indefinite	Active	Passive	<i>changed</i>
	<i>changing</i>	<i>being changed</i>	
Perfect	<i>having changed</i>	<i>having been changed</i>	

Exercise 7. State the forms and functions of Participle I. Translate the sentences into Russian.

1. You must be careful when crossing the street. 2. The windows facing the street were open. 3. Arriving at the station we went to get a taxi. 4. The man watched the fighting boys. 5. Having no dictionary I could not translate the article. 6. All those studying the subject will take their exam in January. 7. Wearing it he looked handsome and very distinguished. 8. He wasted nearly a minute lighting a cigarette. 9. Reading his son's letter the father was very proud. 10. Having waited for five minutes Julie left.

Exercise 8. State the functions of Participle II. Translate the sentences into Russian.

1. The answer to this question was unexpected. 2. There was stillness in the small dining-room, broken only by the subdued ticking of a Dutch clock upon the wall. 3. He entered puzzled but interested. 4. She always became impatient when asked to define a word which definition she was not sure of. 5. You could have passed me by unnoticed. 6. He came to a standstill, with his hands deep plunged into his pocket. 7. She had no photographs of herself taken since her marriage. 8. Puzzled by the dim light Peter turned his attention to the inshore areas. 9. The results received were of great importance for further work.

Exercise 9. Translate into Russian paying attention to the Absolute Participle Constructions.

1. Everybody having come, we began the meeting. 2. The letter written, he went out to post it. 3. The question having been settled, he went out to post it. 4. Time permitting, we will call you. 5. The weather changing for the better, we will go skiing. 6. Everybody coming on time, the discussion will not take us long. 7. It being a hot day, they went to the river. 8. The room being practically dark, I could not at first see anything. 9. Their house being ruined by the fire, they had to ask their neighbors for shelter. 10. The door being opened, we went in. 11. The new laws having been adopted, they had to follow them. 12. She ran into the room, her eyes shining. 13. Her aunt having left the room, I asked Ann for some personal help. 14. The sun having risen, we continued our way.

Exercise 10. Translate into English using Participle I or Participle II in the correct form.

1. Дом, упоминаемый в объявлении, – их дом. 2. Автомобиль, поврежденный в аварии, стоял в гараже и ждал ремонта. 4. Горящий камин и зажженные свечи создавали атмосферу домашнего уюта. 5. Прожив в Англии много лет, он так и не научился говорить без акцента. 6. Вернувшись домой, хозяева были поражены, обнаружив открытую дверь и незнакомого мужчину, игравшего на рояле. 7. Когда его спросили, он сказал правду. 8. Отремонтировав автомобиль, мы ехали на огромной скорости, забыв о разбитом стекле. 9. Барри вскочил, разбуженный странным шумом, доносившимся из сада.

THE INFINITIVE

Forms of Infinitive	Voice	
	Active	Passive
Indefinite	To build	To be built
Continuous	To be building	—
Perfect	To have built	To have been built

Exercise 11. Give all possible forms of the Infinitive of following verbs.

To build, to pave, to change, to give, to read, to project, to write, to wait, to come, to shut, to think, to go, to construct, to drive, to know, to look, to put, to spread, to mean, to vary, to draw, to solve, to learn, to settle, to laugh.

Exercise 12. Read and translate the sentences. Analyze the forms of the Infinitives.

1. I intend to start immediately.
2. He was happy to be working with the famous scientist.
3. The patient wanted to be examined.
4. She did not want to bother anyone and she did not want to be bothered either.
5. I am quite ashamed to have given you so much trouble.

Exercise 13. Read and translate the sentence, paingy attention to the Infinitive.

1. They were happy to take part in our expedition.
2. She wanted to be answered at once.
3. It is very difficult to drive a car in a big city.
4. Sputniks do not need any additional energy to move along their orbit.
5. To extend the main street they had to destroy some old buildings.

Exercise 14. Translate into English.

1. Вам лучше подождать здесь.
2. Последним, кто приехал, был мой отец.
3. Он был недостаточно взрослым, чтобы понять этот рассказ.
4. Очень холодно. Я лучше закрою окно.
5. Подождите, пожалуйста, я должна вам что-то рассказать.
6. Это, кажется, просто сделать.
7. У него было желание поехать на юг к друзьям.
8. Они продолжали сидеть и разговаривать почти до полуночи.
9. Я видел, что он выходил из машины.
10. Мы слышали, как у дома остановилась машина.
11. Я хочу, чтобы ты выучил стихотворение.
12. Они попросили гостя сыграть на рояле.
13. Я не ожидал, что вы уедете так скоро.
14. Преподаватель заставил студента переписать тест.
15. Он попросил друга одолжить ему денег до следующей пятницы.

REVISION

(Gerund, Participle, Infinitive)

Exercise 15. Say whether the marked word is an Infinitive, a Participle or a Gerund.

1. I don't want *to ask* him.
2. Camping is an ideal place of *spending* a holiday.
3. I am glad *to have asked* you. You have helped me a lot.
4. It is strange of you *to be asking* me for advice now. I need advice badly myself.
5. *Asking* this question she blushed.
6. I don't mind *asking* him about it.
7. I don't call it pleasant *to be asked* such questions.
8. I certainly disapprove of your *having asked* him.
9. *Having asked* this question he felt relief.
10. We met there before *crossing* the bridge.
11. There was no way of *avoiding* it.
12. She went out *shutting* the door behind her.
13. I suppose she got tired of *waiting*.
14. For a quarter of an hour I must *have been writing* by a glow of firelight.

Exercise 16. State the functions of the Infinitives, Gerunds and Participles.

1. Working with him was a pleasure. 2. It is necessary to solve this problem 3. It is no use to crying over spilt milk. 4. She began crying. 5. He must have gone away. 6. The only way out is to tell him the truth. 7. I like to read English books. 8. He did not want to be seen. 9. She insisted on speaking English.

Exercise 17. Translate the sentences into English using Verbals and Verbal Constructions.

1. Чтобы поступить в аспирантуру, нужно иметь высшее образование. 2. Мост, разрушенный наводнением, ещё не восстановлен. 3. Говорят, он прекрасный ученый, сделавший ряд открытий в области математики. 4. Он думал, что управляющий предложит ему новую работу. 5. Кажется, экскурсия по городу начнется с осмотра лондонского Тауэра. 6. Рокфеллер утверждал, что дружба, основанная на бизнесе, лучше, чем бизнес, основанный на дружбе.

ORAL PRACTICE

Exercise 1.

The first cars appeared on the roads at the end of the 19th century. Nowadays there are a lot of cars in the streets. In some towns and cities it is very difficult to find a parking place. We can't imagine our life without a car. At the same time driving a car causes a lot of problems. So, is a car our friend or enemy?

Read the the following arguments. Add some more which are very important in your opinion. You can use some helpful expression from Unit 1, Ex.1, p. 23.

<i>A car is our friend</i>	<i>A car is our enemy</i>
<ol style="list-style-type: none"> 1. It saves our time. 2. It carries our luggage. 3. It gives us comfort while traveling. 4. It gives us the opportunity to travel and see the world around. 5. It brings help quickly (police, ambulance, fire engines). 	<ol style="list-style-type: none"> 1. It gives noise. 2. It causes air pollution. 3. Many people are killed or injured in car accidents. 4. It causes traffic jams. 5. You don't walk enough and it does harm to your health.

Exercise 2. These are quite a few fascinating facts about transport and transportation from around the world. Read the text 5D "Some interesting facts about transport" on p. 206 and do the following tasks.

1. Discuss with your partner, which facts, figures and quirks on transport and transportation around the world are the most amazing for you?
2. Discuss them together and then decide which of these inventions made the greatest contribution to the further development of transport. Choose your top three.
3. Get feedback to decide which records concerning transport have impressed you most of all. Find out some more interesting facts on transport and share this information with your classmates.

Exercise 3. Pair work. Break up into two groups and write down as many words and word-combinations as you can on the topic "Transport".

Exercise 4. Take the Questionnaire "Are you a reliable driver?" on p. 210 and write down your answers. Compare the results and discuss your answers with your classmates. Speak about the traffic in your country.

Exercise 5. Answer the questions:

1. What is transportation?
2. What modes of transport do you know?
3. What is the most ancient means of transport?
4. Who invented the first automobile?
5. What means of transport are there in your city?
6. What kind of transport is the most popular among the citizens?
7. What kind of transport do you prefer and why?
8. Have you ever traveled by metro? How have you found it?
9. Can you drive a car? Do you have a driving license?
10. What kind of city traffic will appear in the nearest future? What kind of fuel will they run on? What speed will they go at?

READING PRACTICE

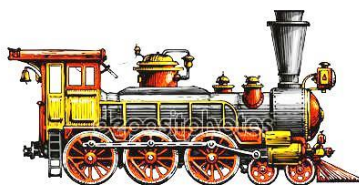
Exercise 1. Read the following international words (expressions) and try to guess their meaning.

Passenger, park, station, traffic, transit, automobile, jeep, excavator, motorcycle, trolley bus, tram, yacht, taxi, bumper, chassis, motor, pedal, speedometer, cabriolet, sedan, hatch-back, electric locomotive, diesel, platform, aviation, aero bus, to escalate, tuning, to press, battery, radiator, transmission, carburetor, gas, patrol, Metro, driving license.

Exercise 2. Study definitions and synonyms for the following keywords:

1) transportation (n) – the movement of people, animals and goods from one location to another; the act of transporting; 2) emission (n) – the production and discharge of something, especially gas or radiation; 3) engine (n) – a machine designed to convert energy into mechanical force or motion; 4) transit (n) – the act or the fact of passing across or through (an area); 5) maintenance (n) – fixing any sort of mechanical, plumbing, or electrical device; the act of putting something in working order again; 6) internal combustion – the process of burning a tiny amount of fuel (like gasoline) in a small, enclosed space and igniting it in order to release energy in the form of expanding gas; 7) pedestrian (n) – a person walking along a road or in a developed area; 8) neighbor (n) – a person living near or next door to the speaker or person referred to; 9) wheel (n) – a circular object that revolves on an axle and is fixed below a vehicle or other object to enable it to move easily over the ground; 10) brake (n) – a device for slowing or stopping a moving vehicle, typically by applying pressure to the wheels; 11) to ignite (v) – to catch fire or cause to catch fire; 12) spark (n) – a small fiery particle thrown off from a fire; 13) pneumatic (a) – filled with air or gas under pressure; 14) road (n) – a wide way leading from one place to another; 15) automobile (n) – a road vehicle, typically with four wheels, powered by an internal combustion engine or electric motor and able to carry a small number of people.

It's interesting to know



The first travel agency in the world was created because of a train trip organized by a minister. His name was Thomas Cook and his success with the first trip gave him the motivation to set up a business in the UK, then in the USA and Europe.

Exercise 3. Read the text.

TEXT 5 A

TRANSPORT

The key word for transportation in the 21st century is "choice".
Anthony Foxx.

Before every other form of transportation, humans traveled on foot. Can you imagine walking from Moscow to Vladivostok? Fortunately, human beings learned to use animals such as donkeys, horses and camels for transportation from 4,000 BC to 3,000 BC. At that time, the wheel was invented and the first one was made of wood. Later, animal-drawn wheeled vehicles were developed in the Ancient Near East and spread to Europe and India in the 3rd millennium BC and to China in about 1,200 BC. The Romans had a significant need for good roads to extend and maintain their empire and developed Roman roads. In 3,100 BC the sailing boat was invented by Egyptians while the Romans built roads across Europe.

In the 17th and 18th centuries, many new modes of transportation were invented such as bicycles, trains, motor cars, trucks, airplanes, and trams. In 1906, the first car with an internal combustion engine was developed. Many types of transportation systems such as boats, trains, airplanes, and automobiles are based on the internal combustion engine nowadays.

The most common road vehicle is the automobile: a wheeled passenger vehicle that carries its own motor and staffed by a driver. It is essential that a vehicle has a source of energy to drive it. Vehicles also need a system of converting the energy into movement; this is most commonly done through wheels, propellers and pressure. Human power is a simple source of energy that requires nothing more than humans. For example, bicycles, rickshaws, skates are human-powered vehicles.

Any vehicle that you can travel or carry goods in, can be considered as transport. A mode of transport (or means of transport or transport mode or transport modality or form of transport) is a term used to distinguish substantially different ways to perform transport. Each mode has its own infrastructure, vehicles, and operations, and often has unique regulations. Each mode also has separate subsystems.

Rail transport is a means of conveyance of passengers and goods by way of wheeled vehicles running on rail track, known as a railway or railroad.

Intercity trains are long-haul services connecting cities; modern high-speed rail is capable of speeds up to 350 km/h (220 mph), but this requires a special track. Regional and commuter trains feed cities from suburbs and surrounding areas, while intra-urban transport is performed by high-capacity tramways and rapid transits, often making up the backbone of a city's public transport. Freight trains traditionally used box cars, requiring manual loading and unloading of the cargo. Since 1960s, container trains have become the dominant solution for general freight.

The most common *road vehicle* is the automobile, a wheeled passenger vehicle that carries its own motor. Now there are more than 600 million automobiles worldwide. Other users of roads include buses, trucks, motorcycles, bicycles and pedestrians. Automobiles offer high flexibility, but are deemed with high energy and area use, and they are the main source of noise and air pollution in cities. Passenger transport may be public, where operators provide scheduled services, or private. For passenger transport, the vehicle must have a compartment, a seat, or a platform for passengers.

Water transport is a mode of transport that a watercraft, such as a barge, a boat, a ship or a sailboat, makes over a body of water, such as a sea, an ocean, a lake, a canal or a river. In 1800s, the first steamboats were developed, using a steam engine to drive a paddle wheel or a propeller to move a ship. The steam was produced using wood or coal. Now, most ships have an engine using a slightly refined type of petroleum called a bunker fuel. Some ships, such as submarines, use nuclear power to produce the steam. Modern sea transport is a highly effective method of transporting large quantities of non-perishable goods.

There are some other modes of transport: pipeline transport, cable transport, space transport.

Pipeline transport sends goods through a pipe, most commonly liquid and gases are sent, but pneumatic tubes can also send solid capsules using compressed air. Short-distance systems exist for sewage, slurry, water and beer, while long-distance networks are used for petroleum and natural gas.

Cable transport is a broad mode where vehicles are pulled by cables instead of an internal power source. It is most commonly used at steep gradient. Typical solutions include aerial tramways, elevators, escalators and ski lifts; some of these are also categorized as conveyor transport.

Space transport is transport out of Earth's atmosphere into outer space.

Transport plays an important part in economic growth and globalization, but most types cause air pollution and use large amounts of land.

Transportation as a field of economy can be divided into *infrastructure*, *vehicles* and *operations*.

Transport *infrastructure* consists of the fixed installations including roads, railways, airways, waterways, canals and pipelines and terminals such as airports, railway stations, bus stations, warehouses, trucking terminals, refueling depots (including fueling docks and fuel stations) and seaports. Terminals may be used both for interchange of passengers and cargo and for maintenance. These networks are suitable for such *vehicles* as automobiles, bicycles, buses, trains, trucks, helicopters, watercraft, spacecraft and aircraft. *Operations* deal with the way the vehicles are operated, and the procedures set for this purpose including financing, legalities and policies. In the transport industry, operations and ownership of infrastructure can be either public or private, depending on the country and mode.

Exercise 4. Write the word or the word-combination that matches the definition on the line.

Maintenance, engine, pedestrian, internal combustion, neighbor, spark, brake, road, pneumatic, emission, to ignite, wheel, transit, transportation, automobile.

1. _____ The movement of people, animals and goods from one location to another; the act of transporting.
2. _____ The production and discharge of something, especially gas or radiation.
3. _____ A machine designed to convert energy into mechanical force or motion.
4. _____ The act or the fact of passing across or through (an area).
5. _____ Fixing any sort of mechanical, plumbing, or electrical device; the act of putting something in working order again.
6. _____ The process of burning a tiny amount of fuel (like gasoline) in a small, enclosed space and ignite it in order to release energy in the form of expanding gas.
7. _____ A person walking along a road or in a developed area.
8. _____ A person living near or next door to the speaker or a person referred to.
9. _____ A circular object that revolves on an axle and is fixed below

a vehicle or other object to enable it to move easily over the ground. 10. _____ A device for slowing or stopping a moving vehicle, typically by applying pressure to the wheels. 11. _____ To catch fire or cause to catch fire. 12. _____ A small fiery particle thrown off from a fire. 13. _____ Filled with air or gas under pressure. 14. _____ A wide way leading from one place to another. 15. _____ A road vehicle, typically with four wheels, powered by an internal combustion engine or electric motor and able to carry a small number of people.

Exercise 5. Write your own sentences using the following words and word-combinations.

Maintenance, neighbor, automobile, transit, transportation, spark, break, road, pneumatic, engine, pedestrian, emission, to ignite, wheel, internal combustion.

