

**Английский язык**  
**для студентов первого курса педагогических специальностей**

Автор: Сипакова Ирина Николаевна, зав. кафедрой иностранных языков  
Педагогического института СГУ, к. филол. наук, доцент

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## Аннотация

Предлагаемое учебное пособие по английскому языку для студентов первого курса педагогических институтов неязыковых специальностей состоит из пяти разделов: Грамматический коррективный курс, Учителя и ученики, Студент и вуз, Национальный характер, Приложение с образцами резюме, деловых и личных писем.

Языковой материал подаётся с учётом требований Программы по иностранным языкам для неязыковых специальностей и ФГОС ВПО ГСЭ.Ф.01. Пособие предназначено для студентов, изучавших английский язык в школе, и рассчитано на 70 – 90 часов аудиторных занятий в зависимости от степени подготовленности аудитории.

Подача грамматического материала направлена, в первую очередь, на систематизацию уже изученного в школе и профилактику ошибок, вызываемых интерференцией английского и родного языков. По замыслу автора, интенсивный курс грамматического повторения должен предшествовать основному и рассчитан на 10-12 часов аудиторных занятий.

Особое внимание в основном курсе уделяется грамматической и лексической омонимии, способам распространения простого предложения и построению сложноподчинённого предложения в зависимости от логических отношений, связывающих его части. Этот материал подаётся концентрически, в каждом разделе, кроме первого.

Аутентичный текстовый материал, подвергшийся в некоторых случаях незначительной адаптации, подобран с учётом профессиональных и возрастных интересов обучаемых и даёт возможность развивать навыки чтения с разной полнотой извлечения информации. Формы проверки понимания текстов разнообразны, никогда не сводятся к переводу и зависят а) от характера информации, имеющейся в тексте, б) от вида чтения. Контроль понимания осуществляется путём тестового контроля, составления таблиц, схем, диаграмм, обсуждения дискуссионных вопросов.

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## Unit I

### Grammar Revision.

**Exercise 1.** В таком виде английский алфавит расположен на клавиатуре компьютера. Расставьте буквы по алфавиту:

q w e r t y u i o p a s d f g h j k l z x c v b n m

**Exercise 2.** Транслитерируйте своё имя и фамилию на английский язык, например: Марина Вербицкая – Marina Verbitskaya. Наиболее трудные случаи: й – у (j); ц – ts; ш – sh, щ – sch; ы – y; ж – zh; я – ya (ja); ч – ch; ю – yu (ju); ё – yo (jo).

### Количественные числительные.

One, two, three, four, five, six, seven, eight, nine, ten.

Eleven, twelve.

**Thirteen**, fourteen, **fifteen**, sixteen, seventeen, eighteen, nineteen.

Twenty, **thirty**, forty, **fifty**, sixty, seventy, eighty, ninety.

One hundred, two hundred, .... one thousand, two thousand.

Million, billion (миллиард)

**Exercise 3.** Номера телефонов в английском языке читаются по одной цифре: 23-40-56 читается two-three-four-zero-five-six. Назовите по-английски известные вам номера телефонов.

**Exercise 4. А) Даты.** Именования года читаются по две цифры (количественные числительные): 1999 – nineteen-ninety nine, 1243 – twelve-forty three, 1987 – nineteen – eighty seven. Однако, 2000 год читается: year two thousand, 2006 – year two thousand and six.

Назовите по-английски памятные для Вас даты.

**В) Составные числительные.** 567 – five hundred and sixty seven. 1492 – one thousand four hundred and ninety two.

Назовите по-английски составные числительные: 304, 2983, 2108, 10568, 25 091.

**Exercise 6.** Трёхзначные и более номера (страниц книги, рейсов самолётов и под) часто читаются по одной – две цифры: рейс 368: flight three-sixty eight; страница 126: page one -twenty six или page one–two-six.

Открывайте наугад страницы в толстой книге и называйте их по-английски.

### Порядковые числительные.

**First, second, third,** fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh ...

### Названия дней недели

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. Обратите внимание на предлог: в понедельник: **on** Monday, во вторник: **on** Tuesday

### Названия месяцев.

January, February, March, April, May, June, July, August, September, October, November, December. **В** декабре: **in** December

**Exercise 6.** В именовании дней используются порядковые числительные: 26 мая – the twenty sixth of May; 31 декабря – the thirty first of December. I was born on the 10<sup>th</sup> of September 1982.

Назовите даты своего рождения и своих близких.

**Exercise 7.** Множественное число существительных образуется путём прибавления к существительному в единственном числе окончания -s (-es), которое читается тремя способами. 1) после гласных и звонких согласных как /z/ - dogs /dogz/, boys /boiz/ 2) после глухих согласных как /s/ - cats /kaets/, 3) после шипящих и свистящих как /iz/ - pages /peidziz/.

Поставьте следующие существительные в множественное число: school, student, teacher, grade, mark, lesson, class, board, dean, professor, test, examination, classroom, building, hall, computer, calculator, copy, handout, pen, crayon (фломастер), pencil, book, library, graduate (выпускник вуза), school-leaver (выпускник школы), undergraduate (студент вуза), principal (директор школы), meeting, parent, report, certificate, plane, session, office, job, wish, monitor, photo, match.

Запомните основные исключения: **man - men, woman – women, child – children, foot – feet, tooth – teeth.**

**Exercise 8.** Личные местоимения в английском предложении выполняют роль подлежащего: I, we, you, he, she, it, they. Не забывайте, что местоимение it,

обозначая все неодушевлённые существительные, может переводиться как он, она, оно в зависимости от рода русского неодушевлённого существительного. This is a crayon. **It** is yellow (он). Look at this picture. **It** (она) is really nice. Don't come up to the window. **It'** (оно) s open.

**Exercise 9.** Объектные местоимения обозначают в предложении дополнение (объект), например, видят кого? Me, you, her, him, it, us, them.

Вставьте в предложения подходящие по смыслу объектные местоимения, соотносящиеся с личными в скобках: I know (she). Ted shouted to (they). The car hit (he). Don't tease (we). The dog will eat (it). Who will buy (it)? Letty always dresses (they) in good taste. You may send (she) an e-mail. Bill must invite (you) there.

**Exercise 10.** Переведите местоимения на английский.

Yesterday when я was shopping a woman stopped меня and asked меня the way to the post office. Я gave ей directions and она thanked меня politely, then ran quickly in the opposite direction. Я put my hand in my pocket and found that my wallet (бумажник) was missing. Я shouted and ran after ней but it was no good. Она disappeared in the crowd.

**Exercise 11.** Притяжательные местоимения обозначают принадлежность предмета (предметов) и следующим образом соотносятся с личными местоимениями: I – my, you – your, he – his, she – her, it – its, we – our, they – their.

Переведите на русский язык: мой декан, ваша сумка, твой класс, её дети, его люди, наш ребёнок, их компьютер, мой бумажник, его ответ, твои оценки (grades), наш университет, твой факультет, их проблемы, ваши документы, твой автобус, его бумажник, твои руки, наши учителя, ваши деньги, твой учебник, её фломастер.

**Exercise 12.** Приказания и просьбы в английском языке (повелительное наклонение) по форме совпадают с инфинитивом без частицы to. Чтобы смягчить приказания, добавляйте please.

Come in, please. Sit down, please.

Переведите на английский: встаньте, откройте книгу, пишите письмо, переводите текст, отвечайте на вопрос, откройте тетрадь, купите билет, закройте дверь, включите свет, беги за мной, положи телефон в карман (into the pocket), спроси его, дай ей денег.

Отрицательная форма повелительного наклонения образуется при помощи don't:

Don't come in, please; don't sit down, please.

Попросите на английском не делать того, о чём вы просили выше.

**Основными моделями предложений в английском языке можно считать следующие:**

1. Предложения связочного типа с глаголом to be.

В них смысловой глагол, т.е. глагол, обозначающий действие или состояние, отсутствует. My name **is** Helen. Her friends **are** nice guys. The child **was** happy. This **will be** your last chance.

2. Предложения обладания с глаголом to have.

He **has** a dog. Bill **had** an English test last month. Judy **will have** a new car next year.

3. Предложения, сообщающие о наличии предмета (предметов) в определённом месте. Они оформляются при помощи конструкции there is/are.

**There is** a mistake in your dictation. **There were** a lot of students in the bar. **There will be** a new supermarket in this neighbourhood (микрорайон).

4. Предложения, выражающие отношение к действию, названному в предложении. Отношение выражается т.н. модальными глаголами.

Ted **can** speak English. John **must** come at eight. We **may** smoke here.

5. Предложения глагольного типа с глаголами, обозначающими разнообразные действия или состояния. Таких предложений в языке большинство, и именно к ним относится всё разнообразие видовременных форм глагола, обычно называемых временами.

**Потренируемся в распознавании и употреблении этих функциональных типов предложений.**

**Предложения связочного типа.** Как правило, они употребляются только в простых видовременных формах.

Спряжение глагола - связки to be.

Present – I am,

He, she, it is,

We, you, they are.

Past – I, he, she, it was,

We, you, they were.

Future – I, we shall be,

He, she, it, you, they will be.

**Exercise 13.** Заполните пропуски подходящей по смыслу формой глагола to be.  
1. I ... in the country in summer. 2. Next summer I ... back home. 3. I ... 18 years old.  
4. This man ... great! 5. It ... 10. 25 by my watch. 6. Summer ... my favourite time of  
the year. 7. I ... with you in a minute. 8. Nelly and Ted ... my cousins. 9. Elizabeth  
2<sup>nd</sup> ... the Queen of Great Britain. 10. Yesterday they ... at the theater. 11. You ...  
sorry for your words very soon. 12. These grammar rules ... difficult. 13. My cell-  
phone is new. 14. It ... a digital camera (цифровой фотоаппарат).

**Exercise 14.** Переведите на английский язык.

1. Моей сестре 12 лет. 2. The Beatles были очень популярной группой в 70-ые  
годы (the 70-s). 3. Моего друга зовут Миша. 4. Я вернусь (be back) через  
несколько минут. 5. Сейчас 2 часа. 6. Эти снимки (photos) у меня на столе. 7.  
Помада (lipstick) и щётка (brush) были у меня в сумке. 8. Наши родители были  
друзьями. 9. Джордж Буш – президент США. 10. Столица США – Вашингтон.  
11. Музей Радищева был первым общедоступным (public) музеем в России. 12.  
Профессор будет на лекции в 10 часов. 13. Английский будет в среду. 14. Мне  
холодно. 15. Ей тепло.

**Exercise 15.** Переведите на английский.

1. Мой друг – офис-менеджер. 2. Моя мама была директором школы. 3. Эта  
женщина – наш декан. 4. Моя сестра была секретарём директора фирмы. 5. Её  
родители были служащими. 6. Её дочь будет врачом. 7. Это - наш менеджер по  
продажам. 8. Я буду компьютерным программистом. 9. Келли была завучем  
школы. 10. Он будет начальником нашего отдела. 11. Они – тур-агенты.

Вам могут понадобиться следующие слова: tour agent, principal, vice-principal,  
office manager, computer programmer, purchasing manager.

### Предложения обладания.

Спряжение глагола to have.

Present – I, we, you, they have,  
He, she, it has.

Past – I, he, she, it, we, you, they had.

Future – I, we shall have,  
We, you, they will have.

**Exercise 16.** Заполните пропуски соответствующей формой глагола have.

1. We ... a lot to do last week (У нас было много дел на прошлой неделе). 2. Our  
group ... a seminar in history the day after tomorrow. 3. We ... a new subject next  
semester. 4. Sue ... a new hobby – photography. 5. I ... a vanilla ice-cream for dessert.

6. My group-mates ... a lot of fun at the disco on Sunday. 7. All my friends ... pets. 8. Dick ... a headache (головная боль). 9. She ... an important message (сообщение) for you. 10. Jeremy ... a credit test in a week. 11. You ... a trouble if you do this. 12. I ... dinner with my boy-friend last night.