Exercise 6. Brainstorm.

**Pros and cons
Bicycles or automobiles**

Read some pros and cons of having a car and say if you agree or disagree with them. Add some more which are very important in your opinion. Think about advantages and disadvantages of having a bicycle and make a similar table of pros and cons. While discussing the problem use the helpful expressions (Unit 1, Ex. 6, p. 26).

Advantages	Disadvantages
1. You can travel from door to door. 2. You are safe in your car, nobody can hurt you. 3. You don't get so tired if you are in your own car. 4. You can carry many things in your car. 5. Cars are more comfortable than any other means of transport.	1. Cars are very expensive to own. 2. You have to pay for petrol, insurance and repairs. 3. You may get stuck in a traffic jam and it takes you travel longer than by train. 4. You may have a serious accident. 5. You have to worry about finding a parking space in your town / city.

Exercise 7. Discussion.

Traffic regulations are international nowadays. But special regulations valid for one country only are also to be taken into consideration. Read the traffic and driving laws foreigners need to know before taking to the road in Russia. Are all of these traffic laws really necessary for the road safety or do you see any unwanted and useless? Discuss the problem with your partner. You can use some helpful phrases from Unit 1, Ex.11, p. 32.

1. Driving is on the right side of the road.
2. The minimum age to drive a car is 18.
3. Wearing of seat belts is mandatory in both front and back seats.
4. Speaking on a mobile phone while driving (without a hands free device) is a serious offence.
5. Crossing a solid double white line is forbidden.
6. Turning right at a red light is not allowed when there is no special green arrow traffic light.
7. It is illegal for children under the age of 12 to travel in the front seat.
8. Picking up hitchhikers is illegal.
9. Dipped headlights must be used during the day.
10. It is illegal to drive a dirty car, especially with mud on the license plates – fines for this range from 800 to 2,000 rubles.
11. A minimum of third-party insurance is compulsory.
Note: Snow tires are not mandatory in Russia in winter.
12. Speed limits are shown in kilometers per hour (km/h). Inside built-up areas, the speed limit is 60 km/h, 90 km/h outside these zones, and 100 km/h on highways. These apply to all types of roads.
13. Russia has a zero tolerance policy to drinking and driving. If a driver is caught, the driving license can be suspended for two years.
14. Drivers must carry the originals of all the documents below at all times, and traffic police can stop a car at any time for a check:
 - a) passport including a valid visa;
 - b) migration card;
 - c) valid driving license;
 - d) insurance policy;
 - e) car registration paper;
 - f) certificate of annual technical inspection.

It's interesting to know

The earliest bicycle was a wooden scooter-like contraption called "a celerifere"; it was invented about 1790

by Comte Mede de Sivrac from France. In 1816, Baron Karl von Drais de Sauer-brun, from Germany, invented a model with a steering bar attached to the front wheel, which he called "a Draisienne".



Exercise 8. Read the text.

TEXT 5 B

TRANSPORT IN BRITAIN AND IN THE USA

Most journeys in Britain and in the US are made by road. Some of these are made on public transport but most – by a private car.

In Britain many people rely on their cars for daily local activities, e.g. getting to work, doing shopping, and visiting friends. People living in urban areas may use buses, trains or the Underground (in London), to get to city centers, mainly because traffic is often heavy and it is difficult to find a parking place. Some places in the country may have a bus only two or three times a week so people living there have no choice but to rely on their cars. In the USA large cities have good public transportation systems. The roads in Chicago and the underground systems of New York, Boston, San Francisco and Washington are heavily used. Elsewhere, most Americans prefer to use their cars. Families often have two cars and, outside major cities, have to drive long distances to schools, offices, shops, banks, etc. Many college and even high-school students have their own cars.

Long distance travel in Britain is also made mainly by road, though railways link most towns and cities. Most places are linked by motorways or other fast roads and many people prefer to drive at their own convenience rather than use a train, even though they may get stuck in a traffic jam. Long-distance coach/bus services are usually a cheaper alternative to trains, but they take longer and may be less comfortable. The main problems associated with road transport in both Britain and in the USA are traffic jams and air pollution. It is predicted that the number of cars on British roads will increase by a third within a few years, making both problems worse. The British government would like more people to use public transport, but so far they have had little success in persuading people to give up their cars or to share rides with neighbors. Most people say that public transport is simply not good enough. Americans too have resisted government requests to share cars because it is less convenient and restricts their freedom. Petrol/gasoline is relatively cheap in the US and outside the major cities public transport is bad, so they see no reason to use their cars less.

Despite the use of unleaded petrol/gasoline, exhaust emissions (= gases) from vehicles still cause air pollution which can have serious effects on health. The USA was the first nation to require cars to be filtered with catalytic converters (devices that reduce the amount of dangerous gases given off). Emissions are required to be below a certain level, and devices have been developed to check at the roadside that vehicles meet the requirement. Stricter controls are also being applied to lorries / trucks. Now car manufacturers are developing electric cars which will cause less pollution.

The cheapest and most environmentally-friendly ways to travel are to walk or ride a bicycle. In Oxford and Cambridge bicycles are common, and many other cities now have special cycle routes or cycle lanes beside the main road. Elsewhere, there are so many cars on the roads that cycling can be dangerous. In the USA bicycles are used mostly for fun or sport.

Notes:

to rely – полагаться, доверять

to link – соединять, связывать

to stick (stuck) – застрять

to predict – предсказывать
to share – делить(ся), распределять

Exercise 9. Agree or disagree with the following statements.

1. In Britain many people rely on public transport for daily local activities.
2. Long-distance coach/bus services are usually more expensive than trains, but they take less time.
3. Now car manufacturers are developing electric cars, which will cause less pollution.
4. The main problem with road transport in Britain is cars have to be filtered.
5. Walking and riding a bicycle are the cheapest and most environmentally-friendly ways to travel.

Exercise 10. Answer the following questions.

1. Why do people living in urban areas prefer to use public transportation system?
2. Where do many people travel by their cars?
3. Which means of transport do Americans prefer?
4. Which service is cheaper: the bus or railway?
5. What are the main problems of road transport in both countries?
6. What is catalytic converter?
7. What do car manufacturers undertake to protect environment?
8. What are the cheapest ways of traveling?
9. Is cycling popular in your country?
10. Are there similar traffic problems in your city and country?

Exercise 11. Pair work. Read and translate the funny stories. Choose one of the roles and act the following dialogues:

A flat tire

a)

A: Four gallons of regular, please.

B: Certainly. Shall I check the engine?

A: Yes, please. It's been knocking for some time.

B: The radiator is leaking, by the way. It's no good, you have to change it for a new one.

A: Do I? Will you also have a look at the back wheel? The left one.

B: Ah, yes, the tire is flat. There's a puncture in it.

A: Oh, dear. So, it's the engine, the radiator, the wheel. I wonder, how much it's going to cost me.

B: Let me see... About five hundred pounds for the new part sent, another hundred for the fitting....

A: I'm afraid this wreck isn't worth all that money...

Keep to the left

b)

A street is in an English town. A policeman stops a car. In the car there is a visitor from another country.

Policeman: (holding up his hand) Stop!

Visitor: (in the car) What's the matter?

Policeman: Why are you driving on the right side of the road?

Visitor: Do you want me to drive on the wrong side?

Policeman: You are driving on the wrong side.

Visitor: You said that I was driving on the right side.

Policeman: That's right. You're on the right, and that's wrong.

Visitor: A strange country! If right is wrong, I'm right when I'm on the wrong side. So why did you stop me?

Policeman: My dear sir, you must keep to the left. The right side is the left.

Visitor: It's like a looking-glass! I'll try to remember. Well, I want to go to Bellwood. Will you kindly tell me the way?

Policeman: Certainly. At the end of this road, turn left.

Visitor: Now let me think. Turn left. In England left is right, and right is wrong. Am I right?

Policeman: You'll be right if you turn left. But if you turn right, you'll be wrong.

Visitor: Thank you. It's as clear as daylight.

Exercise 12. Role play.

Imagine that you have stopped at a gas station on the way to another city. One of you is a driver and the other is a mechanic at the station. Act the dialogue. Here are some phrases and words you'll need for your communication with the staff of petrol or repairing station.

Four gallons of regular	4 галлона обычного бензина (1 галлон – 4,5 литра)
Five liters of super	5 литров бензина высшего качества
Will you fill it up?	Заполните бак, пожалуйста.
A pint of oil	Пинту масла (1 пинта = 0,57 литра)
Top up the oil, please	Добавьте масла до уровня
Could you blow up the tires?	Подкачайте шины, пожалуйста
Check the water, will you?	Проверьте, пожалуйста, уровень воды
Give me a tow	Возьмите меня на буксир
To knock	Стучать
To leak	Протекать, течь
To fit	Установить
Fitting	Монтаж
(It is) no good	Испортился, не годится
Puncture	Прокол
Flat	Сдувшийся

Jack	Домкрат
To give a hand	Помочь
Clockwise	По часовой стрелке
To puzzle	Озадачивать; поставить в тупик
Screw	Винт; шуруп
Nut	Гайка
To swerve	Отклоняться; сворачивать в сторону
Scratch	Царапина
To stick	Заклинить
Ambulance	Скорая помощь













WRITING

Exercise 13. Match the signs with their meanings.

1. You must not enter the street from this direction.
2. You can't go any farther than this.
3. You should give way to all vehicles.
4. You don't have to pay to put your car here.
5. You must not exceed the speed limit.



Exercise 14. You are preparing for a driving test. Say what a driver must do when he sees the following road signs.

 Pedestrian crossing	 Speed limit	 No entry	 Railroad crossing
 Two-way traffic	 Other dangers	 Intersection with The main road	 Load limit
 No right turn	 Hotel or motel	 No parking	 Road works

Exercise 15. Prepare some written topics:

1. Traffic problems of a big city.
2. Can a city be ever traffic jam-free?
3. Transport of future.
4. My experience in getting a driving license.
5. Hitch-hiking. The most interesting, exciting and cheapest way of traveling.

It's interesting to know

The first steering wheels in cars weren't wheels — they were levers similar to joysticks.



Exercise 16. Read the text to answer the questions after it.

TEXT 5 C

INSIDE THE CAR

The use of motor-cars changes the life. People like to drive a car and cover long distances with comfort. If you are thinking of taking your car you should be familiar with the vocabulary of motoring and you should know motoring regulations.

Let's have a look at the car. We are inside the car. There is a seat for a driver in the front and seats for passengers in the back. All round the car there are windows to see out – except in the front. This is the windscreen and there are also things to sweep rain off it. We call them the windscreen wipers.

When we drive the car we steer with the steering wheel. If there are obstacles in the way we stop the car with the brake – we brake the car. When the way is clear to go again we accelerate to help us move off. The car has a gear-box and five gears by pushing the gear lever from one gear to the next. To help us to do this we have a foot-pedal. We call it the clutch. We put the clutch out to disengage the engine and we put the clutch in to make it drive again. When we want to stop the car we put on the hand-brake. To start the engine we switch on the ignition and press the starter. To change a direction we signal with the indicators. With our hands we steer with the steering wheel, change gear with the gear lever, and put on the hand-brake. With our feet we accelerate by using the accelerator, stop by using the foot-brake and change gear by using the clutch. Now let us look round the outside of the car. Front and rear bumpers protect the bodywork. In the four corners there are the wheels. The bonnet covers the engine. There is also the compartment to contain a luggage, the tools for the car and a spare wheel. We call this compartment the boot. But why do we need a spare wheel? When a tire goes flat all the air comes out of it because it has a puncture, so we lift the car on a jack, change the wheel and drive on.

The main part of the engine consists of the cylinders and the valves. Air and petrol go into the engine by means of the carburetor. The petrol pump is attached to the petrol tank. The mixture is ignited by an electric spark from one of the "plugs". The electricity is stored in the battery and the battery is charged by the dynamo. The engine is often cooled by water from the radiator and lubricated by oil. The exhaust gases from the engine go away through a pipe. To control the operation of the engine we have a speedometer and an oil pressure gauge, a thermometer and an ammeter to see if the dynamo charges the battery or not. These are the basic instruments.

At last what do we get? We get a lot of other important things. We have the steering – how to keep the car straight or make it turn. We have the brakes – how to stop the car; and the engine – how to make it go.

An automobile, powered by a petrol engine, begins to operate when the driver turns a flywheel connected to the engine crankshaft. As the crankshaft revolves, a mixture of fuel and air is drawn from a carburetor into the engine cylinders. The ignition system provides the electric sparks that ignite this mixture. The resultant explosions of the mixture turn the crankshaft, and the engine starts moving. By regulating the flow of the fuel and air with a throttle, the driver controls the rotational speed of the crankshaft.

Cooling, electrical ignition and lubrication systems are of great importance for the good performance of a car. The lights, radio and heater add to the flexibility, comfort, and

convenience of a car. The indicating devices keep a driver informed as to engine temperature, oil pressure, amount of fuel, and battery charging rate.

Brakes are of drum and disk types. The steering system consists of a manually operated steering wheel, which is connected by a steering column to the steering gear from which linkages run to the front wheels. It is difficult to turn steering wheel, and special hydraulic power mechanisms are used to lessen this effort. Suitable springs are used against shocks. These are leaf springs, coil springs, torsion bar and air suspensions.

Notes:

gear-box – коробка скоростей
to go flat – зδ. спускать (воздух)
petrol pump – топливный насос
to be stored – зδ. аккумулялироваться
oil pressure gauge – указатель давления масла

Exercise 17. Answer the following questions.

1. When do we use the steering wheel for?
2. When do we put the clutch out?
3. When do we put on the hand-brake?
4. What do we do to start the engine?
5. What do we use bumpers for?
6. When does an automobile begin to operate?
7. What ignites the mixture of fuel and air?
8. What do the resultant explosions of the mixture do?
9. How does a driver control the rotational speed of the crankshaft?
10. What types of brakes do you know?

Exercise 18. Translate the following word-combinations from the text, then choose any three and make your own sentences.

To cover long distances; to be familiar with; the vocabulary of motoring; motoring regulations; to sweep the rain off the windscreen; to steer a car; to brake the car; gear lever; to put the clutch in (out); to put on the hand-brake; to start the engine; to switch on the ignition; to press the starter; foot-pedal; steering wheel; to change a direction.

ADDITIONAL PRACTICE

Exercise 19. Arrange the following instructions in the right order, then tell your classmates how to change the wheel of the car.

1. Blow up the tire if it is flat.
2. Take the nuts off.
3. Put the spare wheel on.
4. Lift the car with a jack.
5. Lower the car.

6. Tighten the nuts.
7. Put the nuts on but do not tighten them.
8. Take the wheel off.
9. Loosen the nuts on the wheel.

Exercise 20. Audial Practice.

Traveling by car at a high speed is an exciting experience. Car races attract a lot of spectators and racing drivers have crowds of admirers. Read a detective story "The Blue Star" on p. 208 about a racing driver, Mr. Finch, and his favourite car. Be ready to answer the questions below. Try to find an explanation for Mr. Finch's decision.

a) Vocabulary Questions:

1. What does "spectator" mean?
 - a) an observer
 - b) a listener
 - c) a show
 - d) spectacles
2. What does "to crash" mean?
 - a) to hunt
 - b) to cry
 - c) to hit
 - d) to fall
3. What does "all of a sudden" mean?
 - a) too expensive
 - b) very quickly
 - c) seldom
 - d) according to

b) Grammar Questions:

1. The old man said he would sit in the garage _____ six nights watching over the car.
 - a) in
 - b) for
 - c) about
 - d) near
2. One night somebody _____ the window of the garage and tried to steal his favourite car.
 - a) has broken
 - b) breaks
 - c) was broking
 - d) broke

3. The old man couldn't understand ____ and asked for an explanation.
- a) nothing
 - b) everything
 - c) anything
 - d) something

c) Comprehension Questions:

1. Where did Mr. Finch keep his car?
2. When was the big race to start?
3. What happened one night?
4. Who offered Mr. Finch his help?
5. What did Mr. Finch tell the old man?
6. Why didn't the old man want Mr. Finch to take part in the race?

d) Try to retell the text in brief.

e) You are Mr. Finch. Tell your friends about the incident.

Exercise 21. Say what useful and important information you have learnt from the texts of Unit 5.

CHECK YOURSELF

Unit 5

Vocabulary

- | | |
|-------------------------------|--------------------------------|
| 1. Accelerate (<i>v</i>) | 23. Petroleum (<i>n</i>) |
| 2. Associate (<i>v</i>) | 24. Pneumatic (<i>a</i>) |
| 3. Brake (<i>v</i>) | 25. Pollute (<i>v</i>) |
| 4. Charge (<i>v</i>) | 26. Pressure (<i>n</i>) |
| 5. Direction (<i>n</i>) | 27. Private (<i>a</i>) |
| 6. Distinguish (<i>v</i>) | 28. Produce (<i>v</i>) |
| 7. Emission (<i>n</i>) | 29. Protect (<i>v</i>) |
| 8. Engine (<i>n</i>) | 30. Rail track (<i>n</i>) |
| 9. Gear (<i>n</i>) | 31. Sailing boat |
| 10. However (<i>adv</i>) | 32. Source (<i>n</i>) |
| 11. Ignite (<i>v</i>) | 33. Spark (<i>n</i>) |
| 12. Include (<i>v</i>) | 34. Speed (<i>n</i>) |
| 13. Instead of (<i>adv</i>) | 35. Speed up (<i>v</i>) |
| 14. Internal combustion | 36. Steam (<i>n</i>) |
| 15. Maintain (<i>v</i>) | 37. Switch on/off (<i>v</i>) |
| 16. Mean (<i>v</i>) | 38. Terminal (<i>n</i>) |

- 17. Means (*n*)
- 18. Mode of transport
- 19. Move (*v*)
- 20. Neighbor (*n*)
- 21. Operate (*v*)
- 22. Pedestrian (*n*)

- 39. Transit (*n*)
- 40. Transport (*n*)
- 41. Transportation (*n*)
- 42. Truck (*n*)
- 43. Vehicle (*n*)
- 44. Wheel (*n*)

Grammar test

1. The man ... at the window is my father.
 - a) to stand
 - b) standing
 - c) to be standing
2. ... by the students, the journals were returned to the library.
 - a) Having been translated
 - b) Translating
 - c) To have translated
3. ... in this project, he offered his services immediately.
 - a) Interesting
 - b) To be interested
 - c) Being interested
4. ... to the conference they began to work very hard on their reports.
 - a) Having been invited
 - b) To be inviting
 - c) To be invited
5. The ... parts of the equipment were immediately examined and repaired.
 - a) damaged
 - b) to damage
 - c) being damaged
6. ... the energy of the atom, we produce electric energy at atomic power plants.
 - a) To have been used
 - b) Using
 - c) Being used
7. While ... the results of the experiment, the professor wrote a lot at the blackboard.
 - a) being explained
 - b) to be explained
 - c) explaining
8. They finished ... concrete.
 - a) placing

- b) placed
 - c) being placed
9. It is worth ... this phenomenon.
- a) be discussed
 - b) discussing
 - c) having been discussed
10. After ... the report was published.
- a) having been discussed
 - b) being discussed
 - c) to be discussed
11. The man was suspected of ... a spy.
- a) to have been
 - b) to be
 - c) being
12. I was too tired ... any questions.
- a) to be asked
 - b) being asked
 - c) to have asked
13. After a moment everybody started ... again.
- a) talking
 - b) being talked
 - c) having talked
14. David was saving money ... about the country.
- a) traveled
 - b) to travel
 - c) traveling
15. Kate was sitting in the armchair ... a magazine.
- a) to be reading
 - b) being read
 - c) reading
16. We didn't know how ... in touch with you.
- a) to get
 - b) to be getting
 - c) having been got
17. James insisted on ... Ann to the station.
- a) to be driven
 - b) driving
 - c) having driven

18. It didn't take much time ... the road.

- a) to pave
- b) to be paved
- c) having paved

19. On ... home he always has a rest.

- a) come
- b) having been come
- c) coming

20. She likes ...

- a) having been admired
- b) to be admired
- c) admired

ОСНОВНЫЕ ГРАММАТИЧЕСКИЕ ПОНЯТИЯ

BASIC GRAMMAR TERMINOLOGY

UNIT 1

ГЛАГОЛ **TO BE**

Глагол **to be** в Present, Past и Future Indefinite (Simple) имеет следующие формы:

Present Indefinite		Past Indefinite		Future Indefinite	
I	AM (есть)	I/he/she/it	WAS (была, был, было)	I/he/she/it we/you/they	WILL BE (буду, будем, будете, будешь, будут)
he/she/it	IS (есть)				
we/you/they	ARE (есть)	we/you/they	WERE (были)		

В вопросительном предложении глагол **to be** ставится перед подлежащим. Например:

Was he in Africa last year?

Он был в Африке в прошлом году?

Where were you yesterday?

Где вы были вчера?

Отрицательная форма глагола **to be** в Present и Past Indefinite образуется без вспомогательного глагола. Отрицание **not** следует непосредственно за глаголом **to be**. Например:

The Institute isn't far from the metro station. Институт находится недалеко от станции метро.

ГЛАГОЛ **TO HAVE**

Глагол **to have** в Present, Past и Future Indefinite (Simple) имеет следующие формы:

Present Indefinite	Past Indefinite	Future Indefinite
I/we/you/they HAVE	I/we/you/they HAD	I/we/you/they WILL HAVE
he/she/it HAS	he/she/it HAD	he/she/it WILL HAVE

Вопросительная форма глагола **to have** может быть образована двумя способами:

1. Путем постановки глагола **to have** перед подлежащим. Например:

Had you a lecture on philosophy yesterday? У вас вчера была лекция по философии?

2. С помощью глагола **to do**. Например:

Did you have a lecture on philosophy yesterday? У вас вчера была лекция по философии?

Отрицательная форма глагола **to have** может быть построена двумя способами:

1. При помощи отрицательного местоимения **no** (или отрицательной группы **not any**) перед существительным. Например:

They have no car.

У них нет машины.

I have not any car.

У меня нет машины.

2. Обычным способом образования отрицательной формы глагола, т. е. при помощи вспомогательного глагола **to do**. Например:

I did not have much work to do yesterday. Вчера у меня было немного работы.

В разговорной речи вместо **to have** очень часто употребляется have, has got (-'ve/-'s got):

I've got a good car.

У меня хорошая машина.

Have you got an English dictionary?

У вас есть английский словарь?

I haven't got an English dictionary.

У меня нет английского словаря.

ОБОРОТ **THERE + TO BE**

Оборот **there + to be** имеет значение *есть, находится, имеется, существует*. Глагол **to be** ставится в личной форме (is, are, was, were, will be) и согласуется с последующим именем существительным. Перевод таких предложений надо начинать с обстоятельства места или со сказуемого, если обстоятельство отсутствует. Например:

There are many new books at the Institute library.

В институтской библиотеке много новых книг.

There are different methods of learning English words.

Существуют различные методы заучивания английских слов.

В вопросительном предложении глагол в личной форме ставится на первое место перед **there**:

Is there a school in your street? На вашей улице есть школа?

Ответ:

Yes, there is. Да, есть.

No, there is not. Нет.

В полном отрицательном предложении после оборота **there + to be** ставится отрицательное местоимение **no**:

There will be no lecture on physics tomorrow.
Завтра лекции по физике не будет.

Перед **many, much** и числительными ставится **not** вместо **no**. Например:

There aren't many interesting articles in this magazine. В этом журнале мало интересных статей.

СТЕПЕНИ СРАВНЕНИЯ ПРИЛАГАТЕЛЬНЫХ И НАРЕЧИЙ

Имена прилагательные и наречия в английском языке, как и в русском языке, имеют три степени сравнения: положительную, сравнительную и превосходную. Положительная степень обозначает качество предмета без сравнения с этим качеством в других предметах.

Односложные прилагательные и наречия, а также двусложные с ударением на первом слоге, образуют сравнительную степень с помощью суффикса **-er**, а превосходную – с помощью суффикса **-est**. Существительное, определяемое прилагательным в превосходной степени, употребляется с определенным артиклем **the**.

В том случае, если прилагательные оканчиваются на **y** с предшествующей согласной, то **y** изменяется на **i**. Если прилагательное заканчивается на согласную, перед которой стоит одна гласная, то в сравнительной и превосходной степени конечная согласная удваивается.

Положительная степень	Сравнительная степень	Превосходная степень
light	lighter	(the) lightest
dark	darker	(the) darkest
busy	busier	(the) busiest
easy	easier	(the) easiest
big	bigger	(the) biggest
hot	hotter	(the) hottest
narrow	narrower	(the) narrowest
clever	cleverer	(the) cleverest

Сравнительная степень большинства двусложных прилагательных, а также прилагательных, состоящих из трех и более слогов, образуется при помощи слова **more**, а превосходная – при помощи слова **(the) most**.

Положительная степень	Сравнительная степень	Превосходная степень
beautiful	more beautiful	(the) most beautiful
interesting	more interesting	(the) most interesting

Степени сравнения некоторых прилагательных образуются от другого корня:

Положительная степень	Сравнительная степень	Превосходная степень
good, well	better	(the) best
bad, badly	worse	(the) worst
little	less	(the) less
much, many	more	(the) most

Прилагательное **far** имеет две формы сравнительной и превосходной степеней:

far	farther	(the) farthest
	further	(the) furthest

Существуют также способы выражения сравнения с помощью союзов:

1. После сравнительной степени употребляется союз **than**, соответствующий русскому союзу **чем**.

Moscow is larger than St. Petersburg.

2. При сравнении двух предметов одинакового качества прилагательное в положительной степени ставится между союзами **as ... as** со значением **такой же ... как, так же ... как**.

The book is as interesting as the film.

3. В отрицательных предложениях, для выражения неравной степени качества двух сравниваемых предметов, первое **as** часто заменяется на **not so ... as**.

The days in winter are not as long as in summer.

4. Конструкция **the ... the** в сочетании с наречием или прилагательным в сравнительной степени переводится на русский язык союзом **чем ... тем**.

The sooner the better.

THE NUMERAL

Числительным называется слово, обозначающее количество или порядок предметов по счету. Числительные в английском языке, так же как и в русском, делятся на количественные и порядковые.

Количественные числительные обозначают количество предметов и отвечают на вопрос **How many?** – *Сколько?* *Порядковые* числительные обозначают порядок предметов при счете и отвечают на вопрос **Which?** – *Который?*

Количественные	Порядковые
1 – one	1 st – the first
2 – two	2 nd – the second
3 – three	3 rd – the third
4 – four	4 th – the fourth
5 – five	5 th – the fifth
6 – six	6 th – the sixth
7 – seven	7 th – the seventh
8 – eight	8 th – the eighth
9 – nine	9 th – the ninth
10 – ten	10 th – the tenth
11 – eleven	11 th – the eleventh
12 – twelve	12 th – the twelfth
13 – thirteen	13 th – the thirteenth
20 – twenty	20 th – the twentieth
21 – twenty-one	21 st – the twenty-first
32 – thirty-two	32 nd – the thirty-second
43 – forty-three	43 rd – the forty-third
54 – fifty-four	54 th – the fifty-fourth
65 – sixty-five	65 th – the sixty-fifth
76 – seventy-six	76 th – the seventy-sixth
87 – eighty-seven	87 th – the eighty-seventh
98 – ninety-eight	98 th – the ninety-eighth
100 – a (one) hundred	100 th – the hundredth
101 – a (one) hundred and one	101 st – the hundred and first
116 – a (one) hundred and sixteen	116 th – the hundred and sixteenth
125 – a(one)hundred and twenty-five	125 th – the hundred and twenty-fifth
200 – two hundred	200 th – the two hundredth
1,000 – a (one) thousand	1,000 th – the thousandth
1,001 – a (one) thousand and one	1,001 st – the thousand and first
1,256 – a (one) thousand two hundred and fifty six	256 th – the thousand two hundred and fifty sixth
25,000 – twenty-five thousand	25,000 th – the twenty-five thousandth
100,000 – a (one) hundred thousand	100,000 th – the hundred thousandth
1,000,000 – a (one) million	1,000,000 th – the millionth
1,000,000,000 – a (one) billion	1,000,000,000 th – the billionth

В составных числительных в пределах каждого трех разрядов перед десятками (а если их нет, то перед единицами) ставится союз **and**, например:

3,516,436 – three *million* five hundred **and** sixteen *thousand* four hundred **and** thirty-six

При обозначении количественных числительных при помощи цифр каждые три разряда (справа налево) отделяются запятой, например: 1,534; 3,580,000.

Запятая в английской системе арифметических знаков указывает на разряд, а в русской системе записи это знак десятичной дроби. **Точка** между цифрами в английской системе является знаком десятичной дроби, а в русской системе указывает на разряд числа.

Например:

Английская система	Русская система
3,851,355 kilometers 4,5 tons	3,851,355 километра 4,5 тонны

В английском языке слова **hundred** *сто*, **thousand** *тысяча*, **million** *миллион* являются существительными, поэтому, если они используются в единственном числе, перед ними обязательно ставится неопределенный артикль **a** или числительное **one**, например:

a hundred или one hundred – (одна) сотня 1,025 – a (one) thousand and twenty-five – (одна) тысяча двадцать пять
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1. Они не принимают окончание множественного числа **-s**, когда перед ними стоит числительное, например:

two hundred – две сотни, двести three thousand – три тысячи five million – пять миллионов
--

2. Но они принимают окончание множественного числа **-s**, если они выражают неопределенное количество сотен, тысяч, миллионов, а после них употребляется существительное с предлогом **of**.

Сотни студентов – hundreds of students

Тысячи долларов – thousands of dollars

Миллионы роз – millions of roses

Обозначение и чтение хронологических дат

25th July, 1976

July 25 (25th), 1976

25 July 1976

The twenty-fifth of July, nineteen seventy-six

или

July the twenty-fifth, nineteen seventy-six

Обозначение и чтение года

in 1812	in eighteen twelve
in 1900	in nineteen hundred
in 1905	in nineteen o [əu] five
in 2000	in two thousand
in 2007	in two thousand (and) seven
in 2017	in two thousand (and) seventeen или in twenty seventeen

Обозначение и чтение дробей

В простых дробях числитель обозначается количественным числительным, а знаменатель – порядковым. Порядковое числительное, т. е. знаменатель, принимает окончание множественного числа **-s**, если числитель больше единицы.

Простые дроби (The fractions)

$\frac{1}{2}$ – a (one) half

$\frac{1}{3}$ – a (one) third

$\frac{1}{4}$ – a (one) fourth/quarter

$\frac{2}{3}$ – two thirds

$\frac{3}{4}$ – three fourths/quarters

$\frac{4}{7}$ – four sevenths

$2\frac{1}{2}$ – two and a half

$\frac{2}{5}$ ton – two fifth of a ton

$\frac{1}{4}$ kg – quarter of a kilogram

$\frac{1}{2}$ km – half a kilometer

Десятичные дроби (The decimal fractions)

В десятичных дробях в английском языке ставится точка (point) вместо запятой.

0.2 – point two

3.4 – three point four

3.215 – three point two one five

53.75 – fifty-three point seventy-five

Чтение номеров автобусов, страниц, домов, телефонов и т. п.

8-916-871-93-55 – eight nine one six eight seven one nine three double five	номер мобильного телефона 89168719355
the bus two five	автобус № 25
on the page seven hundred and twenty-nine	на странице 729
in the house number fifty-nine	в доме № 59
in the room number four hundred and thirty-six	в аудитории № 436

UNIT 2

SIMPLE (INDEFINITE) ACTIVE TENSES

Времена группы Simple обозначают факт совершения действия в настоящем, прошлом и будущем, без уточнения, как протекает действие во времени.

Present Simple Tense

Глаголы в Present Simple употребляются для выражения простых, регулярных, последовательных действий, фактов и вневременных фактов и явлений. Индикаторами времени являются такие слова, как *always, never, often, usually, sometimes, in the morning (evening), every day (week, month, year)*, и др.

Утвердительная форма глагола в Present Simple совпадает с формой инфинитива без частицы **to**.

To study – учиться; we study – мы учимся.

В 3-м лице единственного числа глагол приобретает окончание **-s (-es)**.
He studies; She lives; It snows.

Вопросительная и отрицательная формы образуются с помощью вспомогательного глагола **do** или **does** (для 3-го лица ед. числа) и инфинитива смыслового глагола без частицы **to**.

В вопросительном предложении вспомогательный глагол выносится перед подлежащим, а в отрицательном – приобретает частицу **not** и стоит между подлежащим и смысловым глаголом.

Do you study English? – Does he live in Mexico?

I do not study German. – He does not live in Argentina.

Past Simple Tense

Глаголы в Past Simple употребляются для выражения последовательных действий в прошлом, с индикаторами, обозначающими прошлое время (к ним относятся *yesterday, the day before yesterday, last year, month, week, the other day, ago*), и когда время совершения действия в прошлом важно (обычно в вопросительных предложениях, начинающихся с *when, what time*).

Стандартные глаголы образуют формы в Past Simple путем прибавления к инфинитиву без частицы **to** суффикса **-d (-ed)**.

Last year they moved to Moscow.
I studied English at school.

Утвердительная форма нестандартных глаголов в Past Simple образуется особым способом для каждого глагола (с помощью его второй формы). Формы глаголов приведены в таблице нестандартных глаголов.

To go – ходить; went – ходил.
To come – приезжать; came – приезжал.
To begin – начинать; began – начинал.