**Exercise 17.** Переведите на английский язык, употребляя соответствующую форму глагола have.

1. У меня есть его электронный адрес (e-mail address). 2. У них была подержанная (second-hand) машина. Теперь у них новая «Лада». 3. У бабушки болит голова. 4. У меня есть для тебя новости (news). 5. У моих друзей будет новоселье (a house-warming party). 6. На десерт (For dessert) у нас будет мороженое. 7. Вчера вам повезло (to have good luck). 8. У этого парня (guy) хорошее произношение (pronunciation). 9. Мы будем ужинать поздно. 10. У моей соседки (the woman next door) 4 кошки. 11. У неё была возможность (chance) поехать в США. 12. У него (business appointment) деловая встреча с партнёром.

**Exercise 18.** Переведите, используя соответствующую форму **to be** или **to have**.

1. Он был доволен. 2. У него была прекрасная идея (idea). 3. У нас будет время подумать. 4. Завтра будет понедельник. 5. В университете будет новый ректор (president). 6. Он будет завтракать дома. 7. Он был счастлив. 8. У него были проблемы. 9. Наш декан очень строг (strict). 10. У нашего декана много дел (a lot to do). 11. У меня есть новость для тебя. 12. Он - наш староста (monitor).

**Предложения, сообщающие о наличии предмета (предметов) в определённом месте с конструкцией there is/ there are.** В них, как правило, имеются обстоятельства места. Перевод на русский язык лучше начинать с обстоятельства места.

Present – there is/there are. There are many dry leaves on the ground.  
Past – there was/ there were. There was a comedy on TV yesterday.  
Future – there will be. There will be new desks in our room next term.

**Exercise 19.** Заполните пропуски соответствующей формой конструкции there is/are:

1. There ... a computer club at my school. 2. There...a parking lot in our block (квартал) next year. 3. In his test there ... a few errors (ошибка). 4. There... three new subjects in our curriculum (учебный план). 5. There... a concert at the student club tonight. 6. In a week there ... yellow and red leaves on the trees. 7. There ... two new students in our group. 8. There... an unpleasant incident (неприятное происшествие) here yesterday. 9. There ... a lot of passengers in the bus. 10. There... only one visitor in the museum. 11. There ... a difficult text in my home assignment. 12. There ... no place for me in the car.



**Exercise 20.** Переведите на английский язык, используя соответствующую форму конструкции **there is/are**:

1. В моей группе 25 студентов. 2. В нашем деканате (Dean's office) есть компьютер и ксерокс (Xerox-zì:roks). 3. Вчера в коробке было 6 конфет (chocolates). 4. В этой программе будет интересная информация. 5. У меня в сумке есть носовой платок (handkerchief). 6. В моей квартире 5 зеркал. 7. В вагоне (car) были свободные места (vacant seats). 8. В этом микрорайоне (residential area or neighbourhood) будет новый супермаркет. 9. В нашей группе новенькая (fresher). 10. В супермаркете широкий выбор товаров (wide choice of goods). 11. На полках были английские и русские книги. 12. На столе были фломастеры, ручки и карандаши.

**Exercise 21.** Переведите на английский язык, используя соответствующие формы глагола **to have** или **there is/are**. Помните, что **У меня** есть компьютер – предложение обладания (досл. Я имею компьютер), при его переводе используется глагол **TO HAVE**, **В комнате** есть компьютер – предложение наличия предмета в определённом месте, и оно переводится при помощи оборота **there is/ there are**.

1. У меня есть немного денег. 2. В квартире две спальни. 3. В школе есть несколько клубов. 4. На факультете есть замечательные студенты. 5. У нас есть ещё одна попытка (attempt). 6. Поблизости (nearby) есть недорогой (cheap) ресторан. 7. В полиции есть его фотографии. 8. У него есть мобильный (mobile, cell) телефон. 9. У него в офисе есть справочник (a reference book). 10. На факультете есть видео клуб. 11. В этом доме 6 квартир. 12. У её родителей две машины – старая и новая.

### ТЕХТ

Read the text and do the test.

Which verb (or its forms) is repeated almost in every sentence?

Bridget is in her bedroom. There are four envelopes on the floor of her room in front of her. All the letters are with Alabama postmarks. They are from her grandmother. One letter is five years old. It is about her mom's funeral (похороны). The second is about 4 years old asking her to come and visit. The third is three years old. There is a detailed family tree in it. The fourth letter is one year old again asking her to come.

These letters were in her father's bedroom together with her birth certificate and her medical records. She is very angry with her father. Why were these letters in his room all this time? The envelopes have her name on them. The letters are hers. He has no right to keep them away from her.

Her father's answer to her question was, "You're minor. I am your parent". "It is summer! I have got some money. I want to see my granny!" were Bridget's words.

Comprehension test.

1. Bridget lives in a) Alabama b) with her father c) alone.
2. The letters are a) old b) from her grandfather c) from her dad.
3. There is an invitation to come a) in all the letters b) in two letters c) for her and her father.
4. The letters were in her father's room because a) they were addressed to him b) they were not important for Bridget c) Bridget's father didn't want to show them to her.
5. Bridget a) will go to Alabama b) will stay at home in summer c) will ask her father for some money.

**Предложения со смысловыми глаголами, обозначающие различные действия или состояния предмета (подлежащего).**

Именно в таких предложениях употребляется всё разнообразие видовременных форм (tenses) глагола в действительном (Active Voice) и страдательном (Passive Voice) залогах. Для удобства впредь видовременные формы будем именовать временами.

Для образования времен, помимо умения спрягать глаголы to have и to be, необходимо знать 4 основные формы глагола.

**Первая основная форма:**

**инфинитив, или неопределённая** (словарная) форма глагола. В таблице времён обозначается буквой V (verb – глагол).

**Вторая основная форма:**

**прошедшее неопределённое время** (Past Indefinite). Это - единственная основная форма, совпадающая с конкретным временем. У правильных глаголов она образуется прибавлением окончания -e(d) к первой форме: live –lived, ask – asked. У неправильных глаголов способы образования формы различны: leave – left, forget – forgot. У наиболее частотных глаголов их следует запоминать.

**Exercise 22. А)** назовите вторую форму следующих правильных глаголов: Ask, answer, want, like, look, love, miss, follow, cry, shout, smile, laugh, open, close.

**В)** найдите в словаре вторую форму следующих неправильных глаголов: sit, stand, tell, speak, sell, buy, write, read, meet, run, put, give, come, go, feel, see.

**Третья основная форма:**

**причастие прошедшего времени** страдательного залога. (Participle 2).

Образуется у правильных глаголов так же, как и вторая основная форма, с помощью окончания -ed, у неправильных глаголов - индивидуально.

Запишите третью форму неправильных глаголов из упражнения 22.

**Четвёртая основная форма:**

**причастие настоящего времени** действительного залога. У всех глаголов образуется одинаково путём прибавления окончания **-ing** к первой форме: live – living, see – seeing.

Запишите четвертую форму неправильных глаголов из упражнения 22

### Действительный залог Active Voice.

Мы употребляем предложения в действительном залоге, если лицо или предмет, обозначаемый подлежащим, выполняет действие сам, а не подвергается воздействию со стороны.

Ср.: Студент перевёл текст. – Текст был переведён студентом.  
Уборщица моет полы раз в неделю. – Полы моются раз в неделю.

Определите залог русских предложений:

1. Никто не называл жизнь Эллин лёгкой или счастливой.
2. Он был отдан в учение сапожнику.
3. Ветераны ВОВ перевозятся бесплатно.
4. Скарлет покорно присела к столу.
5. Зелёное платье было снято с вешалки.

	Видовые характеристики (способ совершения действия) Aspect			
Реальное физическое время / Tense	Неопределённое / Indefinite	Продолженное / Continuous	Завершённое / Perfect	Продолженное е Завершённое /Perfect Continuous
Настоящее / Present	I show V, Vs Я <i>показываю</i> (вообще)	I'm showing am, is, are + Ving Я <i>показываю</i> (сейчас)	I have shown have/has + Ved <sup>(3)</sup> Я <i>показал</i> (уже)	I have been showing have/has been+ Ving Я <i>показываю</i> (уже в течение к.-л. периода времени)

Прошедшее / Past	I showed Ved (2) Я <i>показал</i> (вчера)	I was showing was / were + Ving Я <i>показывал</i> (в тот момент)	I had shown had + Ved (3) Я <i>показал</i> (уже к тому моменту)	I had been showing had been+Ving Я <i>показывал</i> (к моменту в прошлом уже в течение к-л периода времени)
Будущее / Future	I'll show shall / will + V Я <i>покажу</i> (завтра)	I'll be showing shall/will be +Ving Я <i>буду</i> <i>показывать</i> (в тот момент)	I'll have shown shall/will have+ Ved (3) Я <i>покажу</i> (уже к тому моменту)	I'll have been showing shall/will have+Ving Я <i>буду</i> <i>показывать</i> (к тому моменту уже в течение к-л времени)

**Запомните! Как правило, все времена *Continuous* и *Perfect Continuous* переводятся русскими глаголами **НЕСОВЕРШЕННОГО ВИДА** (читал, буду читать и под.), все времена *Perfect* - глаголами **СОВЕРШЕННОГО ВИДА** (прочитал, прочту). Времена группы *Indefinite* могут переводиться как совершенным, так и несовершенным видом в зависимости от контекста.**

**Exercise 23.** Определите время и вид русских глаголов

1. гонишь 2. падал 3. обманет, 4. расскажет 5. видел 6. знали 7. угадаешь 8. будут возить 9. будем навещать 10. приходила 11. будет знать.

**Exercise 24.** Переведите на английский, используя соответствующие видо-временные формы.

Example: *сообщает* – можно перевести Present Indefinite в случае, если это делают регулярно или Present Continuous, если сообщение звучит в данный момент.

1. сообщает 2. подготовили 3. будут строить 4. начал 5. остановит 6. начинали 7. провозгласили 8. начнёт 9. решают 10. прибежит 11. спрошу 12. переводит 13. выучит 14. рассказывает 15. покупал. 16. льёт 17. будет переписывать 18. взял 19. отдаст 20. читает 21. уехал 22. приходит.

**Exercise 25.** Определите видо-временные формы английских глаголов, представленных в формализованном виде.

1. X was Ving, 2. Xs have Ved, 3. X will be Ving, 4. X will have Ved, 5. X are Ving,

6. X Vs, 7. Xs V, 8. Xs are Ving, 9. Xs shall V, 10. X shall V, 11. X will V, 12. Xs were Ving, 13. Xs will have Ved, 14. X has been Ving, 15. Xs shall have Ved, 16. X is Ving, 17. X were Ving, 18. Xs had Ved. 19. X am Ving.

**Exercise 26.** Translate into Russian

1. had planted, 2. shall plant, 3. will have planted, 4. are planting, 5. plants, 6. have planted, 7. will plant, 8. am planting, 9. planted, 10. plant, 11. will be planting, 12. was planting, 13. were planting, 14. has planted, 15. is planting, 16. shall have planted.

### Negative Form.

Отрицательная форма образуется следующими основными способами:

1. В предложениях связочного типа **ПОСЛЕ** глагола **быть** употребляется частица **not** – She **was not** a student last year.

2. В предложениях с оборотом there is/ there are **ПОСЛЕ** глагола **быть** употребляется **No**: There is **no** sense in his words. Если у существительного есть артикль или определитель в виде числительного или неопределённого местоимения, употребляется **NOT**: There was **not any** sense in his words. There will not (won't) be 30 students present in class.