Вопросительная и отрицательная формы в Past Simple образуются с помощью вспомогательного глагола **did** и инфинитива смыслового глагола.

Did she enter Medical University this year?
I did not go to the party yesterday.

Future Simple Tense

Глаголы в Future Simple выражают будущее время. Они часто употребляются с такими индикаторами времени, как *tomorrow, the day after tomorrow, next week, year, month, in... days (hours)*. Формы глагола в Future Simple образуются с помощью вспомогательного глагола **will** и инфинитива смыслового глагола:

He will go to the country tomorrow.

В разговорной речи часто используется форма **-'ll**.

I'll be nineteen next year.

Для образования вопросительной формы вспомогательный глагол выносится перед подлежащим.

Will you come earlier tomorrow?

Отрицательная форма глагола образуется с помощью частицы **not**, которая ставится после вспомогательного глагола.

She will not take exams in June.

She won't take exams in June.

Глаголы в Present, Past и Future Simple Tense переводятся на русский язык глаголами как совершенного, так и несовершенного вида в настоящем, прошедшем или будущем времени соответственно.

TYPES OF QUESTIONS IN ENGLISH

1. Общий вопрос (General Question) – самый распространенный и важный тип вопроса в английском языке. Порядок слов в общем вопросе следующий:

Вспомогательный глагол (Auxiliary verb) – Подлежащее (Subject) – Сказуемое (Predicate) – Дополнение (Object) – обстоятельство (Adverbial modifier)?

<i>Вспомогательный глагол</i>	<i>Подлежащее</i>	<i>Сказуемое</i>	<i>Дополнение</i>	<i>Обстоятельство</i>
Do	you	have	a cup of coffee	every morning?

Основными членами вопросительных предложений являются вспомогательный глагол, подлежащее и сказуемое, так как их присутствие обязательно. А остальные члены предложения могут упускаться.

Does he swim?

Do you like ice-cream?

Если в предложении используется модальный глагол (все, кроме have to и need to) или глагол **to be**, тогда не требуется помощи дополнительного вспомогательного глагола, так как эти глаголы сами становятся вспомогательными и ставятся перед субъектом. Обязательными членами предложения тогда становятся вспомогательный глагол и подлежащее.

Are you a manager?

Can you sing well?

May I come in?

Must he sign his name here?

Would you like another piece of cake?

Общий вопрос может быть также отрицательным.

Don't you like this film?
Isn't she beautiful?
Can't we meet another day?

Вопросы в прошедшем и будущем времени отличаются от вопросов в настоящем только вспомогательными глаголами. Вспомогательный глагол прошедшего времени – это **did**, а будущего – **will**. Глаголы **did** и **will** не изменяются по лицам и числам.

Did you like skating?
Will he ask any questions?

Все общие вопросы требуют кратких ответов: да или нет. Краткие ответы в английском напрямую зависят от вспомогательного глагола, использованного в вопросе.

Does she get home by metro? – Yes, she does. – No, she doesn't.
Did you get a good mark for this exam yesterday? – Yes, I did. – No, I didn't.
Are you Jane's sister? – Yes, I am. – No, I'm not.
Is he the youngest child in the family? – Yes, he is. – No, he isn't.
Can you call me later? – Yes, I can. – No, I can't.
May I come in? – Yes, you may. – No, you may not.

2. Специальный вопрос (Special Question) – это вопрос, начинающийся со специальных вопросительных слов:

Who? – Кто?
What? – Что? Какой?
Where? – Где? Куда? Откуда?
When? – Когда?
Why? – Зачем? Почему?
How? – Как?
How many (much)? – Сколько?
Which? – Который?
Whose? – Чей?

Такие вопросы по другому называют Wh-questions. Основное правило специальных вопросов – это ставить вопросительное слово перед вспомогательным глаголом, а остальная часть вопроса остаётся такой же, как и в общем вопросе.

Why did you argue with him again?
What languages do you speak?
When does he like watching TV?

В предложениях с модальными глаголами или с **to be** вопросительные слова ставятся в начале, перед этими глаголами.

How *can* I help you?
What *is* your name?
Where *are* you from?

Why *should* I help him?
Which food *is* your favourite?

Если в специальных вопросах встречаются фразовые глаголы, то, как правило, предлоги, связанные с основным глаголом, ставятся в самый конец предложения.

Who did she care for?
Who does he take after?
What do they talk about?

3. Альтернативный вопрос (Alternative Question) – это такой вид вопроса, который предлагает сделать выбор. В альтернативном вопросе всегда присутствует союз **or** (или). Особенностью этого вопроса является то, что ответ уже присутствует в вопросе, нужно только выбрать из заданных предметов, лиц, качеств и т. д. Построение альтернативных вопросов отличается от общих лишь добавлением союза **or** (или) и дополнительного выбора.

Do you like apricots or peaches?
Is she a lawyer or a judge?
Can she sing or dance?
Did he go to his place or to his friends?
Will you be in office at 5pm or at home?

Альтернативный вопрос может быть похож и на специальный.

What do you usually order: pizza or sushi?
When did she go on a holiday: in June or in July?

4. Разделительный вопрос (Tag Question) – это вид вопроса, выражающий сомнение, удивление или подтверждение сказанного. Разделительный вопрос образуется с помощью добавления к обычному утвердительному или отрицательному предложению краткой фразы с вспомогательным глаголом, придающей всему предложению сомнение. Русский эквивалент разделительного вопроса – "Не так ли?"

В английском языке, чтобы правильно составить эту краткую разделительную часть, нужно внимательно изучить само предложение. Если предложение утвердительное, то разделительная часть будет отрицательной, и наоборот, если предложение отрицательное, то разделительная часть будет утвердительной. Вторая часть, присоединяемая через запятую, представляет собой краткий общий вопрос, состоящий из местоимения, заменяющего подлежащее, и вспомогательного (или модального) глагола. Повторяется тот вспомогательный (или модальный) глагол, который входит в состав сказуемого первой части. В Present и в Past Simple, где в первой части нет вспомогательного глагола, употребляются соответствующие формы **do/does/did**. Во второй части употребляется обратный порядок слов.

John is a good student, isn't he?
Jack's parents aren't from Spain, are they?
They didn't to London last year, did they?
It will be the best summer in their life, won't (will not) it?

He can climb any tree, can't he?
You don't like your neighbours, do you?
He loves his friend's sister, doesn't he?
They found a new babysitter, didn't they?

5. Вопрос к подлежащему (Subject Question) – это особая категория вопросов, в которых не нужно менять прямой порядок слов, т. е. он остаётся таким, как в обычном повествовательном предложении. Таким образом, это единственный вид вопросов, где не требуются вспомогательные глаголы и не происходит инверсии (перестановки членов предложения).

Who came to the party?
What happened at the end?
How many students arrived to the lesson?

Часто вопросы к подлежащему начинаются именно с вопросительных слов *who, what, how many/ how much*. Смысл вопроса к подлежащему кроется в том, что вопросительные местоимения в нём выполняют роль подлежащего.

PASSIVE VOICE

В английском языке, как и в русском, глаголы могут иметь два залога: действительный (активный) – Active Voice и страдательный (пассивный) – Passive Voice.

В **действительном залоге** *подлежащее* (лицо или предмет) *совершает действие*.
I write a letter.
Я пишу письмо.

В **страдательном залоге** *над подлежащим* (лицом или предметом) *совершается действие*.
I am sent to Moscow. Меня посылают в Москву.
The letter was written by me. Письмо было написано мною.
The boy **will be taken** to the Zoo. Мальчика поведут в зоопарк.

Страдательный залог (Passive Voice) образуется при помощи вспомогательного глагола **to be** в соответствующем времени, лице и числе и **Participle II** смыслового глагола (третьей формы смыслового глагола).

To be (изменяемая часть) + **Participle II** (неизменяемая часть)

The letter is written. Письмо написано.
The letter was written. Письмо было написано.
The letter will be written. Письмо будет написано.

Present	I am He (she, it) is We (you, they) are	told...	Мне говорят... Ему (ей, ему) говорят... Нам (вам, им) говорят...
Past	I (he, she, it) was We (you, they) were		Мне (ему, им) сказали... Нам (вам, им) сказали...
Future	I (he, she, it, we, you, they) will be		Мне (нам) скажут... Ему (ей, им) скажут...

Страдательный залог употребляется:

1. Когда факт или предмет действия представляет больший интерес, чем само действующее лицо.

My window was broken yesterday. Моё окно вчера разбили. Для меня важнее, что окно было разбито, чем тот, кто его разбил.

This school was built in a short time. Эта школа была построена за короткий срок. Кем была построена школа, нас не интересует. Главное – она была построена быстро.

2. Когда действующее лицо очевидно, неизвестно или по каким-либо причинам считается ненужным его упоминать.

My case was stolen. Мой чемодан украл. Главное – факт кражи. Кто украл – неизвестно.

Business letters are written on special forms. Деловые письма пишутся на специальных бланках.

Если указывается, кем или чем производится действие, существительное или местоимение вводится предлогом **by**.

This equipment was produced by our new engineer.

Дополнение с предлогом **with** соответствует русскому творительному падежу.

The laboratory is furnished with latest apparatus.

3. В конструкциях с формальным подлежащим **it**, когда глаголы в страдательном залоге обозначают умственное или физическое восприятие, предложение, приказ, решение и т. д. (с такими глаголами, как to say – *говорить*, to announce – *объявить*, to explain – *объяснять*, to think – *думать*, to know – *знать*, to believe – *верить*, to demand – *требовать*, to decide – *решать*, to agree – *соглашаться* и др.). За этой конструкцией (в страдательном залоге) следует придаточное предложение с союзом **that**.

It is said that she turned the job down. Говорят, что она отказалась от работы.
She is expected to win. Ожидают, что она выиграет.

Radio is known to be invented by Popov. Известно, что радио было изобретено Поповым. Радио изобрёл Попов.

В английском языке страдательный залог употребляется чаще, чем в русском. Это объясняется тем, что из-за отсутствия системы окончаний в английском языке нет формальной разницы между существительным или местоимением, которые могут быть прямым дополнением, косвенным дополнением без предлога или с предлогом.

Глаголы в форме Simple Passive можно переводить на русский язык глаголами совершенного и несовершенного вида несколькими способами:

1. Глаголом, оканчивающимся на **-ся, -сь**.

Foreign languages **are studied** at all educational establishments.

2. Сочетанием глагола **быть** с краткой формой причастия пассивного залога (в русском языке в этом сочетании глагол **быть** в настоящем времени не употребляется).

This building **will be soon completed**.

3. Глаголом в активном залоге в 3-м лице множественного числа в составе неопределенно-личного предложения.

The prize **was sent** to the winner.

UNIT 3

MODAL VERBS AND THEIR EQUIVALENTS

В английском языке имеется группа глаголов, лексическое значение которых не обозначает действия, а выражает отношение к действию, выраженному смысловым глаголом (возможность, вероятность, необходимость). Такие глаголы называются *модальными*.

Для модальных глаголов характерны следующие особенности:

1. Они не изменяются по лицам и числам (единая форма для всех лиц единственного и множественного числа). Например:

I can play golf. She can play golf.

2. Инфинитив смыслового глагола следует за ними без частицы **to**.

3. Вопросительная и отрицательная формы модальных глаголов образуются без вспомогательного глагола. Например:

Can you play golf? Can she play golf?

Модальный глагол **can** употребляется для выражения способности, возможности или разрешения совершить действие. На русский язык переводится словами *могу, умею*.

I can help you. I'm free now. Я могу помочь тебе. Я сейчас свободен. You can take my pen. Ты можешь взять мою ручку.

Для образования вопросительной формы модальный глагол ставится перед подлежащим.

Can you speak Spanish? Ты говоришь по-испански?

Отрицательная форма образуется при помощи отрицательной частицы **not**.

She cannot (can't) come now. Она не может прийти сейчас.

Словосочетание **be able to**, подобно модальному глаголу **can**, выражает способность, умение и употребляется во всех временах:

He is (was, will be) able to phone us twice a week. Он может (мог, сможет) звонить нам два раза в неделю.

Для выражения возможности или способности совершить действие в прошлом употребляется как **could**, так и **was (were) able to**, однако, когда речь идет о фактически совершившемся действии, употребляется только **was (were) able to** со значением *смог, сумел, был в состоянии*.

He could (was able to) swim well when he was young. Он умел хорошо плавать, когда был молодым.

Конструкция **to be allowed to** переводится как *разрешено, позволено, можно*. Этой конструкцией мы можем заменить модальный глагол **may**, в значении разрешения. Выражение **to be allowed to** используется в том случае, когда мы говорим, что кто-то имеет разрешение на что-то, не указывая при этом, от кого это разрешение было получено. Эту конструкцию мы можем использовать во всех трех временах: настоящем, прошедшем, будущем.

Используется **to be allowed to** в следующих ситуациях: 1) когда у нас есть/было/будет разрешение на что-то; 2) когда у нас нет/не было/не будет разрешения на что-то. Например:

You are allowed to go. Вы можете идти.

He is not allowed to do that. Ему не разрешено это делать.

Используется по следующей схеме: Действующее лицо + **be** в нужном времени + **allowed to** + действие.

Модальный глагол **may** употребляется для выражения разрешения, предположения, в правдоподобии которого говорящий не уверен. На русский язык переводится словами *могу, можешь, может* и т. д.

May I come in? Можно войти? He may know her address. Он, может быть (возможно), знает ее адрес.

Might употребляется для выражения предположения, относящегося к настоящему и будущему. **Might** выражает большую степень сомнения в возможности совершения действия. На русский язык переводится словами *может быть, возможно*.

He might know her address. Он, может быть, и знает ее адрес (но маловероятно).
Do you think it'll rain? Yes, it might. Ты думаешь, будет дождь? – Да, возможно (вероятно).

Модальный глагол **must** употребляется для выражения необходимости совершения действия в силу определенных обстоятельств, а также для выражения приказа или совета. На русский язык **must** переводится как *обязан, должен, нужно, надо*.

A driver must stop when they see the red light.
Водитель должен (обязан) остановиться когда видит красный сигнал светофора.
I must do it now. Я должен (мне нужно, надо) сделать это сейчас.
You must consult a doctor. Вы должны (вам нужно, надо) посоветоваться с врачом.

В английском языке долженствование также может быть выражено следующими глаголами:

To have to – *должен*, в значении *приходится, вынужден из-за внешних обстоятельств*.

I had to tell my parents everything.

To be to – *должен, по договоренности, по плану*.

They are to come at 5 p.m.

Should – *должен, как совет, моральный долг*.

If you are ill, you should consult a doctor.

CONTINUOUS (PROGRESSIVE TENSES). ACTIVE AND PASSIVE

Present Continuous

Настоящее длительное время используется в следующих случаях:

1. Действие происходит непосредственно в момент речи.

The baby is crying. Pick him up. Ребенок плачет. Возьми его на руки.

2. Действие длится ограниченный период времени.

She is staying in London for a couple of weeks. Она будет в Лондоне пару недель.

3. Когда новое состояние контрастирует с предыдущим.

Most women aren't staying home these days. В наше время большинство женщин не сидит дома.

4. Что-либо меняется, растет или развивается.

Your son is growing quickly. Твой сын быстро растет.

5. Когда действие начинается до и продолжается после указанного времени.

At nine o'clock they are usually having breakfast. В девять они обычно завтракают.

6. Действие повторяется снова и снова или происходит непрерывно.

You are always losing your keys. Ты всегда теряешь свои ключи.

В этом случае обычно используются наречия **always** или **constantly**.

Для образования **утвердительной формы в настоящем длительном времени** используется вспомогательный глагол **to be** в настоящем времени (**am, is, are**) и причастие настоящего времени смыслового глагола.

Present Continuous	I he, she, it we, you, they	am is are	+ V-ing
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I **am playing** tennis. Я играю в теннис (сейчас).

He **is playing** football. Он играет в футбол (сейчас).

She **is cooking**. Она готовит еду (сейчас).

It **is raining**. Идет дождь (сейчас).

We **are living** in a small flat. Мы живем в маленькой квартирке (в настоящий момент).

You / They **are going** to school. Вы (ты, они) идете (-ешь, -ут) в школу.

Глаголы в форме настоящего продолженного времени часто употребляются с обстоятельствами **now** – сейчас, **at the moment** – в настоящий момент. Однако часто эти слова в предложении отсутствуют, так как они всегда очевидны из самой формы глагола.

Для того чтобы образовать **вопросительное предложение** в настоящем продолженном времени, нужно поставить глагол **to be** перед подлежащим, а смысловой глагол в форме **-ing** поставить после подлежащего.

Is she cooking? Она готовит еду? **Are you playing tennis?** Вы играете в теннис?

Для того чтобы образовать **отрицательную форму**, нужно после вспомогательного глагола **to be** поставить отрицательную частицу **not**.

She **is not** crying. Она не плачет. They **are not** smiling. Они не улыбаются.