3. В остальных случаях: предложения обладания с глаголом have и предложения со смысловыми глаголами в разных видо-временных формах и залогах **-ПОСЛЕ СООТВЕТСТВУЮЩЕГО вспомогательного ГЛАГОЛА** (см. Таблицу видо – временных форм) употребляется **NOT**. Поскольку в Present и Past Indefinite в утвердительной форме нет вспомогательных глаголов, они вводятся специально – **do, does** в Present и **did** в Past.

I do not have time to waste. He does not like maths. Mum did not allow me to come late.

**Exercise 27.** назовите полную форму следующих глаголов:

can't, won't, didn't, mustn't, hadn't, shan't, isn't, couldn't, haven't, wouldn't, doesn't, hasn't, mightn't, aren't, needn't, shouldn't.

**Exercise 28.** Скажите, чего нет в вашей сумке. Пример: I don't have a handkerchief in my hand-bag.

I don't have... any money, change (мелочь), a lipstick, a monthly pass (проездной), a student ID (студенческий), a comb, a brush, a pen, a pencil, a mirror, a compact (пудреница), a letter, a photo, mascara (тушь), a cassette, a key, sun glasses.

**Exercise 29.** Вставьте NOT, or NO.

1. There is... garden behind my school. 2. There was... dog in the yard. 3. There will... a parking lot nearby. 4. There is ... bus-stop nearby. 4. There was ... meat in the fridge. 5. There is ... tea in my cup. 6. There was ... a single passer-by (прохожий) in the block. 7. There was ... one quiet minute at work yesterday.

### Types of questions.

Существуют следующие основные типы вопроса:

**общий** - ко всему предложению: Do you find this rule difficult?

**специальный** – к отдельному члену предложения: Why do you find this rule difficult?

**альтернативный вопрос с союзом or:** Do you find this rule difficult or easy? Do you or your teacher find this rule difficult?

**Разделительный:** You enjoyed her performance, didn't you? You didn't enjoy her performance, did you?

Общий вопрос является структурной основой первых трёх типов вопроса. Основой разделительного вопроса является утвердительное или отрицательное предложение в сочетании с общим вопросом.

Основной особенностью **общего вопроса** является инверсия, т.е. такой порядок слов, при котором вспомогательный глагол (глагол-связка или модальный) **ПРЕДШЕСТВУЕТ** подлежащему.

Обычный порядок слов: а) Ted is reading. The students are busy reading. He can take his seat here.

б) Инвертированный (вопросительный) порядок: Is Ted reading? Are the students busy reading? Can he take his seat here?

**Специальный вопрос** – это тот же общий вопрос, но начинающийся с вопросительного слова.

**Who, what, what kind of, whose, whom, which, where, when, why, how, how much (many), how long.**

Example: Most fans spend up to 15 pounds a year on records.

Общий вопрос: **Do** most fans spend up to 15 pounds a year on records?

Специальный вопрос: **How much do** most fans spend a year on records?

**Обратите внимание** на то, что после вопросительного слова воспроизводится структура общего вопроса за исключением слов, к которым вопрос ставится.

**Exercise 30.** Задайте только общие вопросы к следующим предложениям.

1. The Queen is popular with the British. 2. The show was fantastic. 3. You can use the sport field now. 4. My Granny spends a lot of time on sewing and knitting. 5. My Dad did a lot of house repairs at the week-end. 6. I have had a serious problem with my parents. 7. They will go to the supermarket to buy food and drinks for the party. 8. There is an error in the exercise. 9. They are drawing a sketch. 10. He moved to

Washington last year. 11. He had come to the station before the train left. 12. The film has just finished.

**Exercise 31.** Задайте специальные вопросы к предложениям из упр.30, начинающиеся с указанных вопросительных слов.

1. With who...
2. What kind of ...
3. When ...
4. What ...
5. When ...
6. Who with ...
7. Why ...
8. Where ...
9. What ...
10. Where ...
11. When...
12. When...

В вопросах к **подлежащему** и его определению сохраняется порядок слов **УТВЕРДИТЕЛЬНОГО** предложения, т.е. подлежащее замещается вопросительным словом, других изменений в предложении нет: We **listened to “Spice Girls”**. Who **listened to “Spice Girls?”**. Teddy **has given me a call**. Who **has given me a call?**

**Exercise 32.** Задайте вопросы к подлежащему предложений из упр. 30.

**Exercise 33.** Задайте альтернативные вопросы, используя слова в скобках.

*Example: John showed them his new dog. (hamster). Did John show them his new dog or hamster?*

1. Brittany has got three cats. (two).
2. Judy took part in the school party (a sport contest).
3. Janet’s Grandmother will visit them next week (next month).
4. She is wearing a fur coat (a raincoat).
5. Pedro is from Spain (Italy).
6. Most shops are closed before eight (ten).
7. A man is sitting in the car in front of the hotel (the bank).
8. I have been working as a cleaner at a big hotel (supermarket) since 1998.
9. He woke suddenly at 6 o’clock (5 o’clock).
10. I want some chocolate (strawberry) ice cream.

**Exercise 34.** Подберите к первой части вопроса нужное окончание (два окончания – лишние).

- |   |                  |
|---|------------------|
| 1. The weather is fine.                       | a) isn’t she     |
| 2. Charly should make his speech shorter.     | b) isn’t it?     |
| 3. She was not excited.                       | c) could he?     |
| 4. Bill spent Christmas with his family.      | d) shouldn’t he? |
| 5. The professor couldn’t ignore my question. | e) was she?      |
|   | f) didn’t he?    |
|   | g) did he?       |

**Exercise 35.** Задайте как можно больше вопросов к следующему предложению:  
**She went there.**

**Омонимичность -s; 's; -s'**

- I        -s'    притяжательный падеж существительного  
во множественном числе:  
my parents' flat
- II        -s        a) множественное число существительных:  
bags, hats  
b) единственное число глаголов:  
takes, loves (3 лицо, наст. неопр. время)
- III       a) притяжательный падеж существительного  
в единственном числе:  
's        his sister's hat  
b) сокращённая форма глагола is: It's me  
c) сокращённая форма глагола has: He's got an expensive car  
d) сокращённая форма местоимения us: Let's go

**Exercise 36.** Определите функции форманта **-S**. Переведите предложения на английский язык.

- You must form good habits.
- All juices are good for health.
- It suits him very much.
- It's Mike's guitar.
- It's my mother's bag.
- He's having a lecture at the university.
- He's got a new BMW.
- Let's stay at home.
- He works an hour a day.
- I like apples best of all.
- The producers like only slim women.
- He speaks no foreign language.
- That's very kind of you.
- Let's go to the cinema.
- It's all over.
- He's out.
- Let's go to the party.
- Tastes differ.
- My sister's name is Kate.
- The students' initiative wasn't approved of.
- They liked the soloists' interpretation of this vocal piece.
- Peter's dog is small.
- Who's got any money?
- He does his duty.
- The weather keeps fine.
- Follow these strict rules.
- The best of the restaurants aren't cheap.
- It's Roman Viktyuk's latest production.
- Let's try to do it.
- French artists' life was often hard.

### **Степени сравнения прилагательных и наречий**

в английском языке образуются двумя способами (они не взаимозаменяемы).

- Если прилагательное состоит из одного или двух слогов (в последнем случае они должны заканчиваться на **-er, -ow, -y**), то сравнительная степень у них образуется при помощи суффикса **-er**, а превосходная – при помощи окончания **-est**.
- Если слово состоит более, чем из двух слогов, то сравнительная степень у него образуется при помощи наречия **more**, а превосходная - при помощи **most**.

**Основные исключения из этого правила: good – better – best; bad – worse – worst; little – less – least; much, many – more – the most.**

**Exercise 37.** Образуйте сравнительную и превосходную форму прилагательных



a) Hot, dull, grim, soft, pale, fine, dry, grave, sly, wide, wet, long, shrill, frank, sick, deep, lucky, easy, cosy, hard, clever, hungry.

b) Comfortable, beautiful, difficult, attractive, favourite, possible, popular, interesting, precious, wonderful, loving, painful, important.

c) Раскройте скобки, используя сравнительную или превосходную степень прилагательных.

1. (Good) friends and companions are good books.

2. (Pleasant) rest is travelling.

3. (Dangerous) person is a liar.

4. The French speak (fast) than the Americans (350 words per minute against 310).

5. (Small) state of the world is Vatican whose area is only 0,44 square km.

6. Diana Whitt, an American, has (long) hair in the world - 2 metres 59 cm.

7. Chinese is (widespread) language of the world being a native tongue of one billion people.

8. What is (popular) surname in Russia, Germany, Great Britain?

9. This rock group is (much) popular here than in their own country.

**Exercise 37.** Обратите внимание на использованные степени сравнения

### **Christmas Records from Guinness Records Book.**

#### **Christmas Tree.**

The world's tallest cut Christmas tree was a 67.36 m fir erected at Shopping Centre, Seattle, Washington, USA, in December 1950.

#### **Christmas Party**

The largest Christmas Party ever staged was thrown by the Boeing Co. in Seattle, Washington, USA. The Party was held in two parts, and a total of 103, 152 people attended.

#### **Christmas Card**

The largest Christmas card, made by the students of University College, Dublin, posted to the city's Central Remedial Clinic for handicapped children measured a world record – 252 sq. m (30 \* 8,4 m).

#### **Christmas Weather**

London has experienced eight coldest “white” or snowing Christmas Days since 1900. These have been 1906, 1917, 1923, 1927, 1938, 1956, 1970 and 1981.

## **UNIT II**

### **TEACHERS AND PUPILS**

#### **GRAMMAR:**

Active Voice

Participles 1 and 2

Word-Formation

Modal Verbs and Their Equivalents

## READING MATERIAL

### TEXT

### The Story of My Life

### ADDITIONAL TEXTS

1. Childhood
2. Huck and School
3. Pinnocchio and the Country of Boobies
4. Was It the Same with You at the Kindergarden?
5. From a Foreword by Eleanor Roosevelt
6. TV and Its Effect on Us
8. Into the World

## GRAMMAR EXERCISES

**Exercise 1.** Chose the right tense or form of the verbs.

1. My uncle took/takes me to the concert last night. It was/is a pleasant evening. I don'/doesn't understand the music well, but I enjoy/enjoyed the concert. My uncle plays/is playing the piano. He had studied/studied music at the conservatory and knew/knowns music very well. He is/will be a music teacher.

2. The soccer game last Sunday was/is exciting. We went/had gone with our neighbours. They likes/like soccer very much. They go/will go to most of the games in our town. Their son is playing/plays on the team. He is/was an excellent player. Last Sunday he makes/made two goals. His team finally won/win two to one, in the last minute of the game.

**Exercise 2.** Refer the stories to the future.

1. Last night we went bowling to a new place. We went with a group from my office. My office has a bowling team. We bowled many games and didn't have to pay. My uncle payed for us. It was an enjoyable evening.
2. Last week I went skiing with some friends. We flew to the mountains and there took a bus to the ski resort. We arrived late in the afternoon. We had dinner first and then went to bed. We got up early the next morning and were ready to ski right after breakfast.

### Грамматическая омонимия – Past Indefinite и Participle 2.

**Exercise 3.** Compare and translate .

1. He delivered the parcel. - The delivered parcel lay on the floor.
2. He filled the car with gas. - The filled car started.
3. She fried potatoes. – Fried potatoes is my favourite lunch.
4. He locked the door. – The locked door attracted his attention.
5. He retired from militia. - The retired officer offered his help.

**Exercise 4.** Find the predicate in every sentence.

1. That ended our talk on the polished manners.

2. Well-dressed people never appeared in this deserted area.
3. The shopping center was attracting the interested tourists walking the streets.
4. Water is a compound produced by two chemical elements.
5. All of them produced the impression of educated persons.
6. The picture described moved the hardened souls of the listeners.
7. The bored students listened inattentively to the enthusiastic teacher.