Past Continuous

Прошедшее длительное время обозначает действие, происходившее в определённый момент в прошлом, который обозначен либо обстоятельством времени (**at that moment, at ...**

o'clock yesterday), либо другим коротким, одноразовым действием в Past Simple. Подчёркивается сам процесс действия, его продолжительность.

Утвердительная форма в прошедшем длительном времени образуется при помощи глагола **to be** и **-ing** формы смыслового глагола.

Past Continuous	I he, she, it we, you, they	was was were	+ V- ing
------------------------	--	---	-----------------

It **was raining** when Tom left my house. Шел дождь, когда Том вышел из моего дома.
They **were watching** TV when we came. Когда мы пришли, они смотрели телевизор.

Для того чтобы образовать **отрицательную форму**, нужно поставить отрицание **not** после глагола **to be**.

They **were not watching** TV when we came. Они не смотрели телевизор, когда мы пришли.

Для того чтобы образовать **вопросительную форму** в прошедшем длительном времени, нужно глагол **to be** поставить в начале предложения.

Were they watching TV when you came? Они смотрели телевизор, когда ты пришел?

Прошедшее длительное время употребляется в следующих случаях:

1. Если описывается действие, происходившее в определенный момент в прошлом.

Ann was writing a test at 2 o'clock yesterday. Аня вчера писала контрольную работу в 2 часа.

2. Если есть указание на одновременное выполнение двух действий.

My mother was cooking dinner while we were cleaning the room. Пока мы убирали комнату, моя мама готовила обед.

3. Если в предложении описывается действие, во время которого произошло другое действие (выраженное глаголом в Past Simple).

I was cleaning my room when Bob came. Я убирал комнату, когда пришел Боб.

Future Continuous

Глаголы в будущем длительном времени обозначают действие, которое будет происходить в определенный момент времени в будущем. При этом часто используются обстоятельства времени: **tomorrow at 5 o'clock** (завтра в пять часов), **at that time next week** (в это же время на следующей неделе), **the whole morning tomorrow** (целое утро завтра), **from 5 till 7 tomorrow** (с 5 до 7 завтра).

I shall (will) = I'll

I'll be working the whole morning tomorrow. Я буду работать завтра целое утро.

Для того чтобы образовать **утвердительную форму** в будущем длительном времени, нужно использовать глагол **to be** в будущем времени (**shall be/will be**) и + **-ing форму** смыслового глагола.

Future Continuous	I, he, she, it, we, you, they	will be	+ V-ing
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I'll be writing a test at 2 o'clock tomorrow. Я напишу контрольную работу завтра в 2 часа.

I'll be having a bath at 7 o'clock tomorrow morning. Я буду принимать ванну завтра в 7 часов утра.

Для того чтобы образовать **вопросительную форму** в будущем длительном времени, нужно глагол **to be** в форме **shall be/will be** поставить в начале предложения.

Will he be working tomorrow at 7 o'clock? Будет ли он работать завтра в 7 часов?

Для того чтобы образовать **отрицательную форму** в будущем длительном времени, нужно после глагола **to be** поставить отрицание **not**.

Shall not = shan't Will not = won't

He **won't be working** when you return. Когда ты придешь, он не будет работать.

They **won't be playing**. Они не будут играть.

Глаголы, которые не употребляются во временах группы Continuous

Глаголы ощущения	see, hear, feel, smell, taste, sound, etc.
Глаголы эмоций	love, like, dislike, hate, want, wish, prefer, fear, mind, etc.
Глаголы умственной деятельности	know, remember, forget, understand, recognize, believe, think (<i>считать, иметь мнение</i>), expect, hope, doubt, etc.
Глаголы внешности	look (<i>выглядеть</i>), seem, appear (<i>казаться</i>), resemble, etc.
Глаголы обладания	have (<i>иметь</i>), own, belong, possess, consist of, involve, etc.
Другие глаголы	be, cost, need, etc.

Следует помнить, что некоторые глаголы могут иметь и другие значения, в которых они могут употребляться во временах Continuous. К ним относятся глаголы: see (*встречаться*), smell (*нюхать*), taste (*пробовать на вкус*), feel (*переживать, испытывать состояние*), think (*обдумывать*), look (*смотреть*), have (в словосочетаниях *have breakfast / lunch / dinner, have a bath / shower, have a lesson, have a rest, etc.*).

CONTINUOUS (PROGRESSIVE) PASSIVE TENSES

Следует отметить, что в английском языке существуют только формы Present Continuous Passive и Past Continuous Passive, тогда как Future Continuous Passive не существует. Вместо нее применяется Future Indefinite Tense. Необходимо отметить также, что употребление времен страдательного залога совпадает с употреблением времен действительного залога. Например, если настоящее продолженное время (Present Continuous) в действительном залоге обозначает действие, происходящее в момент речи говорящего, то настоящее продолженное время страдательного залога также происходит в момент речи говорящего. Так же дело обстоит и с прошедшим продолженным временем – употребление действительного и страдательного залога совпадает.

Образование страдательного залога продолженного времени происходит по следующей схеме:

to be + being + Past Participle

В данной схеме подвижной частью является вспомогательный глагол **to be**, который изменяется в зависимости от лица и числа подлежащего. Остальная часть схемы является неизменной. Соответственно, форма **Present Continuous Passive** выглядит следующим образом:

am/is/are + being + Past Participle

I am being offered a cup of tea now. Мне сейчас предлагают чашку чая.

A new big house is being built opposite my office. Новый дом сейчас строят напротив моего офиса.

My report is being printed at the moment. Мой доклад сейчас печатают.

Past Continuous Passive

was/ were + being + Past Participle

I was being asked a question when you called me. Когда ты мне позвонил, мне как раз задавали вопрос.

When I last visited my native town, a new bridge was being built across the river.

Когда я в последний раз был в родном городе, там строился новый мост через реку.

The room was being cleaned when I arrived. Когда я приехал, в комнате как раз убирали.

Для образования отрицательной формы используется отрицательная частица **not** после формы глагола **to be**.

I was not being troubled the whole evening yesterday. Меня ничто не волновало весь вчерашний вечер.

Вопросительная форма, соответственно, образуется изменением порядка слов предложения, т. е. форма глагола **to be** выносится в начало предложения.

Were you being troubled the whole evening yesterday? Вас что-нибудь волновало вчера вечером?

UNIT 4

PERFECT TENSES. ACTIVE AND PASSIVE

Глаголы в формах Perfect указывают, что действие закончено или закончится к определённом моменту времени в настоящем, прошедшем или будущем.

Глаголы в формах Perfect обычно (хотя и не всегда) переводятся на русский язык глаголами в форме прошедшего или будущего времени совершенного вида, чем подчёркивается завершённость действия.

Present Perfect (Active и Passive) употребляется:

1. Для выражения завершившегося действия, когда время действия не указано.

I have seen a new film. (Active)

Я *видел* новый фильм.

The letter **has been sent**. (Passive)

Письмо *отправлено*.

2. С обстоятельствами, выражающими период времени, не закончившийся до момента речи (**today, this week, this month, this year**).

They **have completed** the work this week. (Active) Они *закончили* работу на этой неделе.

3. С наречиями неопределённого времени:

Always	всегда	Seldom	редко
Ever	когда-либо	Already	уже
Often	часто	Just	только что
Never	никогда	Not yet	ещё не

В этом случае глагол в форме Present Perfect обычно переводится на русский язык глаголом несовершенного вида:

I have never read that book. Я *никогда не читал* той книги.

He has been to London many times. Он много раз *бывал* в Лондоне.

4. Для обозначения действия, начавшегося в прошлом и продолжающегося в настоящем, со словами **since** (*с, с тех пор как*) и **for** (*в течение*). В этом случае глагол в форме Present Perfect обычно переводится на русский язык глаголом в настоящем времени.

I have known him *since* 1970. Я *знаю* его с 1970 года.

He has lived here *for* many years. Он *живёт* здесь уже много лет.

Формы глагола в **Present Perfect** образуются следующим образом:

Active

To have в настоящем времени (**have, has**) + **Participle II** смыслового глагола.

I have never been in Canada.

Passive

To have в настоящем времени (**have, has**) + **been** + **Participle II** смыслового глагола.

The experiment has been carried out successfully and the results will soon be published.

Past Perfect (Active и Passive) употребляется для выражения действия, закончившегося до начала другого действия или до указанного момента в прошлом.

The letter **had been sent** by yesterday evening. (Passive)

Вчера к вечеру письмо *было отправлено*.

He **had** already **sent** the letter when I came to see him. (Active)

Он уже *отправил* письмо, когда я пришёл к нему.

Формы глагола в Past Perfect Active образуются при помощи вспомогательного глагола **to have** в прошедшем времени (**had**) и **Participle II** смыслового глагола.

Формы глагола в Past Perfect Passive образуются следующим образом: **had** + **been** + **Participle II** смыслового глагола.

Future Perfect (Active и Passive) употребляется для выражения действия, которое закончится до начала другого действия или до указанного момента в будущем.

They **will have returned** before you come home. (Active)

Они *возвратятся* до того, как вы придёте домой.

Many letters **will have been sent** by the end of the week. (Passive)

Много писем *будет отправлено* к концу недели.

Формы глагола в Future Perfect Active образуются при помощи вспомогательного глагола **to have** в будущем времени – **will have (shall have)** + **Participle II** смыслового глагола. Формы Future Perfect Passive содержат **been** между **will have (shall have)** и **Participle II** смыслового глагола.

Таблица времен группы Perfect Active

Форма	Present Perfect	Past Perfect	Future Perfect
Утвердительная	I have sent the letter.	I had already sent the letter by 6 o'clock yesterday.	I shall have sent the letter by tomorrow evening.
Вопросительная	Have you sent the letter?	Had you sent the letter by 6 o'clock yesterday?	Will you have sent the letter by tomorrow evening?
Отрицательная	I have not sent the letter yet.	I had not sent the letter by 6 o'clock yesterday.	I shall not have sent the letter by tomorrow evening.

SEQUENCE OF TENSES

Если глагол-сказуемое главного предложения стоит в *настоящем времени*, то глагол-сказуемое придаточного предложения может стоять в любом, требуемом по смыслу времени.

He says that
Он говорит, что

he is busy now. Он занят сейчас.
he was busy yesterday. Он был занят вчера.
he will be busy tomorrow. Он будет занят завтра.

Если глагол-сказуемое главного предложения стоит в *прошедшем времени*, то действует *правило согласования времен*, которое состоит в том, что сказуемое дополнительного придаточного предложения тоже должно стоять в одном из *прошедших времен*:

а) Если действия обоих сказуемых совершаются *одновременно*, то в придаточном предложении сказуемое употребляется в форме Past Indefinite или Past Continuous, которые в этом случае переводятся на русский язык глаголом в настоящем времени:

He **said** that he **was** busy.
Он сказал, что он занят.

He **said** that he **was translating** an article from an English technical journal.
Он сказал, что он переводит статью из английского технического журнала.

б) Если действие, выраженное сказуемым придаточного предложения, *предшествовало* действию, выраженному сказуемым главного предложения, то в придаточном предложении глагол-сказуемое употребляется в Past Perfect и переводится на русский язык глаголом в прошедшем времени:

He **said** that he **had been** busy yesterday.
Он сказал, что он был занят вчера.

в) Если в придаточном предложении требуется выразить действие, которое произойдет в *будущем*, то вместо вспомогательных глаголов **shall/will** употребляются вспомогательные глаголы **should** (редко) или **would**. Эта форма английского глагола называется *Future in the Past* ("будущее в прошедшем"). На русский язык эта форма переводится глаголом в будущем времени.

He **said** that he **would be** busy tomorrow.
Он сказал, что он будет занят завтра.

He **said**
Он сказал,

that he **worked** at a plant.
что он работает на заводе.
that he **had worked** at a plant.
что он работал на заводе.
that he **would work** at a plant.
что он будет работать на заводе.

UNIT 5

THE GERUND

Герундий является неличной формой глагола. Он имеет свойства как глагола, так и существительного, и всегда выражает действие как процесс, например: *driving* – вождение, *heating* – нагревание, *obtaining* – получение. Герундий имеет четыре формы:

1. Простой герундий (Indefinite gerund) образуется при помощи окончания *-ing*, прибавляемого к основе инфинитива: *to speak* – *speaking*; *to ask* – *asking*.

Indefinite gerund обычно показывает, что обозначаемое им действие одновременно действию, выраженному глаголом-сказуемым.

I like *reading*.

Я люблю читать.

I don't like *postponing* it till tomorrow.

Мне не нравится откладывать это на завтра.

2. Перфектный герундий (Perfect gerund) образуется при помощи глагола *to have* в форме *having* и третьей формы смыслового глагола: *having invited*; *having asked*.

Перфектный герундий употребляется, чтобы выразить действие, которое предшествует действию, выраженному глаголом-сказуемым, или описываемой ситуацией.

I'm sure of *having read* it at once.

Я уверена, что однажды уже читала это.

3. Пассивный герундий (Passive gerund) образуется при помощи вспомогательного глагола *to be* в форме *being* и третьей формы смыслового глагола: *being invited*; *being done*.

Пассивный герундий называет действие, которое испытывает лицо или предмет, обозначенный подлежащим придаточного предложения. На русский язык такой герундий переводится глаголом-сказуемым придаточного предложения в настоящем времени.

We know of the work *being carried out* in their laboratory.

Мы знаем, что эту работу выполняют в их лаборатории.

4. Перфектно-пассивный герундий (Perfect Passive gerund) образуется при помощи вспомогательных глаголов *to have* в форме *having*, *to be* в форме *been* и третьей форме смыслового глагола: *having been invited*; *having been written*.

Данная форма герундия называет действие, которое испытывал предмет или лицо, выраженное подлежащим придаточного предложения, и переводится глаголом-сказуемым придаточного предложения в прошедшем времени.

We know of the work *having been done* in his laboratory.
Мы знаем, что эту работу выполнили в его лаборатории.

Get used to + герундий/ существительное – привыкать...

It's no good + герундий – бесполезно...

No use + герундий – бесполезно...

Герундиальный оборот Gerund construction

Герундий с относящимися к нему словами образует обороты (комплексы), которые обычно начинаются с предлога, притяжательного местоимения или существительного и притяжательного местоимения или существительного в притяжательном (иногда общем падеже). На русский язык такие обороты, как правило, переводят придаточными предложениями с союзом *что (чтобы)*, с предшествующим ему местоимением *то*, например:

They objected to the conference being held in May.
Они были против того, чтобы конференцию проводили в мае.

His having made this experiment is a known fact.
То, что он уже провел эксперимент, является известным фактом.

There is no hope of our getting the measurement results within 10 days.
Нет надежды, что мы получим результаты измерений в течение 10 дней.

I know of his having been appointed to a new job.
Я знаю, что его назначили на новую работу.

THE PARTICIPLE

Причастие – неличная форма глагола, в которой сочетаются признаки прилагательного или наречия с признаками глагола.

В английском языке различают два вида причастия: Participle I и Participle II.

Participle I может иметь простую (*asking*) и сложные формы (*being asked*, *having been asked*, *having asked*). Participle II имеет только простую форму (*asked*).

Participle I и Participle II обозначают признак предмета, который указывает на действие или состояние предмета (a moving part), а не на его качество (a small part).

Функции причастия

В предложении Participle I и Participle II выполняют самостоятельные функции определения и обстоятельства.

Participle I

В функции определения Participle I может стоять до и после определяемого слова. Participle I в этой функции переводится на русский язык причастием настоящего или прошедшего времени действительного залога с окончанием -вший, -щий или сказуемым в придаточном определительном предложении, вводимым союзным словом *который*.

A number of animals *living* in the soil feed on plants.

Целый ряд животных, *живущих* в земле (или: *которые живут* в земле), питаются растениями.

Conflicting reports have been published.

Были опубликованы *противоречащие* (*противоречивые*) друг другу сообщения (или: *которые противоречили* друг другу).

В функции обстоятельства Participle I стоит чаще всего в начале предложения. Иногда оно вводится обстоятельственными словами *when* или *while*. Переводится на русский язык деепричастием несовершенного вида, оканчивающимся на -а, -я, например: *читая*, *выполняя* и т. п., либо придаточным предложением, которое начинается с союзов *когда*, *в то время как*. Иногда такие обороты удобно переводить предлогом *при* + *существительное*.

When (while) *reading* books I make notes.

Читая (или: *когда я читаю*) книги, я делаю пометки.

When (while) *testing* the engine the engineer applied a new method.

При испытании двигателя инженер применил новый метод.

Participle II

В функции определения Participle II может стоять до и после определяемого слова и переводится на русский язык причастием страдательного залога совершенного и несовершенного вида с суффиксами-окончаниями: -иный, -итый, -мый.

The theatre *built* in the last century needed reconstruction.

Театр, *построенный* в прошлом веке, нуждался в реконструкции.