### **Распространение предложений при помощи Participle I**

**Exercise 5.** Define the place of participle I as a modifier (обстоятельство) in a sentence.

1. Skiing in the mountains, my friend broke both his legs.
2. Listening to the music, she also managed (ей удалось) to translate the text.
3. She couldn't do it, playing with the kids.
4. We can see the hills, sitting here in the sun.
5. The students shouted, demonstrating their approval (одобрение).
6. The train started, leaving us behind.
7. We stopped talking, trying to hear the announcement (объявление).
8. Cutting the bushes, my uncle found a hedgehog (ёж).
9. Taking the change (сдача), she dropped her glasses.
10. She didn't use a dictionary, reading the book about Harry Potter.

**Exercise 6.** Define the place of participle I as an extended attribute (в роли распространённого определения).

1. The spectators laughing at the actors started to applaud.
2. The lady crossing the street is our Dean.
3. The bus leaving for Hannover will arrive in 5 minutes.
4. Jane saw a man carrying away her suitcase.
5. Laura watched workmen putting up the tent.
6. The moon shining over our heads seemed very close.
7. The TV set standing on the desk is brand new.
8. The woman watering the flowers is my sister.
9. Lena has sent me an e-mail telling she is OK.
10. The students having sick-leaves (справки о болезни) should give them to the vice-dean.

**Exercise 7.** Define the place of Participle I as an unextended attribute (в роли нераспространённого определения).

1. The laughing spectators applauded.
2. Cooking wives are very rare nowadays.
3. The celebrating group of fans was very noisy.
4. The book demonstrates Helen's loving nature.
5. No wonder - she is such a forgetting person.
6. The turning car hit a small black cat who luckily jumped up and rushed away.
7. He gave me a disappointing answer.

8. A running bus came to a stop.
9. I saw a hurrying woman who was crossing the street.
10. A crying child asked for help.

**Грамматическая омонимия – явление конверсии (перехода в другую часть речи).**

**Exercise 8.** State what parts of speech the marked words are.

1. Give me a **clean** sheet of paper. We **clean** the apartment twice a week.
2. **Place** the book back on the shelf. Our hostess chose a beautiful **place** for the barbecue.
3. Small children are extremely proud of good **marks**. Our teacher **marks** the mistakes in an orange crayon.
4. The policeman had to **report** the incident straight away. Regretfully, his **report** was not read.
5. His hobby is collecting bird **sounds**. Your story **sounds** interesting.
6. Her **hand** was gloved. **Hand** me the book, please.
8. Did the police **question** him on the subject? It is often hard to answer a child's **question**.
9. What are your **grades** in Russian? The teacher **grades** our tests twice a semester. (grade is an American variant of mark).
10. Our team lost the first **round**. We were sitting **round** the fire and singing. The table was oval, not **round**.

**Exercise 9.** The typical English suffixes are:

**Noun:**

- **er**: to teach - teacher, to write –writer.
- **or**: to act – actor
- **ment**: to develop – development, to move - movement
- **ist**: to type – typist
- **ance**: to maintain - maintainance
- **ence**: independent -independence
- **ship**: friend -friendship
- **ness**: happy - happiness
- **ty, -ity**: active - activity
- **y**: discover - discovery

**Verb**

- **ize**: drama - dramatize
- **fy**: identify

**Adjective**

- **ent**: differ - different
- **ant**: elegant
- **ful**: beauty - beautiful
- **less**: use - useless
- **able, - ible**: response - responsible

- **ive**: impress- impressive
- **ous**: danger - dangerous
- **al**: - ical: policy – political

**Exercise 10.** Define parts of speech. State prefixes with the negative meaning. Find the words of the same root in the text.

- |               |                |
|---------------|----------------|
| 1. forget     | 7. happy       |
| forgetful     | happiness      |
| unforgettable | unhappy        |
| 3. separate   | 9. fold        |
| separable     | folder         |
| inseparable   | unfold         |
| 4. importance | 10. connection |
| important     | connect        |
| unimportant   | disconnect     |
| 5. sympathy   | 11. ability    |
| sympathetic   | able           |
| unsympathetic | unable         |
| 6. interest   | disabled       |
| interesting   |                |
| uninteresting |                |

**Text for Deep Reading.**

### **THE STORY OF MY LIFE**

Match the synonyms:

- a) unable to hear, unable to see, discover, overcome, foreword
- b) deaf, preface, win, blind, open

**From the Foreword by Eleanor Roosevelt written for H. Keller's book:**

"Unable to hear and unable to see, Helen Keller discovered the world through her finger tips. Her story will be read by many people with great interest. In her life and in her happiness in life, Miss Keller has taught an unforgettable lesson to us who have not had such difficulties to overcome"

Part 1.

**Earnestly** – серьезно. Earnestly speaking. An earnest young man.

**Whenever** - когда бы ни. Whenever he comes he is always welcome.

**Delight** – восхищать, восторг. Her words delighted the poet.

**Painful** – болезненный. A painful decision

**Definition** – определение. Give your own definition of this word.

**Precious** – драгоценный. Precious stones.

**Bore** – утомлять. I easily get bored.

**Technicalities** - подробности, частности. He is never interested in technicalities.

**Can't help remembering** - не могу не запомнить. I can't help laughing when looking at her.

**Breadth** – широта, ширина. The breadth of her knowledge is impressive.

**Odour** – благоухание. The odour of roses.

**Little by little** – постепенно, мало-помалу. Little by little I began to like reading.

**Sunlit** – освещённый (залитый солнцем).

**Blend** – смешивать, смесь. Don't blend oil and water. American blend.

For a long time I had no regular lessons. Even when I studied most **earnestly** it seemed more like play than work. Everything Miss Sullivan taught me she illustrated by a beautiful story or poem. **Whenever** anything **delighted** or interested me she talked it over with me. What many children think to be a **painful** struggle through grammar, hard sums and harder **definitions**, is today one of my most **precious** memories. I cannot explain the **precious** sympathy Miss Sullivan had with my interests and wishes. She had a wonderful gift for description. She went quickly over uninteresting details and never **bored** me with questions to see if I remembered the day-before-yesterday's lesson. She introduced dry **technicalities** of science **little by little** making every subject so real that I **could not help remembering** what she taught.

We read and studied out-of-doors preferring the **sunlit** woods to the house. All my early lessons have in them the **breadth** of the woods - the fine **odour** of pine needles **blended** with the perfume of wild grapes.

## Part 2.

**Dig (dug, dug)** - копать. Can you dig a hole to plant a tree?

**valley** - ущелье. There are very deep valleys around Saratov.

**leisurely** - не спеша, лениво. He seems to be a leisurely person.

**unfold** - разжимать. The boy kept folding and unfolding his hands.

**scarcely** - едва. Scarcely had the driver noticed me when he stopped the car.

**inmate** - врожжённый.

**being** *зд.* – существо. Human being – человек.

**possibility** - возможность. This is a rare possibility.

**is due** – должен. when is the train due to start?

**belong** – принадлежать. Whom do these things belong?

**consider** – Do you consider her a talented person?

We spent many happy hours playing at learning geography. made islands and lakes, **dug** river-beds, all for fun, and never thought that I was learning a lesson. She made maps in clay, so that I could feel the mountains and **valleys** and follow

with my fingers the courses of rivers. In this same **leisurely** manner I studied zoology and botany. Thus I learned from life itself. At the beginning I was only a little mass of **possibilities**. It was my teacher who **unfolded** and developed them. It was my teacher's genius, her quick sympathy, her loving tact which made the first years of education so beautiful. Any teacher can take a child to a classroom, but not every teacher can make him learn. My teacher is so near to me that I **scarcely** think of myself apart from her. How much of my delight in all beautiful things is **inmate**, and how much **is due** to her influence, I can never tell. I feel that her **being** is inseparable from my. All the best of me **belongs** to her - there is not a talent, or a thought or a joy in me that has not been awakened by her loving touch. I am sure the most important day in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I **consider** contrasts between the two lives which it connects.

**Exercise 11.** Choose the correct answer.

1. Helen Keller is
  - a) a teacher of the blind and deaf girl
  - b) the author of the book
  - c) a great scientist
2. Eleanor Roosevelt
  - 1) wrote the book
  - 2) was the wife of a great public figure
  - 3) wrote the preface of the book
3. Anne Mansfield Sullivan was
  - a) a great American writer
  - b) a teacher of the blind and deaf girl
  - c) deaf and blind
4. The book is unforgettable because
  - a) it contains important scientific data
  - b) it is written by an outstanding public person
  - c) it has shown the hard and beautiful life of a deaf and blind woman
5. Helen had no regular lessons because
  - a) such was her teacher's method
  - b) her teacher was often ill
  - c) she herself was often ill
6. Grammar
  - a) was a hard lesson for Helen
  - b) wasn't taught to Helen
  - c) was one of her favourite lessons
7. The day-before-yesterday's lesson
  - a) was answered by Helen regularly
  - b) was never asked
  - c) was explained by the teacher several times
8. The teacher introduced new information
  - a) little by little
  - b) very quickly

- c) very seldom
9. Helen was learning a) at home  
b) at school  
c) out of doors
10. Helen learned quickly because  
a) she was very bright  
b) the teacher had a special gift  
c) Helen's parents asked her to do so
11. The most important day for Helen was  
a) her birthday  
b) the one on which she got presents  
c) the one her teacher came to her.

**Exercise 12.** Answer the following questions:

1. Were Helen's lessons regular? Why?
2. How did Miss Sullivan use stories and poems?
3. Did the teacher and the pupil discuss things?
4. Was it difficult for Helen to learn grammar and do sums?
5. Was studying languages and maths at school "one of your most precious memories"? Why?
6. Did Miss Sullivan sympathise with Helen's interests and wishes?
7. Do you have sympathy with interests and wishes of your friends and relatives?
8. Who had a wonderful gift for description? Who of your acquaintances or teachers has the same gift? Is the gift for description necessary for a teacher?
9. Did Miss Sullivan pay much attention to uninteresting things?
10. Did she check her pupil's «day-before-yesterday lesson»? Was she right not doing it, in your opinion?
11. How did Miss Sullivan make the girl remember everything she taught?
12. Was there a special classroom in the house?
13. How did Helen learn geography?
14. Why did Miss Sullivan make maps in clay?
15. What other subjects did Helen study?
16. What traits of her teacher's character did Helen describe in her book?
17. Is it true that not every teacher can make a child learn?
18. What was Miss Sullivan's influence on her pupil?
19. What was the most important day for Helen in all her life?
20. How did Helen's life change after Miss Sullivan's arrival?

**Exercise 13.** Pick out emotionally coloured words from the text.

Group them into a) nouns b) adjectives.

**Exercise 14.** Use these words in a description of some important event in your life.

**Exercise 15.** Prove that a) Helen Keller was a grateful child b) Miss Sullivan was a



talented and kind woman.

### **Text for reading without a dictionary**

#### **Childhood**

Read the text and compare the two teachers: Miss Sullivan and Miss Grant and their manner of teaching.

I learned to read sitting under the table where my brothers were taught. Miss Grant, their governess, a short young woman of limited imagination (воображение) was always attempting (пытаться) to establish what she thought the proper schoolroom discipline. It was a hard job. Her pupils were both of energetic and quick minds. And all the knowledge she acquired (приобретать) was at her country high school (сельская средняя школа). English lessons were simple drills in grammar. Arithmetic was also a question of rules, and geography a matter of memorizing (запоминание) maps. My brothers were diligent (усердный) enough, but quickly became bored with drilling and memorizing rules. To keep me quiet I was usually given letters and numbers to copy. My mother found I knew my letters and set me to reading aloud to her. As an encouragement (поощрение), she would discuss with me the book we would order from the city library.

**Exercise 16.** 1) Which of the following adjectives characterize

- a) both teachers
- b) Miss Sullivan
- c) Miss Grant? Find the places in the texts which prove your choice.

Young, enthusiastic, unmarried, kind, strict, loving, knowing, imaginative.

2) Which of the following phrases characterizes a) Ellen Keller's studies b) Mary's brothers' studies?

Grammar rules should be drilled; geography is a bore; it is possible to study out-of-doors; home task shouldn't be answered every day; study is hard work; study is fun.

### **Text for reading without a dictionary**

#### **Huck and School**

Three or four months passed, and winter arrived. I went to school almost every day and was learning to read and write and spell (правописание). The teacher was also trying to teach me mathematics, but I knew even if I studied forever, I would never learn mathematics. At the beginning, I hated (ненавидеть) school very much, but after a while, I hated it less. Whenever I began to hate school, I simply stayed away a few days. The teacher would beat me when I returned, but the beatings didn't trouble me. I had become accustomed (привыкать) to living in a proper house with the Widow and sleeping in a proper bed. The Widow said that I would become a good boy if I continued to study and to improve (улучшить) my character and she was no longer unhappy with me. My life seemed to be improving.

**Exercise 17.** How did Huck fight his hate for school? Do you think kids should be sometimes allowed to stay away from school without good excuse (оправдание)?

**Text for reading without a dictionary.**

**Exercise 18.** Can such a country be popular with small children?

**Pinocchio and the Country of Boobies (страна дураков).**

I am going very far away, to the Country of Boobies. Come with me, Pinocchio! There we shall find the best country for us, boys. There are no schools there! There are no teachers! There are no books! Nobody learns in that country. Only think, the autumn holidays begin on the first of January and are over on the last day of December. The boys in that country play games and dance all the time. When night comes they go to bed. In the morning they begin to play and dance again.

**Exercise 19.** What sort of school would you like to go to? Make your own project. Make a timetable, say what subjects will be the most important in your school, name the clubs which should be organized there (art club, computer club, music club, sports club, chess club, photography club, woodwork club etc). Would children wear uniforms at your school?

**Exercise 20.** Read the text and answer the question of the title.

**Was It the Same with You at the Kindergarten?**

You walk in, wearing your lovely blue sweater. It took your Granny three years to knit (вязать) it, and you suddenly spill (проливать) the milk over it. A little girl laughs at you. You want to make friends with the little boy in the red jacket because he looks smiley (улыбчивый) and happy. You get closer (подходить ближе) and see that he is wearing an «I Love Kelly» badge. You hate (ненавидеть) Kelly, so you back away and try to make friends with another little boy because he has a lovely car you want to play with. You snatch it (хватать), he pulls (тянуть) your hair, you cry and run to your mummy. What a disaster (несчастье)! How can you face (смотреть в глаза) them all tomorrow with them thinking what a prat (трусика) you are. But it is all right because mummy is there to pick you up (поднять) and tell you she loves you. And they will all have forgotten it by the morning.

Find the sentences where it is said a) what attracts small children to their peers (ровесники) b) what averts (отталкивает) them.

Recall and reproduce the episodes where the following verbs are used a) spill over – laugh at

b) get closer – back away c) snatch – pull d) run to – pick up

Recall the nouns with which the following attributes are used: lovely (two times), smiley, happy.

Say what toys you used to take to the kindergarten. Did you share them with your friends? Were you happy being there?

## Grammar and Vocabulary Exercises

**Exercise 21.** Give the three forms of the irregular verbs: hear, see, read, teach, have, come, think, go, spend, make, learn, take, be, feel, bring, sell, buy, meet, speak, say, run, put, lie.

**Exercise 22.** State the difference in the meaning of the homonyms:

1. Lessons were like play. 2. We often like films more than books. 3. She is more like her mother in character. 4. Like her group mates she was often late. 5. Whom could we like better? 6. Would you like to be a teacher? 7. She seems to be like her teacher. 8. Everything was like the day-before-yesterday.

**Exercise 23.** Add more nouns to the following emphatic adjectives:

<b>positive</b>	<b>negative</b>
beautiful (story,..)	painful (struggle,..)
precious (memories,..)	hard (lesson,..)
wonderful (gift,..)	uninteresting (details,..)
fine (odour,..)	dry (answer,..)
happy (hours,..)	unimportant (person,..)
loving (sympathy,..)	
great (interest,..)	
unforgettable (lesson,..)	

**Exercise 24.** Give Russian equivalents to the following words:

interest, interesting, regular, illustrate, illustration, grammar, detail, talent, gift, contrast, real, reality, perfume, geography, manner, mass, genius, sympathy, tact, zoology, botany.

**Exercise 25.** Use the following phrases in the sentences of your own:

1. for a long time - в течение длительного времени
2. to talk over - обсуждать
3. to have sympathy with smth. - относиться с сочувствием (доброжелательно) к чему-либо
4. added to this - вдобавок к этому
5. the day-before-yesterday - позавчера
6. little by little - постепенно, понемногу
7. can't help doing smth. - нельзя не сделать чего-либо
8. out-of-doors - на свежем воздухе
9. in this manner - так, таким образом
10. due to - благодаря, из-за

**Exercise 26.** Extend the statements, expressing obligation with the modal verb

‘must’.

Example. Tim is going to the theatre (to put on a new suit).

He must put on a new suit.

1. Kate is ill (take a medicine). 2. Don't cross the street now (cross when the light is green). 3. Helen's bag is old (buy a new bag). 4. It is time for the boys to have dinner (wash their hands). 5. She is going to St. Petersburg (leave home early). 6. There is no bread at home (buy some). 7. The letter has been written (mail it).

**Exercise 27.** Ask questions according to the pattern using the modal verb ‘can’:

Example: Pete can't do it (John).

Can John do it?

We can do it on time (they). 2. Small kids can't see this video (teenagers). 3. Helen can't cook well (her sister). 4. We can't afford a new TV now (your parents). 5. I can't buy a cycle (your friend). 6. He can't speak English (Kate). 7. The girls can't stay so long (the boys).

**Exercise 28.** Give negative answers using the modal verb ‘may’.

Example: May I open the parcel? (it's Lynn's)

No, you mustn't. It's Lynn's.

May I switch on TV? (Your brother is studying). 2. May we take the tea-things away? (They want some more tea). 3. May I eat a candy? (He hasn't had dinner yet). 4. May I read aloud? (Granny is sleeping) 5. May I put new shoes on? (It's raining) 6. May she go for a walk? (She hasn't done her lessons) 7. May we take a taxi? (It's too expensive).

**Exercise 29.** Give answers expressing uncertainty.

I can't find Susan. Where can she be?

(at home). She may be at home.

1. I can't find father. Where can he be? (in his study)
2. Our children can't find the kitten. Where can it be? (in the yard)
3. We can't find Miss Grey. Where can she be? (at school)
4. I can't find Bill. Where can he be? (on the tennis court)
5. My aunt can't find her husband. Where can he be? (in the pub)
6. My puppy can't find its bone. Where can it be? (under the sofa)
7. The journalists can't find the actress. Where can she be? (in her dressing-room).

**Exercise 30.** Name the attributive clauses (придаточные определительные) in the sentences below:

1. The money he gave me is spent.
2. The lessons we took here are useful.
3. Donna told me the news she had learnt from her friend.

4. Everything Miss Sullivan taught me she illustrated by a beautiful story.
5. I cannot explain the sympathy Miss Sullivan had with my interests.
6. Confidence she had in me helped me a lot.
7. The time the Board (комиссия) spent on discussing the final results was not wasted.
8. The librarian gladly accepted the books school leavers donated (подарили) to school.

**Exercise 31.** State the Russian cases (падежи) equivalent to the preposition phrases from the text.

1. by many people; by a beautiful story; awakened by her touch;
2. take a child to a classroom; so near to me; belongs to her;
3. gift for description;
4. dry technicalities of science; breadth of the woods;
5. odour of pine needles; mass of possibilities;
6. follow with my fingers; filled with wonder;
7. on that day; on the third of March.

**Exercise 32.** Translate the pronoun "what" as «то, что»

1. What you think is wrong.
2. What he has done is very interesting.
3. What they say and do are quite different things.
4. What is hard for you may be easy for the rest of us.
5. What many children think to be a painful struggle through grammar is today one of my most precious memories.

### **Text for Translation in Writing**

#### **FROM A FOREWORD BY ELEANOR ROOSEVELT.**

"The Story of My Life" by Helen Keller and a supplementary account of her education including passages from the reports and letters of her teacher, Anne Mansfield Sullivan, was edited by John A. Macy, though the story is told by Helen Keller herself. What she overcame and her remarkable achievements were due, of course, to the extraordinary teacher that she had in Anne Mansfield Sullivan and the way in which between them they took advantage of every opportunity which could be found to give this talented woman a chance of self expression... This story will be read by many people with great interest, for it is a story that will never come to an end. The beauty of the human spirit when once realized is something we must never forget... I pay homage to her in my thoughts day after day as I realize the results of her work to help the blind and deaf children of the world and the grown-ups who sometimes would give in if they did not think of her example, which gives them courage and arouses their fighting spirit. We can all say a prayer of gratitude for

Helen Keller's life and we can all hope that more and more people will read about it, so that her inspiration will spread in ever widening circles.

Text for Discussion.

### **TELEVISION AND ITS EFFECT ON US**

**Journalist:** Originally, there was only one television channel in Britain; now there are many more. Do you want any more channels?

**Philip:** No. We would have too many American comedy programmes and thrillers. We already have enough of these.

**J:** People say that television kills conversation. Does it?

**Beverly:** Yes. When our TV set was out of order we all talked to each other much more in the evenings.

**Ruth:** Television is terribly bad for people's eyes. Some American kids spend more time in front of the television than in front of the teacher. Some people can't switch off. It's just like a drug; people get addicted (приобретать стойкую привычку) to certain television series.

**Ruth:** Too much television is bad for kids. It's unhealthy: they don't get enough fresh air.

**Jessica:** But children's educational programmes have improved a lot lately. I'd encourage a child to watch a programme "I like Play School". It teaches the alphabet and arithmetic so that it all seems like a game. That's the way to teach young children.

**J:** What about violence (физическое воздействие, насилие)?

**Philip:** The News is the most violent programme on television now. It's more violent than programmes about detectives and robbers or Star Wars. People don't take any notice when virtual characters are killed; they react when it's someone in Northern Ireland, Iraq, or Yugoslavia.

**Philip:** The sports commentators are more serious about things than the news readers. Everything on the football field is either "a tragedy" or "the greatest moment in the history of football". We've lost our sense of proportion.

**J:** Do you like commercial television?

**Ruth:** I hate all those adverts.

**Margaret:** But the television company gets money from the adverts.

Topics for discussion: a) the number of TV channels in Russia. Should there be more or fewer of them? b) advertising on TV c) should there be separate channels for sports and education? d) political programs in Russia.

**Text for Discussion**

### **INTO THE WORLD**

**Club:** Most of you are leaving school this summer. How do you feel about going out "into the world"?

**Phil:** Several of us are going on to further education - universities, teacher-training

colleges, technical colleges. Most of us will leave home. That's a big step, I suppose, but everyone does it sooner or later.

**Club:** You won't earn money being a student. Is it hard?

**Jerry:** It is. I'm going to be a doctor. There will be about seven more years of training before I'll be independent. And student grants are less now because of inflation.

**Peter:** I don't know why you're in such a hurry to get out into the big world. I didn't get a place at university, so I'm going to work in local government in the town here. This summer will be my last long holiday. My life will be all 9.00 to 5.00 and a four weeks' holiday a year until I'm sixty-five.

**Janet:** Well, it doesn't have to be like that, Pete. You could "drop out" - go to India or something.

**Peter:** No, although I've complained (жаловаться) about the short holidays, I'm the sort of person who basically needs the security of a permanent job. I could never be an actor or a singer. I need to know where my next week's wages are coming from.