В функции обстоятельства Participle II может вводиться союзами *if, unless, when, while*. В данном случае конструкция переводится на русский язык деепричастным оборотом или обстоятельным придаточным предложением.
When asked this question, the student could not answer it at once.
Когда студенту задали этот вопрос, он мог не ответить на него сразу.

Сложные формы причастий

К сложным формам причастий в английском языке относятся Participle I Passive, Perfect Participle Active и Passive.

В функции определения **Participle I Passive** переводится на русский язык придаточным оборотом или определительным придаточным предложением.

The bridge being built across the river is very beautiful.
Мост, строящийся (который строится) через реку, очень красивый.

В функции обстоятельства Participle I переводится на русский язык придаточным предложением, например:

Being invited to the conference he left for Kiev.
Так как его пригласили на конференцию, он уехал в Киев.

Perfect Participle Active и Passive выражают действие, предшествующее действию, выраженному сказуемым предложения. На русский язык это причастие переводится деепричастием совершенного вида и придаточным предложением.

Having been warmed to zero the ice began to melt
После того, как лед нагрели до нуля, он начал плавиться.

The Absolute Participle Construction Независимый причастный оборот

Абсолютный (независимый) причастный оборот практически является самостоятельным предложением: он выделяется запятыми и включает в себя существительное в общем падеже (или местоимение в именительном падеже) и причастие. На русский язык переводится придаточным обстоятельным предложением, начинающимся союзами *если, так как, когда, после того как* и др., если оборот стоит в начале предложения.

The weather being fine, we went for a walk.
Так как погода была хорошей, мы пошли гулять.

Если оборот стоит в конце предложения, то он присоединяется к главному предложению сочинительными союзами *причем, и, а, но*.

All metals are good conductors, copper being the best one.

Все металлы являются хорошими проводниками, а медь – самый лучший из них.

All the questions having been settled, the meeting was closed.

После того, как все вопросы были решены, собрание закрыли.

THE INFINITIVE

Инфинитив является неличной формой глагола, имеющей свойства как глагола, так и существительного. Признаком инфинитива в английском языке является частица **to**:

I want to build bridges.

Инфинитив может выражать характер действия (длительность, законченность) и имеет активный и страдательный залоги. Различают следующие формы инфинитива:

1. Простой инфинитив. *Indefinite Infinitive (Active u Passive)*. Он показывает, что действие, выраженное им, происходит одновременно с действием, выраженным сказуемым предложения, или следует за ним.

I want to show you a new picture.

Я хочу показать вам новую картину.

We expect him to take an active part in the work.

Мы надеемся, что он примет активное участие в этой работе.

2. Перфектный инфинитив. *Perfect Infinitive (Active u Passive)*. Он употребляется, чтобы выразить действие, которое предшествует действию, выраженному сказуемым предложения, и образуется при помощи инфинитива *to have* и третьей формы смыслового глагола с окончанием *-ing*.

I am glad to have seen you. Я рад, что повидел вас.

The house appeared to have been repaired. Дом, по-видимому, был недавно отремонтирован.

3. Длительный инфинитив. *Continuous Infinitive*. Он употребляется, чтобы выразить действие, которое развивается одновременно с действием, выраженным сказуемым предложения. Данная форма инфинитива образуется при помощи инфинитива *to be* и первой формы смыслового глагола.

She can't still be working.

Не может быть, что она все еще работает.

He appeared to be listening.

Казалось, что он слушает.

I know her to be translating an English article.

Я знаю, что она переводит английскую статью.

Функции инфинитива

1. Функция подлежащего

To make mistakes is easy. Ошибаться легко.

2. Функция дополнения

They help to solve this problem. Они помогают решать эту проблему.

3. Функция обстоятельства

He stopped for a minute to relax. Он остановился на минуту, чтобы передохнуть.

4. Функция определения

Methods *to solve* this problem are very important.
Методы *для решения* этой проблемы очень важные.

Если определение выражено инфинитивом в пассивной форме, то на русский язык оно переводится придаточным определительным предложением с оттенком долженствования.
The road *to be repaired* was destroyed many years ago.
Дорога, *которую следует отремонтировать*, была разрушена много лет назад.

5. Функция части сказуемого

В этой функции инфинитив стоит после вспомогательных, модальных глаголов, глаголов со значением *начинать, продолжать, прекращать действие: to begin, to start, to finish, to continue* и сочетания *used to* (*бывало, раньше*).

His task was *to complete* the work in time.
Его задача состояла в том, чтобы *закончить* работу вовремя.

They are *to solve* this problem.
Они должны *решать* эту проблему.

She began to read this book.
Она начала *читать* эту книгу.

Таким образом, инфинитив, выполняя различные функции в предложении, может переводиться на русский язык существительным или инфинитивом.

Infinitive Constructions Инфинитивные обороты

Инфинитив с относящимися к нему словами может образовывать особые инфинитивные обороты. Различают два типа независимых инфинитивных оборота.

1. Объектный инфинитивный оборот. *The Objective Infinitive Construction*. Данный оборот представляет собой сочетание имени существительного в объектном падеже

с инфинитивом. На русский язык данный оборот переводится придаточным предложением с союзами *что, чтобы, как*.

I want him to work at this problem with us.

Я хочу, чтобы он работал над этой проблемой вместе с нами.

We know Peter to have solved this problem.

Мы знаем, что Питер уже решил эту проблему.

2. Субъектный инфинитивный оборот. *The Subjective Infinitive Construction*. Данная конструкция состоит из именной части, выраженной существительным в общем падеже или личным местоимением в именительном падеже, и глагольной части – инфинитива. На русский язык данная структура переводится придаточным предложением. Перевод предложения с субъектным инфинитивным оборотом начинают со сказуемого в пассивной форме, которое переводится неопределенно-личным предложением, затем существительного в общем падеже, а далее – инфинитива.

She is said to know several foreign languages.

Говорят, что *она знает* несколько иностранных языков.

He is known *to have solved* this problem.

Известно, что *он уже решил* эту проблему.

LIST OF IRREGULAR VERBS

Infinitive	Past Simple	Past Participle	Перевод
be	was, were	been	быть, являться
beat	beat	beaten	бить
become	became	become	становиться
begin	began	begun	начинать
bend	bent	bent	гнуть
bite	bit	bitten	кусать
blow	blew	blown	дуть, выдыхать
break	broke	broken	ломать, разбивать, разрушать
bring	brought	brought	приносить, привозить, доставлять
build	built	built	строить, сооружать
buy	bought	bought	покупать, приобретать
catch	caught	caught	ловить, поймать, схватить
choose	chose	chosen	выбирать, избирать
come	came	come	приходить, приезжать
cost	cost	cost	стоять
cut	cut	cut	резать
deal	dealt	dealt	иметь дело
dig	dug	dug	копать, рыть
do	did	done	делать, выполнять

Infinitive	Past Simple	Past Participle	Перевод
draw	drew	drawn	рисовать, чертить
drink	drank	drunk	пить
drive	drove	driven	ездить, подвозить
eat	ate	eaten	есть, кушать
fall	fell	fallen	падать
feed	fed	fed	кормить
feel	felt	felt	чувствовать, ощущать
fight	fought	fought	драться, сражаться, воевать
find	found	found	находить, обнаруживать
fly	flew	flown	летать
forget	forgot	forgotten	забывать
forgive	forgave	forgiven	прощать
freeze	froze	frozen	замерзать
get	got	got	получать, добираться
give	gave	given	давать
go	went	gone	идти, ехать
grow	grew	grown	расти, выращивать
hang	hung	hung	вешать, висеть
have	had	had	иметь, обладать
hear	heard	heard	слышать, услышать
hide	hid	hidden	прятать, скрывать

Infinitive	Past Simple	Past Participle	Перевод
hit	hit	hit	ударять, поражать
hold	held	held	держать, задерживать
hurt	hurt	hurt	ранить, причинять боль
keep	kept	kept	хранить, поддерживать
know	knew	known	знать, иметь представление
lay	laid	laid	класть, положить, покрывать
lead	led	led	вести за собой, сопровождать, руководить
leave	left	left	покидать, уезжать, оставлять
let	let	let	позволять, разрешать
lie	lay	lain	лежать
light	lit	lit	зажигать, светиться, освещать
lose	lost	lost	терять, лишаться, утрачивать
make	made	made	делать, заставлять, изготавливать
mean	meant	meant	значить, иметь в виду
meet	met	met	встречать, знакомиться
pay	paid	paid	платить, оплачивать
put	put	put	ставить, помещать, класть

Infinitive	Past Simple	Past Participle	Перевод
read	read	read	читать
ride	rode	ridden	ехать верхом, кататься
ring	rang	rung	звенеть, звонить
rise	rose	risen	восходить, вставать, подниматься
run	ran	run	бегать
say	said	said	говорить, сказать, произносить
see	saw	seen	видеть
seek	sought	sought	искать, разыскивать
sell	sold	sold	продавать, торговать
send	sent	sent	посылать, отправлять
set	set	set	устанавливать, задавать, назначать
shake	shook	shaken	трясти, встряхивать
shine	shone	shone	светить, сиять, озарять
shoot	shot	shot	стрелять
show	showed	shown, showed	показывать
shut	shut	shut	закрывать, запирасть
sing	sang	sung	петь
sink	sank	sunk	тонуть, погружаться
sit	sat	sat	сидеть, садиться
sleep	slept	slept	спать

Infinitive	Past Simple	Past Participle	Перевод
speak	spoke	spoken	говорить, разговаривать
spend	spent	spent	тратить, проводить (время)
stand	stood	stood	стоять
steal	stole	stolen	воровать, красть
stick	stuck	stuck	втыкать, приклеивать
strike	struck	struck, stricken	ударять, бить, поражать
sweep	swept	swept	мести, подметать
swim	swam	swum	плавать
take	took	taken	брать, взять
teach	taught	taught	учить, обучать
tear	tore	torn	рвать, отрывать
tell	told	told	рассказывать
think	thought	thought	думать, мыслить, размышлять
throw	threw	thrown	бросать, кидать
understand	understood	understood	понимать, постигать
wake	woke	woken	просыпаться, будить
wear	wore	worn	носить (одежду)
win	won	won	победить, выиграть
write	wrote	written	писать, записывать

ADDITIONAL READING

UNIT 1

Text 1D

SOME INTERESTING FACTS ABOUT EDUCATION FROM AROUND THE WORLD

1. Of all the schools in the world, the largest one is in *India*. It is called the City Montessori School and it has over 32,000 students.
2. *England* is home for the World's oldest school, located in Canterbury. The King's School, as it is named, was founded in 597 AD. The school has up-to-date high quality equipment and supplies and provides modern education.
3. The smallest school in the world is in Turin, *Italy* and has just one pupil.
4. Many people think that such universities as Cambridge and the Sorbonne, are the oldest in the world, but it is not true. The title of the most ancient University has the Muslim University Karaouine, founded in 859 AD in the *Moroccan city of Fez*.
5. The most expensive training is provided in *England*. The monthly rate at the International School for young ladies and gentlemen Aylvloa Spencer is estimated at 77,500 pounds and more. Trainees live in the best hotels, attend a cultural program of opera, ballet ... plus the lessons of etiquette.
6. The country with the shortest school year and the longest school day is *France*.
7. An ordinary number of pupils in public schools of *America* is 35–40 people.
8. In Central Europe there are practically no men at schools and Universities. In *Hungary* and *the Czech Republic* more than 75 % of the teaching staff are women.
9. For a long time the profession of a school teacher (known as "sensei") in *Japan* was considered to be a purely male. And nowadays more than half of Japanese teachers are men.
10. *Alaska* spends more money per capita on elementary and secondary education than any other state.
11. *Canadian* pupils are taught a lot of their lessons in both French and English.
12. *China* is the country where pupils get the most homework. At an average, teenagers do a whopping 14 hours of homework in a week.
13. The children in *Holland* all start school on their fourth birthday so there's always someone new in a class.
14. Boys and girls are educated separately in *Iran* until they reach university. Even teachers must be of the same gender as the classes they teach.

15. In *Kenya*, children don't have to go to school but most of them do.
16. For *Irish* children at the age from 6 to 15, school attendance is mandatory. But for students attendance is free.
17. In *Norwegian* schools there is a strict division of students by age groups. Pupils of primary school, 14-years-old and 18-years-old teenagers do not study in the same building.
18. In *America*, parents can be arrested if their children do not attend school.
19. Up to the 8-th class in *Norwegian* schools there is no concept of "a mark".
20. In *Czech* schools the following system of knowledge assessment is used: children receive a mark from 1 to 5. And "one" is considered to be the best mark, and "five" is the worst one.
21. *Finnish* teachers never make a student answer if he doesn't express such a desire. Flaunting of a student's drawbacks in front of others is unacceptable there.
22. Almost every teacher in the *Czech* school teaches several disciplines. For example, one can teach math and physical education, and another chemistry, singing and Czech.
23. Starting as early as elementary school, many classes in *America* are action-oriented, children are prepared for the selection of a future profession. Children's parents come to the class and tell about their professions.
24. The pupils of *Finnish* schools go outside after each lesson in any season and any weather.
25. In *Brazil*, having meals with a family is an important part of the culture, that is why schools start at 7a. m. and are over by noon so that children can have lunch with their parents.

Text 1E

TRY NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU

Two friends, Eric and Wendy, are sitting in a café enjoying a coffee. They talk and look at the other people in the café. There is a rich-looking man in a business suit sitting at a table near them. As he stands up to leave, his cell phone rings. He answers it and walks away.

Eric and Wendy realize that he has left his briefcase. He was distracted by the phone call. They both look at the briefcase for a moment and wonder if it is full of money.

But they only hesitate for a moment. They know that the briefcase belongs to the man, and he will be very upset if he loses it. They both jump up from their chairs. Wendy runs after the man, shouting, "Hey, sir! Sir, you forgot your briefcase!"

Eric stands next to the briefcase and waits. He wants to be sure that nothing happens to it while Wendy goes to find the man.

When he hears Wendy, the man stops and looks at her. "I'm sorry, I have to go," he says into his cell phone, ending the call. "My briefcase! I cannot believe I forgot it! Thank you so much!"

He follows Wendy back to his table in the café. He smiles at Eric, who is standing next to his briefcase without touching it.

"Thank you so much," the man says. "This briefcase is full of important research papers and some pictures of my family. These things are very important to me, but they are not useful to anyone else. I am so glad I did not lose them!"

Wendy and Eric smile. They are happy that the man did not lose his documents.

Let me pay for your coffee," the man offers. "You have really saved me today!"

Wendy and Eric accept and say thank you to the man. They are glad no one took his briefcase. They know you should not do things to others that you would not like them to do to you. And no one wants to lose important documents or special photos. They enjoy their coffee even more after helping the man.

UNIT 2

Text 2D

WHAT TO DO WHEN YOU LOSE YOUR CELL PHONE

You just stepped out of that cab, watched it drive away, and 10 minutes later, reached into your pocket and realized your cell phone is gone forever. I learned this weekend that losing your mobile phone is a pain, especially if you've set up easy access to your email and other services on it. In addition to photos I'd taken with it, text messages, and contacts, my Nokia had both Gmail apps installed, with "Remember me" checked, so that anyone who picked up the phone could have logged into my email. Not good.

So, as soon as I realized the phone was lost and had no luck calling it or tracking down the cab that drove away with it, I went about the business of changing my Google Account passwords. Luckily I'd synced contacts to my computer, and recently offloaded photos and text messages to my hard drive, so things weren't too bad. While I'm pretty sure the phone was just lost and not stolen, I wanted to make sure no one would start calling Timbuktu on it or using insane amounts of data. Happily you can easily suspend your mobile phone service without turning it off completely; at least, you can simply log into your account on the web site and report your phone as lost or stolen and suspend service. This means no one can make or receive calls or get online with it, but your account still exists (you're still paying for it). This way you can give your phone a chance to turn up – if it does eventually wind up at the lost & found. Even though I'm usually pretty security-minded, I didn't have a password on my phone before, but that lesson has been learned.

There are four ways how to find a lost cell phone:

1. Call your phone. The easiest way to find a cell phone is to call your phone number from another phone. You can do this to find any cell phone or a smart phone. Just ask someone you know to call your number, or use a free website service like *wheresmycellphone.com* or *freecall.com* to dial your number from a computer.

2. Ask someone to text (передать) your phone. A close second to calling your cell phone is having someone else text your phone. If your phone is truly lost (as in lost at a public place, not misplaced around your apartment), you can text your contact info to your phone so that anyone who finds the phone will know your identity and how to reach you.

If you can't find anyone to text your phone you can use a free website service like *txt2day.com*.

You can also try texting a reward offer to your phone. This may convince someone who finds your cell phone to contact you and arrange a meeting.

3. Retrace your steps. Retracing your steps can help you find any lost or misplaced item, not just cell phones. However, if you had your phone at an earlier location and have realized that you left your cell phone somewhere, retracing your steps can help you locate your mobile phone (as long as it hasn't been taken).

Whatever you do, don't panic. Panicking will only worsen your situation, and might make it difficult to concentrate or think clearly.

Sit down for a moment and think about where you've been and what you've one. Consider when and where you last remember having or using your phone, and work your way forward from there.

If you frequented any restaurants or stores before you lost your phone, try asking an employee if anyone found/returned a lost phone. If the phone was left with an employee, you should be able to simply give a description of your phone, or tell the employee your phone number so he can call it and verify that it's your phone.

4. Contact your service provider. Some cell phone service providers have GPS location services available to customers. Even if your provider does not offer such an option, they can at least cut off service to your phone.

Find your provider's customer service number online, or look up your provider's local offices in a phone book.

Text 2E

INTERESTING FACTS ABOUT TELECOMMUNICATIONS

1. Radio waves travel at the speed of light – 186,282 miles per second.
2. Radio waves transmit music, talks, pictures and information invisibly through the air, often over millions of kilometers.
3. There are a vast number of everyday technologies that depend on radio waves apart from the radio broadcasts. Cordless phones, cell phones, radio controlled toys, television broadcasts and satellite communication – everything depends on the radio waves. Even gadgets like radar and microwave ovens use radio waves.
4. The abbreviation TV was first used in 1948.
5. A 103-inch plasma TV from Panasonic is the largest plasma TV currently available in the market, costing approximately around \$70,000.
6. In 2008, the cost of 30 seconds advertisement was \$2.7 million in the Super Bowl broadcast. It is the world's most costly airtime.
7. HD television standards were officially ratified in 1996, but even before that inventors all over the world created their own HD sets. Japanese used 1125 lines of resolution from 1981, and in 1943 John Logie Baird offered his own 1000 scanlines standard to British government, but they chose to ignore him.

8. The very first phone call was made on March 10, 1876 in Boston, Massachusetts, between Alexander Graham Bell and his assistant Thomas A. Watson.
9. Alexander Graham Bell wanted the greeting for the telephone to be "Ahoy", as it is used in ships, but later it was superseded by Thomas Edison, who suggested "Hello" instead.
10. The sign 'Make it short' was hung beside all the public telephones in Germany between the years 1930 and 1970. German style!
11. The first mobile phone text was "Merry Christmas." Neil Papworth, a software programmer from Reading, sent the first message to his friend Richard Jarvis of Vodafone. At that time mobile phones didn't have keyboards, that's why it was sent via personal computer.
12. The first cell phone used by James Bond was an Ericsson JB988 in "Tomorrow Never Dies" in 1997.
13. The most expensive mobile phone in the world carries a £6.7 million price tag. It's a version of the iPhone. It is made from solid gold, encrusted with 500 diamonds and comes in a platinum box.
14. The most common use for a mobile is neither texting nor calling but checking the time.
15. Long before the iPhone there was IBM Simon. It was released in 1993. In fact, this bulky gadget was the first smart-phone, it had calendar, fax, touch screen and a host of other features. The cost of device was £500.
16. Holiday season makes us chattier, so the number of phone calls increases greatly, as every-one desires to reach out to friends and family to express their good wishes. In fact, Americans make an average of 11 % more calls on Mother's day (31.3 %,) than during the rest of the year, ranking 18 in the world. It is 11 % higher than Valentine's day, (27.9 %), 8 % higher than New Year (28.8 %), 62 % higher than Halloween (11.9 %).
17. Mobiles are filthy. Their warm batteries make the perfect breeding ground for pathogens. Phones, being electronic gadgets, are just not part of our cleaning routine. Some people are not bothered to clean it. Mobile phones have 18 times more bacteria than door handles.
18. All cell phones emit electromagnetic radiation. It can travel up to 20 feet effecting not only you but your family and friends.
19. SMS – short message services was invented by German Friedhelm Hillebrand at the end of the 20th century.

20. 47 % of U.S. smartphone owners say their smartphone is something they "couldn't live without."
21. Modern smartphones are more powerful than the equipment used in the Apollo 11 Moon Landing.
22. More people have died by taking selfies in 2015 than by shark attacks.
23. In Japan, 90 % of mobile phones are waterproof because teenagers use them even in the shower.

UNIT 3

Text 3D

SOME INTERESTING FACTS ABOUT GREAT BRITAIN

1. The word "Britain" is derived from the name of a Celtic tribe, the Brythons.
2. The word "England" comes from "Angle-land," or land of the Angli, or Angles, a Viking tribe that came across the North Sea and settled in the east and north. The French name for England, Angleterre, also literally means "Land of the Angles."
3. At its zenith in the 18th century, the British Empire stretched 20 % of the world's surface and contained a quarter of the world's population.
4. Windsor Castle was built by William the Conqueror in A.D. 1080 and is the oldest continually inhabited royal residence in Britain. Windsor Castle is the largest royal home in the world. It is also the oldest continually inhabited royal residence in Britain.
5. About 30 % of today's Londoners were born outside the United Kingdom.
6. Every day, the British drink 165 million cups of tea, which is over 20 times more than the average American.
7. The full, official name of the Tower of London is "Her Majesty's Royal Palace and Fortress of London." It is home to the Queen of England's jewels. Among the 25,578 gems is the 530-carat Cullinan diamond at the top of the Royal Sceptre, the largest part of what was (until 1985) the largest diamond ever found.
8. The Ghost Research Foundation has determined that with 500 recorded cases of ghostly encounters, York is the most haunted city in England and one of the most haunted in the world.
9. There is a British legend that says there must be 6 ravens in residence at all times at the Tower of London, or the British Monarchy and Tower will fall. According to the old legend, if the birds should leave, the British monarchy and the White Tower will crumble and fall. To be on the safe side, the Tower usually keeps eight birds at all time.

10. 300 languages are spoken in London, it's more than in any other country in the world.
11. The Christmas tree in Trafalgar Square is presented every year by the people of Oslo in gratitude for London's assistance during World War II.
12. The London subway, or the "Tube," is one of the oldest in the world. The 409 escalators in the Tube cover a distance every week which is approximately equivalent to several trips around the globe.
13. The most famous of all British pop bands, and maybe in the world, "The Beatles" were once known as "Johnny and the Moondogs." Johnny was, of course, John Lennon. He legally changed his middle name from Winston (after Winston Churchill) to Ono in honor of his wife, Yoko Ono.
14. Britain is the only country in the world which doesn't have its name on its postage stamps.
15. Until 1832, England only had two universities: Oxford and Cambridge.
16. The British coronation ceremony is over 1,000 years old. Since the coronation of William the Conqueror on Christmas Day in A.D. 1066, Westminster Abbey has been the setting. The coronation of Queen Elizabeth II in 1953 was the first to be televised.
17. Golf is Scotland's national game. It was invented on the grounds of St. Andrews, and the earliest record of the game dates from 1457, when James II banned it because it interrupted his subjects' archery practice. Golf isn't Scotland's only homegrown sport. The sport of shinty, it was introduced by Irish missionaries over 2,000 years ago. It is a fast passing game played between two teams for 90 minutes and looks like a cross between field hockey, golf, and rugby. One theory says that the curved sticks, called camans, that are used by the players inspired the invention of the golf club.
18. The Queen of England is the only British citizen who travels without a passport.
19. J.K. Rowling, author of the Harry Potter books, is the first writer in the world to become a billionaire. The seven books have sold a total of 400 million copies in her native England and around the world and are published in 55 languages, including Latin and ancient Greek. Rowling is only one of five self-made female billionaires in the world.
20. Wales is actually home to a town called Llanfairpwllgwyngyllgogerychwyrndrobwllllandsiliogogogoch, which translates as "St. Mary's Church in the hollow of the white hazel near a rapid whirlpool and the Church of St. Tysilio near the cave."
21. Probably built around 3000 B.C., Stonehenge has stood on England's Salisbury Plain for more than 5,000 years and is older than the famous Great Pyramids of Egypt. Stonehenge is just one of several prehistoric stone circles in Great Britain.
22. Gretna Green, the Scottish town nearest the English border, has a reputation as "Scotland's Las Vegas." Many young couples from England choose to dash across the border to get married there

because under Scottish law, people do not need to get their parents' consent at the age of 16, whereas in England, parental consent is required until one is 18.

23. Loch Ness is the largest body of fresh water in the United Kingdom. It is even deeper than the North Sea and it never freezes. Its most famous resident, the Loch Ness monster, or Nessie, may be a plesiosaur.

24. William Burke and William Hare are the world's most notorious body snatchers. Over a 12-month period during 1827–1828, they murdered over a dozen people in Edinburgh, Scotland, and sold their corpses to a local anatomy school desperate for fresh bodies to dissect.

25. Scottish Gaelic is one of only four Celtic languages to survive into the modern age. Welsh, Breton, and Irish Gaelic are the other three.

Text 3E

SOME INTERESTING FACTS ABOUT RUSSIA

1. The greatest Russian museum – The Hermitage, also in St Petersburg – is home to around 70 cats, which guard its treasures against rodents. The tradition dates back to a 1745 decree of Empress Elizabeth, the daughter of Peter the Great, founder of St. Petersburg. The museum also has almost 14 miles of marbled corridors.

2. There is a bronze sculpture of a dog with a shiny nose at Ploshchad Revolutsii metro station – it is shiny because it's good luck to touch it. That isn't the only sculpture of a dog in Russia – there's also the monument to Laika, the hound that went to space in 1957.

3. Subbotnik is the day when residents of Russian cities volunteer to sweep up and tidy the streets. It started after the revolution but still happens today.

4. The name Red Square has nothing to do with communism, but derives from the word "krasnyi", which once meant "beautiful".

5. The Russians love cloakrooms – don't expect to get very far into a restaurant/bar/museum/gallery without being asked to put your coat and/or bag in a cloakroom. The best are efficiently run by teams of baboushkas.

6. Giving flowers to residents can be a delicate point of etiquette. You should always make sure you give them in odd numbers, unless going to a funeral, when even numbers are the rule.

7. In St. Petersburg, next to the bridge to reach the Peter and Paul Fortress, is a statue of a hare which commemorates the large number of hares that used to live on the island, and their battle against the floods that plagued the city during the 18th and 19th centuries. It is considered good luck to hit it with coin.

8. The male life expectancy is just 63, lower than it is in North Korea or Iraq. Russian women, on the other hand, can expect to live to 75.
9. Moscow's underground is perhaps the world's beautiful.
10. There's reputedly another secret metro system – Metro-2 – which links a collection of military bunkers.
11. Padlock trees can be found in Moscow – couples place them here to prove their love.
12. It's considered wimpy to lower the ear flaps on your Ushanka (fur hat) unless the temperature drops below – 20 C.
13. Traffic in Moscow is so bad that wealthy Russians hire fake ambulances to beat the jams.
14. An estimated 50 per cent of policemen take bribes.
15. Mikhail Gorbachev recorded an album of romantic ballads. Putin has a judo DVD.
16. St. Petersburg has its own beach – beside the Peter and Paul Fortress. The city's so-called “walruses” – believers in the therapeutic effects of freezing water – gather here to bath in winter.
17. Around 10,000 British tourists visit the country each year, and over 90 per cent of them go only to Moscow and/or St Petersburg.
18. Around 10 000 British tourists visit the country each year, and over 90 per cent of them go only to Moscow and/or St. Petersburg.
19. It is home to the coldest inhabited place on the planet – Oymyakon. On February 6, 1933, a temperature of – 67.7 °C was recorded at its weather station.
20. In 1908 the Russian Olympic team arrived in London 12 days late because it was still using the Julian calendar.
21. The Ter Sami language of the Kola Peninsula is on the verge of extinction – just two people speak it.
22. You can buy antique stamps from the little tobacconist shops on the street.
23. There's a chain of Russian cafes where everything is free and you pay depending on how long you stay there. It opened a branch in London a couple of years ago.
24. Lake Karachay, a dumping ground for nuclear waste, is so radioactive that standing for one hour beside it would almost certainly kill you.
25. The Russians love dashcams.

Text 3F

THE CITY OF DREAM

Every city and town has its own history and unique spirit. But what makes a city so special? It is going without saying that Sochi is a fascinating city and probably the most unique one in Russia.

Sochi is the only northern subtropical city of the country. It is called the city of three seasons because there is no winter here. As its citizens usually say, “the golden autumn slowly turns into the early spring”. When golden leaves slowly fall down on the ground, the first flowers begin to blossom. It is full of lush flora. Almost 80 % of Sochi belongs to the Caucasian State Biosphere Reserve, Sochi National Park, the Russian Federation National Wildlife Sanctuary and more than 30 botanical gardens and wildlife sanctuaries are located in this area.

It is known as the Russian Rivera. Yes, Russia has a Rivera and it allows you to swim there from April until October because the water is still warm. But, this is because Sochi has the most northern subtropical climate on the Earth. Who would have ever put Russia and subtropical climate together in the same sentence? The most amazing thing about it is the fact that Sochi has become the warmest city to ever host the Winter Olympics. These were the first winter games carried out at the sub-tropical city. Also, the Winter Olympics 2014 were the most expensive Olympic Games in history.

Sochi stretches for 145 km along the Black sea coast of the Caucasus. Its area is 3505 square km. Sochi is unique among larger Russian cities as having some aspects of a subtropical resort. Apart from the scenic Caucasus Mountains, pebble and sand beaches, the city attracts vacation-goers with its subtropical vegetation, numerous parks, monuments, and extravagant Stalinist architecture. About two million people visit Sochi each summer, when the city is home to the annual film festival "Kinotavr". Sochi is a city with more than 400,000 inhabitants representing over 100 nationalities.

Sochi is one of very few cities in Russia where you can see real palms, eucalyptus, magnolia and such fruits as fig and grape which are very strange for average cold Russian climate. Caucasus mountains are located just 40 km from the sea, which allows people to go mountain skiing and skateboarding and have beach lifestyle at the same time. 90 % of the city consists of subtropical forests and parks. Sochi has hundreds of natural mineral springs which also makes this city one of the most popular health resorts in the world. Sochi is home to Russia's largest salt water aquarium. Sochi Discovery World Aquarium covers 6,000 sq. meters, 30 aquariums and 5 million liters of water. Visitors can enjoy looking at all forms of wildlife, especially multiple types of sharks.

The history of this area goes back to the ancient times. Its history is connected with mythology. Ancient Rome and Greece aren't the only civilizations that had a brush with the gods. It has been reported that Odysseus met his nemesis, the one-eyed Cyclops, in Sochi and that the city was also the site where Prometheus was chained and tortured.

The territory of Sochi started being opened up 400–350 thousand years ago in the epoch of early paleolithic, and played an appreciable role in antique and medieval history. A lot of archeological relics have been discovered and partially examined here: caves, open sites, ancient settlements, dolmens, ruins of fortresses, temples, burial grounds and mounds. People came here from Asia 400–350 thousand years ago. There are more than 150 historical places of interest in this area. Here the camps and caves of pre-historic people have been found. The most ancient five-stone dolmens are found in Sochi. Travelers of the 19th century called dolmens “the houses of the giants”, because each grave stone weights from 500 to 300 kg. It is still uncertain what technical developments made it possible to create such miracle.

The city got its present name « Sochi» in 1896 after the name of the river and of the place of the tribal nation, who had inhabited this territory till 1864.

UNIT 4

Text 4D ENIGMA OF A GENIUS

1. Since young Nikola Tesla left his parents' home, the scientist never had his own permanent apartment or house. He spent all the time in laboratories or lived in various hotels in New York.
2. The most of Tesla's inventions may seem dangerous, but he hated wars, he spent much time and energy working on the "ray of death" – so he hoped to end all wars once and forever.
3. The most of his friends were all the industry leaders and very influential people.
4. He had a photographic memory. Nikola Tesla rarely used paper to write calculations or designs. Tesla rarely made drawings of his inventions, but worked from a picture or a memory in his head. He possessed the ability to read books and periodicals while simultaneously committing them to memory.
5. He got most of his breakthrough ideas during long walks in the park.
6. Tesla spent all his life creating technology that could transmit high energy wireless.
7. He slept in spurts, never over a period more than two hours at a time.
8. Marconi won Nobel Price for radio transmission after using 18 of Tesla's patents.
9. Nikola Tesla was against Albert Einstein's theories because he believed that the study of something at atomic level could only lead to mass destruction.
10. He predicted the GPS system and machines killing men in wars.
11. He believed people could wirelessly communicate if the mind resonated at same frequency.
12. Tesla believed that women would eventually become intellectually superior to men, become the dominant force in the world.
13. Tesla dreamed to become a writer in his childhood, he was a master storyteller. His book *My Inventions* contains an explosive array of mind-shattering stories and it is surprisingly easy to read and comprehend.
14. Nikola Tesla liked to repeat: "I do not think there is any thrill that can go through the human heart like that felt by the inventor as he sees some creation of the brain unfolding to success... Such emotions make a man forget food, sleep, friends, love, everything."
15. He was extremely spiritual and followed many lessons of Hinduism philosophy.
16. Nature inspired him. Tesla's most well-known discoveries occurred while walking in parks. Once while observing the sunset, Tesla had a vision of how rotating electromagnetic fields could be used

in a new form of electric motor. This led to the well-known system of alternating current power distribution.