**Club:** Does money matter to you?

**Phil:** Not very much. I mean, if I have enough to buy food and to pay the rent, it's OK. I don't think money matters unless you have a wife and children. Then it's different because you've got more responsibilities.

**Janet:** I really feel that people who do "dirty" jobs should get a lot of money – dustsmen (мусорщики), or persons who work in very boring (нудный, однообразный) jobs in factories.

**Jerry:** But then you are handicapping (лишать преимущества) the people who enjoy their job. They have to pay a sort of "enjoyment (удовольствие) tax".

**Club:** Has your school given you any advice about choosing a career?

**Phil:** Well, we had something called a "careers convention" (профориентация) when representatives from all sorts of jobs came to our school and talked to school-leavers and parents. Later on, a careers officer came and interviewed us all individually. He kept telling me I ought to be a banker. Can you see me as a banker!?

**Jerry:** Well, I certainly can't imagine you making television sets in a factory!

**Phil:** No, I admit that.

**Janet:** Yes, and you need more money for leisure...

**Peter:**... and for that, you have to try and get a better job to earn the extra money - life is just one big race.

Whose side would you take in the argument of these young people? Why?

## JOBS

Read the text and fill in the table for every job

I work as a cleaner in a big hotel. It's not a very nice job. I have to get up very early – I get at about 5 o'clock. And I start to work at six. And some of the people are friendly, but not all of them - of course I always have to be polite, and that's quite difficult sometimes. One good thing is, I don't have to work long hours. I finish at

about 10 in the morning and then I may go home.

Well, I work on a fishing boat. It's a hard job. And it's quite dangerous, too. You have to be very careful when the weather is bad. We go out to sea for about two or three weeks usually, so I have to be away from home a lot. The good thing about it – about the only thing - the money is good, so I don't have to work all year. I work about 6 months, usually, and that's good enough to live on.

I work in an Italian restaurant in London – I'm a waitress. And it's quite a nice job – I like it. I have to be nice to everyone and smile a lot, of course, but people are usually friendly anyway, so that's not a problem. I have to work late in the evening, usually till about 11 or 12 at night. But then I don't have to get up early because I don't work in the morning.

### Fill in the table

	Kind of job Nice/hard	Politeness Yes/no	Length of work (long/short hours)	Money earned Mentioned/not mentioned
Cleaner				
Seaman				
Waitress				

Say what these people have to do and what they don't have to do at work.

## UNIT III. STUDENT LIFE

### Grammar.

Passive Voice.  
Part-of-Speech Conversion.  
Lexical Homonymy.  
Word Building.

### Reading Material.

#### Texts

1. Welcome to Central Missouri State University.
2. Why Applicants Want to Be Enrolled in the CMSU.
3. Some Facts about CMSU.
4. Meet Brian.
5. Schedule and Credit Hours.
6. How to Change Your Major.
7. The Cost of Education.
8. Room and Board.
9. Board.
10. Recreation.
11. Jobs for Students.
12. St. Tatyana's Day.

### Grammar.



Если в предложении речь идёт о том, что предмет или лицо **подвергаются** воздействию, а не действуют сами, употребляется конструкция страдательного залога. Ср. Рабочие построили мост – **Мост** был построен рабочими. The workers built the bridge – The **bridge** was built by the workers. См. также примеры в Unit 2.

Сказуемое в страдательном залоге включает соответствующую форму глагола быть и причастие 2 (третья основная форма глагола).

### Страдательный залог Passive Voice

		Видовые характеристики (способ совершения действия) Aspect		
Реальное физическое время / Tense	Неопределённое / Indefinite	Продолженное / Continuous	Завершённое / Perfect	Продолженное Завершённое / Perfect Continuous
Настоящее / Present	is written am, is, are+Ved <sup>(3)</sup> написана (вообще, обычно)	Is being written am, is, are being + Ved <sup>(3)</sup> <i>Пишется</i> (сейчас)	Has been written has/have been+ Ved <sup>(3)</sup> <i>Написано</i> (уже)	_____
Прошедшее / Past	was written was/were+ ved <sup>(3)</sup> <i>Была написана</i> (вчера)	was being written was/were being+Ved <sup>(3)</sup> писалась (В ТОТ МОМЕНТ)	had been written had been+ Ved <sup>(3)</sup> <i>написано</i> (к тому моменту уже)	_____
Будущее / Future	will be written Shall / Will be + Ved <sup>(3)</sup> <i>будет написана</i>	_____	Will have been written Shall / Will + have been + Ved <sup>(3)</sup> <i>Будет написано</i> (к тому моменту)	_____

**Exercise 1.** Define the tense forms of the following verbs

1. X was being Ved, 2. Xs have been Ved, 3. X is being Ved, 4. X will be Ved, 5. X had been Ved 6. Xs are Ved, 7. Xs were Ved, 8. Xs will be Ved, 9. X shall be Ved, 10. Xs were being Ved, 11. Xs had been Ved.

**Exercise 2.** Fill in the blanks with the appropriate **passive** form of the verb TO SELL and give the translation

Bananas ... every day.

Bananas ... now.

Bananas ... already.

Bananas ... yesterday.

Bananas ... when I saw her in the street.

Bananas ... by 6 p.m. last night .

Bananas ... tomorrow .

Bananas ... by tomorrow evening.

### Ways of Translation of the Passive Voice

Formation: to be + Participle II

Ways of translation	Examples
1. Русская форма страдательного залога данного глагола в соответствующем времени, лице, числе	The article was written last year. Статья была написана в прошлом году
2. Возвратная форма глагола на “-ся”, “-сь”	The excavations were made on the left side of the hill. Раскопки проводились на левой стороне холма
3. Неопределённо-личная форма глагола в действительном залоге в 3 лице множественного числа	The excavations were made with great care. Раскопки проводили с большой осторожностью
4. Личная форма глагола в действительном залоге (если указано лицо, производящее действие, т.е. дополнение с предлогом BY)	These papers were written by one and the same author. Эти работы писал один и тот же автор

**Exercise 3.** Translate into Russian

1. was planted, 2. will be planted, 3. is planted, 4. was being planted, 5. will have been planted, 6. were planted, 7. are being planted, 8. shall have been planted, 9. is being planted, 10. were being planted

**Exercise 4.** Translate into Russian

1. We were told about the methodology used at the English Faculty of Hannover University by the coordinator of the International Project.
2. Cross-cultural aspects of teaching a foreign language will be explained at the next lecture.
3. The results of the TOEFL test are still being discussed in my group.
4. The new Longman Textbook catalogue is much spoken about.
5. The message of the painting was explained to the audience by the artist himself.
6. Spanish is widely spoken in South America.
7. The reader is invited to see James Joyce's picture of life.
8. Latin was extensively studied at schools in the Middle Ages.
9. Knowledge of literature is fostered in the UK by schools, colleges and universities.
10. This method was admirably adapted to the principles of the Moscow Art Theatre.

**Exercise 5.** Give a translation of the following active and passive forms.

1. was asked
2. will be asked
3. had asked
4. would ask
5. is asked
6. have been asked
7. will have asked
8. asked
9. was being asked
10. are asking
11. will have been asked
12. has asked
13. are being asked.

**Exercise 6.** Answer the following questions using :

**a) Present Indefinite Passive.**

1. Where is English spoken? (all over the world)
2. Whom are these catalogues published by? (Cambridge University Press)
3. What is his lecture about? (cross-cultural aspects of learning foreign languages)
4. Whom is this text-book written by? (by our university lecturers)
5. Whom are Shakespeare's sonnets translated by? (S. Marhsak)
6. Whom is the latest version of the "Sea Gull" (Чайка) staged by? (Mark Zakharov)

**b) Past Indefinite Passive:**

1. Whom was St.Basil's Cathedral designed by? (Postnik and Barma).
2. When was the news announced? (yesterday).
3. Whom was the telegram signed by (President Bush).
4. Whom was Saratov Art Museum founded by? (Bogolyubov).
5. When was the video on lifestyles of people in Britain shown? (the day before yesterday).
6. How was his absense explained? (by his illness).
7. Where was the scout meeting held? (in the City Hall).

**c) Future Indefinite Passive**

1. When will the exchange program be announced? (in a week).
2. Where will the crash (intensive) course in conversational English be organized? (in the American Cultural Centre).
3. Where will he be sent to in summer? (Summer Ecology School).
4. When will Survival English (основы английского, «английский для выживания») be taught to us? (next semester)
5. Whom will the beginners be taught by? (a specially trained teacher).
6. How will the computer programmes be used in teaching English? (for testing).
7. In what way will the pronunciation skills be developed? (with the help of CD).
8. Why will the Old Masters (художники-классики) Hall be closed? (for restoration).

## Text 1.

### Welcome to Central Missouri State University

New Words and Expressions.

**Introduce oneself** – представиться. I want to introduce myself (my mum, friend parents) to you.

**Get to** – добираться. You can get to the airplane by bus. Can I get to Moscow by plane? How do I get to the railway station?

**Be enrolled in** – быть принятым (в учебное заведение). I was enrolled in the Medical College (in the Teacher Training Institute, in Saratov State University).

**Have an idea about** - иметь (получить) представление о... I don't have any idea about English grammar. Do you have any idea where he is?

**Have a lot of fun** – веселиться, развлекаться. We had a lot of fun at the disco yesterday. They had a lot of fun at Kelly's birthday party.

**Career opportunities** - возможность карьеры (получения работы). He will have great career opportunities after graduation. Nowadays people over 50 don't have good career opportunities. What are your career opportunities?

First, I want to **introduce myself** and tell you why I am writing this. My name is Alexander Alexeev and I am from Dimitrovgrad, Ulianovskaja Oblast'. When I first came to the United States I spoke just enough English **to get to** Warrensburg and that was it! I was very fortunate **to be enrolled in** the Intensive English Program, where I started to learn the language. That helped me to prepare to regular University study. I think you would like **to have an idea** about many circumstances in Central Missouri State University students' life. My friend and I will be talking to you about living, food, your **career opportunities** and about **a lot of fun** we have at CMSU.

**Exercise 8.** Fill in the gaps with the words from the text.

I want to introduce m... I am f... Saratov Region. I was en... in the University... I had no idea about many cir... Career op ... are quite good after graduation.

## Text 2

### Why Applicants Want to Be Enrolled in the CMSU

New Words and Expressions.

**International student** - иностранный студент. There are some international students at Saratov Classical University. Moscow Friendship University admits mostly international students.

**Goal** - цель. My goal is to get a diploma in Teaching Russian and Literature. What is the goal of your research?

**A quality education** - качественное образование. Many universities in Russia give quality education. You can get quality food in this restaurant.

**A well-paid job** - хорошо оплачиваемая работа. Regretfully, teaching is not a well-paid job either in Russia, or in many other countries. You should choose your major

carefully if you want to get a well-paid job. Name some well-paid jobs in your country.

**Desire** - желание (син. wish). It is his desire to emigrate to Canada. This desire won't come true. What do you wish to do after graduation?

**In order to** - для того, чтобы. He stopped by Macdonald's in order to buy double cheesburger and a Coke. In order to be enrolled in an exchange program you should take an English exam and be interviewed.

**Demand for** - спрос (требование). The demand for computer users is very high in every profession. The demand for fur-coats goes down in the summer.

**Ad** (сокр. advertisement) - объявление, реклама. I never pay attention to ads. He has found this information in a newspaper ad. It's funny, but Ted always believes what ads say.

**State** - государственный; a state - штат. More than 90% of secondary schools in the USA are state, and only about 10% are private. He is a legal resident of this state. The state of North Carolina is washed by the Atlantic Ocean in the east.

**To state** - утверждать, заявлять; statement - заявление, утверждение. Who stated this? What is said in this statement? In order to state this he should have good reasons (причины). What's the reason of this row? (скандал).

**Skill** - навык, умение, мастерство. He has good keyboarding skills (навыки печатания на компьютере). But his English reading skills are much poorer.

**Salary** - (зарплата). I get a good salary here. We 'll discuss the raise in your salary later. What's the average salary in your country?

**Self-explanatory** - понятный сам по себе (досл. объясняющий сам себя). The reason you give me is not self-explanatory; please, be more specific (подробно).

CMSU is a state University with more than 11,000 students currently enrolled. 10 % of these students are **international** students from all over the world: China, Indonesia, Germany, Sweden, France, Russia, Taiwan, Thailand and many other countries. The age of the students varies from 18 to 65 -you can imagine how much diversity we have here.

There are many different goals that drive students to Central. For American men and women, there is one primary goal - to get a **quality education** in order to seek a **well-paid** job. For many international students, this is not the only reason to seek an education at Central. Many international students are driven by the **desire** to learn English **in order to** work internationally. As it is known, the **demand for** people with an American diploma is very high in many countries. When I went back home for vacation, there was an **ad** in the very first newspaper I read in St. Petersburg stating that an international company needed a person with an American diploma, computer knowledge, and good **skills** in English. For the **salary** of \$ 3.000 a month. As you see, this reason is pretty **self-explanatory** why many international students want to study in the US.

**Exercise 9.** Correct the false statements.

1. CSMU is a private university.
2. Less than 11,000 students study there.
3. 10% are international students.

4. 10% of 11,000 is 110.
5. There are students from Russia in this university.
6. There are age limits for the students.
7. The goals of American and international students are different.
8. Specialists with quality education are in great demand.
9. The ad stated that an international company was organized in St. Petersburg.
10. The salary of \$3,000 is a self-explanatory reason of taking up a job.

**Exercise 10.** Fill in the gaps with the information about your institute.

1. The teacher training institute is an institute with ... students enrolled in the day department and... students enrolled in the distance learning (заочное отделение) department.
2. The age of the students varies from... to...
3. The primary goal of the students is...
4. The demand for school teachers is ...
5. A beginning teacher in Russia gets the salary of...

В английском языке развито явление **грамматической** омонимии, при которой одно и то же слово выполняет функции разных частей речи, например: When my younger sister asks for help (сущ.), I help (глагол.) her. Чаще всего грамматическими омонимами бывают глаголы и существительные (см. также Unit 2, ex.8).

**Exercise 11.** Name the verbs corresponding to the following nouns:

Example: demand - требование; to demand – требовать;

*В некоторых случаях перевод состоит более, чем из одного слова* rent -

арендная плата; to rent - снимать в аренду ; catalog - каталог; to catalog - вносить в каталог

desire – желание;

wish – желание;

need – потребность;

return – возвращение;

promise – обещание;

test – тест;

worry – тревога;

offer – предложение;

look – взгляд;

start - начало;

answer- ответ;

concern – забота;

change – изменение;

base – база;

structure – структура;

share – доля;

laundry - стирка (прачечная);

cook – повар;

major - предмет специализации.

**Exercise 12.** Name the corresponding verb and translate it into Russian with a phrase. shop – магазин; face – лицо; privilege – привилегия; camp – лагерь; break – перерыв; ad – реклама; volunteer – волонтер, доброволец.

**Exercise 13.** Translate the following sentences.

1. Have you volunteered before? 2. All volunteers care about people and the good of others. 3. I saw the ad "Volunteers wanted" on the notice board (доска объявлений). 4. Thousands of young American people are actively volunteering in a number of projects from playing bingo games in nursery homes to sponsoring a needy child in an Ethiopian village. 5. Look at yourself in the face. 6. You face a lot of problems, don't you? 7. The windows in our suite were facing Pennsylvania Avenue which made it a little noisy in the daytime. 8. He rented an apartment off-campus, but could not pay the rent himself. 9. So he found another guy to share the apartment and the rent with. 10. Scout camps are quite popular with teenager boys and girls. 11. Camping out is fun when you have good company. 12. We drove about a hundred miles and then camped out in the mountains by the stream (маленькая речка).

Помимо грамматической существует и лексическим омонимия. Это означает, что слова выглядят одинаково, но не связаны по значению. В словарях они представлены отдельными статьями, например: state v.- заявлять, state n. - штат, государство или tap n.- кран и tap v. - похлопать по плечу.

**Exercise 14.** Find lexical homonyms and translate them into Russian.

1. Nancy found a small puppy in the street. 2. At this meeting we are going to found a new organization. 3. He felt a strong blow on his face. 4. In the east the winds blow more often than in the west. 5. He made a bow in front of the lady. 6. The bow is an outdated weapon now. 7. Private schools increase in number in the USA. 8. He served as a private in Her Majesty's army.

### **Text 3.**

#### **Some Facts About CMSU**

New Words and Expressions.

**To be located** = to be situated. Where is your new supermarket located? The municipal library is located in Zarubina St.

**Business Administration** - управление бизнесом.

**Art** - искусство; зд. гуманитарные науки.

**Aviation** – самолётостроение.

**Education** - образование, педагогика.

**Science** - наука (зд. точные науки в отличие от Art - гуманитарных).

**Accounting** - бухгалтерский учёт.

**Human Resources** - работа со штатом, персоналом.

**List of** - список чего-либо. Give me the list of students, please. You should write down the list of new words. Here is the list of the writer's main books.

**To provide with** - обеспечивать чем-либо. We were provided with the exact data (информация). The library provides the students with scientific monographs and periodicals.

**To make sure** - удостовериться, проверить. I'll make sure if you are enrolled in the faculty. Make sure you haven't forgotten anything.

**To take a look at** - взглянуть на... Just take a look at this guy - he is such fun! I would like to take a look at the list of new periodicals.

**Existing** - существующий (от exist - существовать). This data is not existing any more. To exist means to think.

**To receive accreditation** - получить аккредитацию. Both state and private universities and institutes in Russia should receive accreditation at the Ministry of Education and science, otherwise the diplomas would not be valid.

**Industrial safety** - техника безопасности в промышленности. Industrial safety is a very important aspect in every technological society.

**To declare** - объявлять (син. to state, to announce); declaration - заявление (обычно официальное), декларация. The news was declared immediately. The Declaration of Independence is taught in the secondary school social studies course.

CMSU **is located** in one spot. All faculties are gathered together. It takes about 7 minutes or less to cross the campus, if you walk. The entire University consists of several departments/schools: **Business Administration, Art, Aviation, Education, Science**, etc. Each of these schools offers many different degrees and programs. For example, the School of Business has degrees and programs such as: **Finance, Accounting, Statistics, Marketing, Management, Human Resources**, and many others. The **list** of professions for which Central **provides** an education consists of more than 100 and is provided for you in a university catalog. **Make sure** you have a catalog to **take a look at** all the existing opportunities for you at Central.

Three schools at Central have **received** American National accreditation, which is carried only by 13% of all Universities and colleges in the USA. These Schools are Aviation, Education, and **Industrial Safety and Technology**. Moreover, the Aviation school has been declared the best aviation program in the US!

**Exercise 15.** What Saratov universities or academies provide instruction for the specialties mentioned in the text? What specialties are missing?

**Exercise 16.** Supply the lacking information about Saratov Teacher Training Institute.

The Teacher Training Institute was founded in... It is located in ... buildings. There are ... faculties at the Institute which train teachers in ...specialties. The Institute consists of the following faculties: the Faculty of Russian and L..., the Faculty of Foreign ..., the Faculty of Ph... Training, the Faculty of Arts , the Faculty of Pedagogy, Psychology and Elementary Education, the Faculty of Correctional Education and Special Psychology. The list of specialties is longer than the list of the faculties, because some faculties have dep... For example, at the Faculty of Pedagogy there are departments where social advisors, preschool, elementary school teachers and school psychologists are trained. At the Faculty of Arts you can



get a degree in teaching Music, or History of World Art, or in choreography. The Institute is headed by a director whose name is ... He has an assistant – a vice-director. ... is the vice-director responsible for Academic Affairs. Each faculty has a dean. My dean's name is... S/he is assisted by a vice-dean whose name is... There are ... students in my year (на моём курсе). Unlike Am ... students we study in permanent groups and can't make up our own schedule. Usually I have...classes a week which are obligatory (обязательны) for attendance. Like American s... we get home assignments and should work in the library and labs.

#### Text 4. Meet Brian.

**University policy** - университетская политика (зд. линия поведения). It's the Institute policy to give scholarships to those students who get only high grades.

What's your teacher's policy about missing classes?

**To share** (the room, the opinion) - делить/ся. Will you share your impression of American schools with us? I share a bedroom with my sister.

**To acquire the language and the culture** - усваивать язык и культуру.

**Otherwise** - иначе, по-другому. Put on your coat, otherwise you'll get cold. Let's run, otherwise we'll be late.

**Guys** - разг. парни, ребята.

**Folks** - разг. ребята.

**Basically** – в целом, в основном. The curriculum in a foreign language is basically the same in the 1<sup>st</sup> year at all faculties.

**Bachelor's Degree** – степень бакалавра (приблизительно соответствует российскому диплому о высшем образовании).

It's again me, Alexander, and this time I want to introduce you to my roommate Brian. It's the **university policy** to have international students **share rooms** with American students. I can say that this way we **acquire** the **language** and the **culture** more quickly and naturally than otherwise.

**Hi, guys!** Though I think some of you are actually young girls - but this is the way we informally greet people. Or else we say, "Hi, **folks**" which means **basically** the same. I am in my second year and can explain to you how we study here. Alex says in your country it is different. In order to get a diploma in your major in your country you study for 5 years. We get a degree which is close to your diploma and we may earn it during 4 or even 3 years if you wish. The degree is called a **Bachelor's degree**.

But let's begin from the beginning.

(To be continued)

**Exercise 17.** Find the false statements.

1. Alexander talks about the length of study at Central.
2. "Hi, Folks" is a formal greeting.
3. "Hi, folks" and "Hi, Guys" are synonyms.
4. American students can't study at the University during 5 years.
5. "Basically" is a synonym to "in general".

## Part 2. Admission.

New Words and Expressions.

**To be admitted** = to be enrolled. Children are admitted to state schools without exams. **Admission** - поступление, приём. Admission to state schools is free.

Admission exams - вступительные экзамены. School-leavers having a gold medal usually take only one admission exam or go through an interview.

**Interview** – собеседование, интервью. If you apply for a job you should not only fill out a form but also go through an interview with the firm's manager.

**High school grades** - высокие школьные оценки. Her school grades are the highest in her class.

**Selection** - отбор. To select - отбирать. I selected the best flowers for my girl-friend. In our biology class we studied selection. The selection process for the participants of the final concert was really strict.

**Apply** (for) - подавать заявление. Application form - заявление. Applicant - абитуриент, заявитель. What faculty are you going to apply for? Fill out the application form, please. This year the number of applicants was twice as big as the number of vacant places.

**To require a recommendation** - требовать рекомендацию (характеристику).

Some faculties at our institute require a school recommendation from the applicants.

**To afford** - позволять. I can't afford to buy this dress - it is too expensive.

**Estimated cost** - приблизительная стоимость. The estimated cost of instruction at the Faculty of Foreign Languages is 10,000 rubles, but it may change any time.

I hear that in Russia in order **to be admitted** you have to go through a special selection in the form of exams and **interviews**. Here we don't take special **admission exams** at the university. But you must have **high school grades** and before you **apply** you should take SAT - Scholastic Aptitude Test which is a National test, normally taken when you are in 11 grade (we here study at school 12 years). In some universities they also **require a recommendation** from your school and an interview with an **applicant**. International students take TOEFL instead of SAT. Education costs money - from that, it is very obvious why Central as well as all universities in the USA admit those who can **afford** it. But I shall tell you about the cost of education a bit later and you will also have a chance to go through the table of **estimated costs**.