17. He was also known for having excessive hygiene habits and a fear of germs. He had an extreme aversion to germs, and would only eat food that had been boiled.

18. Tesla proposed giving up soap and water for washing forever. As an alternative, he invented a "cold fire", with a voltage of a fast alternating current of 2.5 million volts. The method could not only rid the body of microbes, but also serve as a medicine, as an energy charge.

19. He was extremely sensitive to sounds and could hear clock ticks three rooms away.

20. Tesla was absolutely fixated on the number three, washing his hands three times in a row, and even walking around a building three times before entering it.

21. Tesla could not stand the sight of pearls, they drove him crazy he refused to speak to women wearing them. When his secretary wore pearl jewelry, he sent her home.

22. He had weird habits. He claimed that repeatedly squishing his toes helped to stimulate his brain cells. In fact, Tesla reportedly performed his toe exercises nightly, 100 times for each foot.

23. In 2013, a monument to the great inventor was erected in Silicon Valley. It was created thanks to his admirers' voluntary donations. The statue is used as a free distribution of Wi-Fi.

Text 4E

LEVI STRAUSS AND HIS INVENTION FOR CENTURIES

Levi Strauss was born in a Jewish family in Germany on February 26, 1829. His birth name was Loeb. He was the youngest of six children. When Levi was 16, his father died. Since Levi's elder brothers were already living in America, his mother decided to move the family there. In 1847, all the family boarded a ship and immigrated to the USA.

They lived in New York City where Levi and his brothers had opened a dry goods business. Levi had heard about the California Gold Rush and thought this would be an excellent opportunity for a new business. In 1853, he boarded a ship and took the long voyage around South America to San Francisco. He didn't go to California to mine for gold, he was going to open a store and make his fortune in business. Levi opened up a dry goods store called Levi Strauss & Co. Over the years, Levi's business grew. Levi became a prominent and respected businessman in the city.

In 1872, Levi Strauss was approached by a Nevada tailor named Jacob Davis. Davis had invented a new way to make durable working pants. He wanted to hammer metal rivets into the pockets to make them last longer. Davis, however, could not make enough of them and he needed help. Together they could patent the idea and then manufacture and sell these pants. At first these new pants were made with canvas, Strauss began to use a tough material called denim. The denim was dyed blue to hide stains. These two ordinary immigrants turned denim, thread and a little metal into the most popular clothing product in the world. Strauss called these pants "waist high overalls", which was the old name for work wear. Later they eventually became known as "Levi's". But after

the pants had become wildly popular children and teenagers wanted another name. So since the 1950s they started calling them "blue jeans". The inventor never actually wore a pair of Levi's himself. He was a businessman and the jeans were designed for laborers.

The pants were a bestselling product, and Strauss became a millionaire over the years. He created one of the most iconic articles of clothing ever made. And till the moment Levi's are considered to be a symbol of American fashion. Levi gave a lot of his money to charity to help out poor people and orphans. He also set up 28 scholarships at the University of California. He has never been married and left his fortune to his relatives, who inherited the business and continue to run it after his death in 1902. He died at the age of 73.

UNIT 5

Text 5D

INTERESTING FACTS ABOUT TRANSPORT

1. In early times people had to travel several days, weeks and months to get to the place they needed. They either went on foot, by coaches driven by horses or on horseback or by boats and ships. Then trains, trams, cars, buses, airplanes, underground and other means appeared.
2. The word "automobile" is a mixture of the French word 'auto' which means self and "mobile" which means moving.
3. The fastest time that was taken to remove a car engine and replace it with a new one was 42 seconds. This historic incident occurred on 21st November 1985 and the car was a Ford Escort.
4. The windshield wipers which are an important component of every car were introduced by a woman.
5. The most crowded roads in Europe can be founded in the country of Luxembourg with 570 cars per 1000 people.
6. The laws and regulations on car speeding started in 1865 when laws for speed were developed in the UK. The law was known as "Locomotive Act" and it was developed to restrict the speed of horse vehicles to 2 mph in towns and 4 mph in the country side.
7. The world's longest traffic jam happened in 1980 between Paris and Lyon on the French AutoRoute. The jam was 110 miles long and the most recent event of traffic hold up was stretched to 100 miles and it happened near Hamburg in Germany in 1993.
8. The world's cheapest car is manufactured in India and is called the "TATA Nano".
9. The world's first auto insurance policy was bought in 1897 in Westfield, Massachusetts.
10. The airbag takes only 40 milliseconds to inflate after an accident.
11. The most expensive car in the world is the Bugatti Veyron super sport which is priced at \$2,500,000.

12. In 1900, Americans owned 8,000 cars, in 1920, they owned 8 million, and in the year 2000, there were more than 220 million – more than one car for every person over the age of 18.
13. 40 % of the world's freight is transported via trains and that number continues to grow each year.
14. The most popular car color is white.
15. Charles Fruehauf invented the first tractor-trailer over 100 years ago in 1914 when a customer wanted a vehicle that could haul a boat.
16. Approximately 15.7 million trucks are currently in use in the U.S. If you lined up all of those trucks end-to-end, they would reach the moon!
17. Biodiesel was invented in the 1890s by Rudolph Diesel, when he created the diesel engine that could run on a variety of fuels including peanut oil.
18. London's underground is the oldest in the world. It was opened in 1863.
19. Londoners love buses. The first bus route was opened in London in 1904. Today there are hundreds of routes there. The interesting thing is that some of the routes are the same as many years ago. London's buses are double-decked buses.
20. Londoners do not use trams, though London was the first city where trams appeared. And now it is one of the biggest cities in the world where there are no trams. The last tram left the streets of London many years ago.
21. First high-speed trains were Japan's electric "bullet trains" running between Tokyo and Osaka in 1964.
22. Japan's new magnetic-levitation bullet train is now the fastest in the world. The bullet train travelled at top speed of 603 kph.
23. On December 17, 1903, Orville Wright made the first-ever manned flight in North Carolina. His flight lasted 12 seconds and covered a distance of 120 ft (37 m). The same day, Orville's brother (Wilbur) made his first flight, which lasted 59 seconds, with the same aircraft.
24. Birds were the fastest creatures on the Earth until 1919. At that time, pilots first reached speeds of 190 mph (306 km/h). Thus, the record for fastest speeds among birds was broken. Since then, even cars and trains have beaten that record. Now, pilots can fly at supersonic (faster than sound) speeds about 4,500 mph (7,000 km/hr).
25. Seventy-five thousand engineering drawings were used to produce the first Boeing 747.

Text 5E

BLUE STAR

Tom Finch was a top racing driver. His best racing car was called the Blue Star. The big race was in seven days' time and Tom Finch was going to drive the Blue Star in it. But all of a sudden one night somebody broke the window of his garage and tried to steal the Blue Star.

The next day an old man came to see Tom. He knew about the race and said that he would sit in the garage for six nights and watch over the Blue Star. It would be quite safe if he was in the garage all night. Tom agreed.

Next morning before breakfast the old man rang Mr. Finch's door bell. His face was white and he was very excited.

"Please, Mr. Finch, don't race the Blue Star in six days' time."

The racing driver was very much surprised and asked "Why not?" The old man answered: "I had a bad dream last night. You were driving the Blue Star in a big race and a black cat ran just in front of your car. It was not far from the last bend. You pulled the car over to the right and it crashed into the crowd of spectators. Then it exploded and caught fire. You were killed at once, sir. Please, it was horrible, Mr. Finch. Don't drive in the big race."

Mr. Finch thought a little and said: "I will certainly drive in the big race. And you – you take your money for one night's work. Don't come again."

The old man couldn't understand and asked for an explanation.

What did Mr. Finch tell him?

Mr. Finch did not want to pay the old man for sleeping.

TEST

ARE YOU A RELIABLE DRIVER?

1. You are stuck in a traffic jam. Do you still keep honking in the hope that the road will magically clear for you?

- a) of course. Honking always works;
- b) if everyone has come to a halt, there's no point in honking.

2. Do you actively slow down at your neighborhood school crossing all the time?

- a) not always because you know what time the kids are going to step out;
- b) yes, always.

3. A rash driver cuts you, nearly side swiping you. What is your immediate reaction?

- a) you rev up and switch lanes erratically to catch up with the driver and give him/her your angry look;
- b) ignore it and keep driving the way you usually do.

4. You have just entered your neighborhood lane and an old lady, who is struggling with her groceries, takes awfully long to cross a small pedestrian crossing at the bend. What do you do?

- a) honk, swear or rev your engine in anguish;
- b) wait till the old lady passes or get out of your car to help her.

5. Do you use any type of gadget while you drive?

- a) you have a lot of gadgets in your car including a music player, phone, GPS. There is always something to fiddle with;
- b) no. Gadgets tend to distract you.

6. You are approaching a traffic signal and you notice that the lights are about to go red. What do you do?

- a) accelerate because you want to make it through the lights before they turn red;
- b) ease off the pedal and stop.

7. How often do you forget using your turn signal?

- a) sometimes;
- b) never.

8. You notice that a group of cyclists are dangerously close to the driving lane. What do you do?

- a) keep driving at the same speed while honking. After all, it is their problem if they veer on to the road and get hit;
- b) slow down and make sure that your car steers clear of the cyclists.

9. When entering the freeway, you generally...

- a) accelerate and make your way into the traffic lanes somehow;
- b) slow down, match the speed of the traffic and enter cautiously.

0-4: You are not a good driver.

You are not a good driver. You seem to lack proper driving etiquette and may even flout the law by using gadgets while driving. You should be more careful behind the wheel.

5-9: You are a good driver.

You are a good driver. You are a very careful and a courteous driver. You care for your own, and the safety of others on the road.

GLOSSARY

A

Accelerate – ускорение
Access – иметь доступ
Achievement – достижение, успешное выполнение
Advertising – реклама, рекламирование
Agriculture – сельское хозяйство
Allow – разрешать, позволять
Applicant – абитуриент, претендент
Application – 1) применение, использование; 2) заявление
Associate – объединять, связывать; ассоциировать (ся)
Attempt to – пытаться, пробовать
Available – доступный, пригодный

B

Bachelor's degree – степень бакалавра
Be admitted – быть принятым, допущенным
Be awarded something – быть удостоенным награды, быть награжденным
Be founded – быть основанным
Be located – быть расположенным
Be made up of (to consist of) – состоять из
Be proud of – гордиться чем-либо
Be situated – быть расположенным
Be washed – омываться
Bend (bent, bent) – сгибать, сворачивать
Brake – тормоз; тормозить

C

Capital – столица
Carry out – 1) выполнять, завершать; 2) проводить
Charge – заряжать(ся)
Climate – климат
Coal – уголь
Coast – побережье
Combine – объединять, сочетать в себе
Compare – сравнивать
Competitive examination – вступительный экзамен
Complete – заканчивать, завершать
Compulsory – обязательный, принудительный
Concept – понятие, концепция, идея
Conductivity – проводимость
Connect – связывать
Consider – рассматривать
Constitutional monarchy – конституционная монархия
Converge – сходиться

Cover – охватывать
Crystal – 1) кристалл, прозрачный материал; 2) прозрачный, хрустальный
Cultural – культурный
Currently – в настоящее время, теперь
Curriculum (curricula) – учебный план, программа
Custom – обычай

D

Defend – защищать(ся)
Dense – плотный, непрозрачный
Desktop place – рабочее место
Develop – развивать
Development – развитие
Development – развитие (рост), развитие событий
Direction – направление
Disperse – распространять
Distinguish – выделять, различать
Distribute – распределять, распространять
Do a diploma project – выполнить дипломный проект
Dominance – превосходство
Durable – надежный, долговечный

E

Education – образование
Emergence – появление, возникновение
Emmision – эмиссия, выпуск, выделение
Engine – двигатель
Enter – 1) поступать; 2) входить
Entertainment – развлечение, развлечения
Establish – основывать
Establishment – учреждение, организация
Exception – исключение
Exchange – обмен

F

Fail in an examination – не выдержать (провалить) экзамен
Fiber optics – оптоволокно
Field – 1) область, сфера деятельности; 2) поле
Flake – осколок, слой, хлопья
Fold – складывать, сгибать
Full-time training – дневное обучение
Fuel – топливо

G

Gear – передача
Get education – получить образование
Government – правительство
Graduate (from) – окончить высшее учебное заведение
Graphene – графен
Graphite – графит
Groundbreaking – новаторский, революционный

H

Higher – высший
Honor – награда, почет, честь
However – все же, тем не менее

I

Ignite – воспламенять (ся)
Include – включать
Increase – увеличиваться, возрасть
Indispensable – необходимый, незаменимый
Industrial – промышленный
Industry – промышленность
Inhabitant – житель
In relation to – по отношению к, относительно
Instead of – вместо, взамен
Institution – учреждение
Internal combustion – внутреннее сгорание
Introduce – представлять, вводить
Invent – 1) изобретать; 2) придумывать
Inventor – изобретатель
Investigate – исследовать, изучать
Involve – включать в себя, вовлекать
Iron – железо

K

Keep the track of smth. – быть в курсе событий, следить за ходом, развитием чего-либо

L

Landmark – архитектурный памятник, ориентир
Language – язык
Laptop – небольшой портативный компьютер
Last (for) – длиться, продолжаться
Launch – начинать, запускать
Laureate – лауреат
Layer – слой, уровень

М

Maintain – поддерживать; осуществлять техническое обслуживание
Master's degree – степень магистра
Mean – означать
Means – средство
Mass-media – средства массовой информация
Mild – мягкий
Mode of transport – вид транспорта
Move – двигать(ся)
Mountain – гора

Н

Neighbor – сосед(ка), ближний
Network – сеть
Notable – значительный

О

Obligatory – необходимый, обязывающий
Operate – управлять, работать
Opportunity – возможность, удобный случай

Р

Part-time department – заочное отделение
Pass an examination – сдать экзамен
Pedestrian – пешеход
Petroleum – нефть, бензин
Pneumatic – пневматический, воздушный
Pollute – загрязнять
Population – население
Possess – обладать, владеть
Predict – предсказывать, прогнозировать
Pressure – давление
Primary – 1) начальный; 2) главный, первостепенный
Prime Minister – премьер-министр
Private – частный, личный
Private school – частная школа
Probably – вероятно
Produce – производить
Professor's degree – степень доктора наук
Profit – польза, выгода, прибыль
Proper – правильный, надлежащий
Property – 1) собственность; 2) свойство
Protect – защищать(ся)
Provide with – обеспечивать, снабжать

R

Railtrack – рельсовый путь
Railway – железная дорога
Recognize – признавать, узнавать
Relatively – относительно, сравнительно
Remote – удаленный, дистанционный
Replace – заменять
Research – научное исследование
Road – дорога
Rule – править, правило

S

Sailing boat – парусник
Sample – образец, проба
Satellite – спутник
Scholarship – стипендия
Secondary – средний
Seem – казаться
Seize the imagination – захватить воображение
Separate – 1) отдельный, самостоятельный; 2) разделять
Software – программное обеспечение для компьютера
Source – источник
Spark – искра, вспышка
Speed up – ускорять(ся)
Speak – говорить
Special – специальный, особый
Speed – скорость
Stay in touch with – поддерживать связь с кем-то
Steam – пар
Steel – сталь
Store – хранить, запасать
Strength – прочность, сила, сопротивление
Stretch – растягивать, тянуть
Subject – предмет
Subject to – подвергать воздействию
Supervisor – 1) научный руководитель; 2) инспектор, контролер
Switch on/off – включать/выключать

T

Tablet – планшет
Take an examination – сдавать экзамен
Tape – 1) лента, пленка; 2) канцелярская лента, скотч
Tear off (tore, torn) – оторвать
Technical – технический
Telecommunication – дистанционная связь
Term – семестр
Terminal – конечный пункт/станция

Terrestrial – земной, глобальный
Thesis (dissertation) – диссертация
Throw out (threw, thrown) – выбрасывать
Transit – 1) перевоз, проезд; 2) перевозить, транспортировать
Transmission – передача, пересылка
Transport – транспорт; перевозить, перемещать(ся)
Transportation – транспортные средства, перевозка
Truck – грузовой автомобиль
Tuition fee(s) – плата за обучение
Two-dimensional – двумерный

U

Uncommon – редкий, нетипичный
Unification – объединение

V

Vacation – каникулы
Valley – долина
Vehicle – транспортное средство
Vocational school – профессионально-техническое училище

W

Weather – погода
Wheel – колесо
Wired – проводной, проволочный
Wireless – беспроводной

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