## Text 5.

### Schedule and Credit Hours

New Words and Expressions.

**Schedule** - расписание, повестка дня. The schedule for this week is really packed.

**Major** - предмет специализации, специальность. What is your major? My major is Primary School Teaching, and my sister's major is Physics and Computing.

**Class** - учебное занятие, группа студентов. 30 classes a week is a lot! Hallo, class, I am your new teacher.

**Advisor** - руководитель, куратор. Who is your course paper advisor? At our institute all the students of the 1-st through 3-rd year have advisors.

**To lead through** - руководить, досл. провести через. My friend led me through the most difficult time in my life.

**Concern** - забота, сомнение. To concern - заботить/ся. Newly married couples have a lot of concerns. What concerns you so much? His only concern is to make the ends meet (свести концы с концами).

**Go by** = look through - просматривать, листать. The teacher quickly went by Sue's English composition, found some errors but decided to correct them later. My morning coffee is the best time for looking through the newspapers.

**To earn** - зарабатывать (деньги, авторитет, зачёт). I earn less than I would like. I can't put you a test now - you should earn it.

**A credit hour** - зачётный час (в американской системе образования обозначает количество часов в неделю в течение семестра; например, если у вас 3 часа английского, 6 часов математики и 2 часа философии каждую неделю, то за семестр вы зарабатываете 11 кредитных часов. Количество кредитных часов по изучаемым предметам, наряду с экзаменационными оценками по ним, служит основанием для получения степени (диплома).

**Composition** - зд. письменные работы, сочинения. English composition is an obligatory component of the first year curriculum in the US High School.

**Major area** - область специализации.

**Academic** - учебный, академический. The academic year in American schools lasts about 10 months.

**Freshman** - первокурсник, новичок, досл. свежий человек. Freshmen often feel uncomfortable in the new surroundings. For a freshman he is very confident (уверенный в себе).

**Entire** = whole - весь, целый. The entire course is worth 4 credit hours. Way - способ, образ действия, путь. In three (2, 4) ways - тремя (двумя, четырьмя) способами. In what way are you going to act? The way to my home is very long. This is the correct way of saying it.

**In a row** - подряд, досл. в ряд. The rock group gave three concerts in a row. How many seats are there in a row in Boeng 867?

**A required minimum** - необходимый, обязательный минимум. What was the required minimum of grades at the admission exams this year? I am not asking you to do a lot - only a required minimum. To require - требовать.

**Lab** - сокр. от laboratory. A computer lab. A chemistry lab.

**Legal student status** - юридический статус студента.

**To pre'sent** - представлять, делать презентацию; омоним - существительное 'present - подарок. When will you pre'sent your new picture? The pop-group pre'sented their new album in the well-known night club. What kind of present could be bought for such a snobbish person?

**Assignment** - задание. American state schools' policy is not to give large home assignments. The soldiers were given a new assignment.

**Notion** = idea. I have no notion of what to tell them.

**Permanent** - постоянный. Her elder son is her permanent concern.

**Get to know** - узнать, познакомиться. After coming to Warresburg he got to know many new things.

**Different environments** – различное окружение, новая обстановка. Not all freshmen adapt easily to the different environments.

In August last year I was admitted to Central and came here to study. The main thing for me was to make my own **schedule**. And the schedule depends, first, on what **major** you want to do, and, second, on how many **classes** a week you want to have. Believe me, it is very exciting to make one's own schedule. Though every student has a special university **advisor** whose responsibility is **to lead** you **through** the school years and give answers to all your concerns. And there is also a special **catalog** with a list of majors and the courses required for each major. You just **go by** this catalog and choose the courses you want.

In order to graduate from Central with a Bachelor degree, a student has **to earn** no less than 124 **credit hours** - 54 hours of General education (like English composition, a foreign language, mathematics, philosophy and some others) and 70 hours in your **major area**.

A credit hour is not what you may think - 45 or 60 minutes. A credit hour is one **academic** hour a week during a semester. For example, a course which every **freshman** should take is English composition. It means that a student has Composition 3 hours a week for the entire semester. You may have these classes **in three ways**: 3 times a week (Monday, Wednesday, Friday, 50 minutes each day); 2 times a week; (Tuesday, Thursday, 1 hour and 15 minutes each day); and 1 time a week, 3 hours **in a row**. A **required minimum** of classes spent at a desk in a classroom is 12 hours a week, otherwise you will lose your **legal student status**. 12 hours a week don't seem much, but for many classes, you should spend 2, 3 or even more hours out of the classroom in the library or a computer **lab**. Usually students **present** their home **assignments** to professors in a written form. All the exams are written, too.

Now you can understand why in the US there is no notion of a permanent group of students who take classes together from their first semester until graduation. I like it because you **get to know** hundreds of other people and learn how to work **in different environments**.

**Exercise 18.** Fill in the gaps in part B with the words and expressions from part A.

**A.** *permanent groups, schedule, library, foreign, general educational subjects, special, oral (устный), subjects, required, first year*

**B.** The... at our faculty includes the general educational ... and the ... subjects. A ... language (English, German or French), History of Russia, Physical Training, Philosophy are ... . If your major is Teaching Handicapped Children then your special subjects will include Defectology, Methodology of Teaching Russian and Maths, Psychology and some others. The ... minimum of classes will be

about 30 per week for the ... .. students. Usually there is one day free from classes for independent work at the ... or writing course papers. The exams are mostly ..., not written. Under such a system it is quite natural that students study in ... .. through all the five years of study.

### **Text 6.** **How to Change Your Major.**

#### **New Words and Expressions.**

**Any time** - в любое время. I am glad to see you any time.

**To switch** - зд. изменить. Let's switch the classroom. He switched his plans for the afternoon.

**Required** - требуемый, необходимый. To require - требовать. The required time for this test is one academic hour. What do parents require from you?

**To fit** - подходить для чего-либо. This class doesn't fit in my schedule. This dress fits you.

**At a time** - одновременно. You can't do two things at a time.

**To save** (time, money, effort) - экономить время, деньги, усилия. Writing down lectures saves you a lot of time. He never saves his effort to help his friends.

A very important thing is that you may change your major **any time**. How does it happen? Let's say you begin at the university studying biology. You study for 2 years and earn 60 credits, but now you decide to **switch** your major and study Aviation. Obviously you took some classes that are not required for the Aviation degree. So, you lose some credits, let's say out of your 60 hours only 45 will fit for the Aviation program requirements. Of course that means, that you will study longer. But I know some students who work for 2 degrees **at a time**. They have much more work to do during the semester than other students, but, in the end they **save** time.

#### **Exercise 19.** Correct the following statements.

1. You can't change your major.
2. You didn't earn 60 credits during 2 years.
3. You didn't decide to switch your major.
4. All your credits will fit for another major.
5. You can't work for 2 degrees at a time.
6. You don't save time in the end.

#### **Exercise 20.** Match the antonyms.

**A.** give, into, end, save, much, longer, more, but, required, lose

**B.** and, begin, little, find, take, spend, less, shorter, optional, out of

### **Text 7** **The Cost of Education**

#### **New Words and Expressions.**

**Resident** – житель; постоянно проживающий. He was born in Russia, but now he is a resident of Canada.

**Benefit** - преимущество. I don't see any benefits in your offer.

**Out-of-state** - за пределами штата. I haven't been to the out-of-state part of the National Park.

**Instructional fee** - плата за обучение. What is the instructional fee at your institute?

**Expenses** - расходы, затраты. Her monthly expenses are as big as her salary, that's why she can't save any money for her vacation.

**Chart** -таблица, схема. Charts are very helpful when you present some statistical data.

The cost of education at Central is one of the cheapest of all the state colleges. And of course, a lot cheaper than in private colleges. In all state colleges and universities of the USA the **residents** of the state have great benefits. At our University legal residents of Missouri pay twice less for a credit hour per semester. The **out-of-state** and international students pay \$146 per credit hour, the legal residents of the state pay only \$ 73. The cost for 12 hours for the semester is \$1,756. It is called the **Instructional Fee**. But after you decide to work for a degree at any university you should know that there are also other **expenses**. See it for yourself in the **chart** below.

**Exercise 21. In this exercise you will learn the estimated costs for 2005-2006 year in CMSU. Costs are in US dollars**

Application Fee \$150. This non-refundable fee is sent with the Application For Admission. A deposit of \$ 100 is applied to the instructional fee for the first session of attendance.

**Costs for Each Session.**

Each session is 8 weeks

Instructional Fee \$1,800

Health and Accident Insurance \$187

required for all International students)

Housing, double occupancy \$ 675

Single occupancy, \$175 extra

Food service \$ 375

Books \$ 175

Pocket money \$ 300

**Total (one session) \$3,487**

**One semester (two sessions) \$ 6, 974**

These costs are approximate and may change without notice.

**Exercise 22. Answer the following questions:**

1. Do students pay for using a library?
2. What expenses other than Instructional Fee are included?
3. How much would you pay each session if you preferred to live alone in a room?
4. Is Health and Accidental Insurance required from all students?
5. Can the costs change after you have been enrolled?
6. Would you like to have any additional information about the costs?

### Text 8.

#### Room and Board

New Words and Expressions.

**Dormitory** - общежитие, сокр. dorm. How many dorms are available for students in your institute?

A **suite** [swi:t] - номер в гостинице или общежитии, состоящий более, чем из одной комнаты. Омоним - suite [sju:t] - костюм. They shared a 3-room suite in the Raddisson Hotel. She's bought an elegant trouser suite.

**Option** = возможность. At our institute you have 2 options: either to be enrolled in the day department or in the distance learning (correspondence) department.

**To rent** - арендовать, снимать. It is expensive to rent an office in the center of Saratov.

**Convenient** - удобный. The schedule for this semester is not very convenient - the classes start very late.

**Off-campus** - вне кампуса, за пределами кампуса. Freshmen in the Central are not allowed to live off-campus.

**Advantage** = benefit - преимущество. What are the advantages of studying at the day department?

**Conditions** - условия. The living conditions in this old dorm are very poor.

**In the range of** – в пределах... от... до. This van costs in the range of \$ 10,000 – 15,000.

**Utilities** - удобства. In our new dorm the utilities are first-class.

**Bill** - счёт. At last the waiter brought us the bill for lunch. What is your monthly bill for the telephone?

**Monthly payment** - ежемесячная оплата. What's your monthly payment for the room in the dorm? The monthly payment for a one-room flat is about 70 rubles.

**Call** - звонок. To call - звонить. I called your office three times today, but you were out. **Long-distance** - междугородний звонок (досл. на длинное расстояние). The cost of long distance calls is lower after 11 p.m.

**Laundry** - прачечная. Our laundry has long working hours.

**Board** - питание. Do you rent the room with board?

**Washer** - стиральная машина. An automatic washer saves a lot of time, but is quite expensive.

**Drier** - машина для сушки. Hair drier - фен.

**Load** - груз; зд. загрузка одной машины.

**By hand** – вручную. Underwear is usually washed by hand.

**Free** – бесплатный. In the USA children from the families with low income have free meals at school. I think medical care should be free for all.

As soon as you arrive here in Warrensburg the University staff will help to place you in a **dormitory**. What is an American dorm? It is something like a Russian dorm. Our dormitories at Central have **suits**, which are two rooms for two people in each and one bathroom. So, only 4 people share a bathroom. Also, you have a choice of staying just by yourself in a room like this, but it costs a little bit more.

For those who are 20 years and older, there is an **option** to **rent** an apartment outside the campus. But many students prefer living on campus for their whole student life because it is very **convenient**. Then you don't need a car to drive and park. Staying in a dorm saves you a lot of time you could spend on something more important.

But staying **off-campus** has many advantages, too. First of all, the students have more independence, especially if they like loud parties. But seriously, let me talk about the cost. To rent a 1-bedroom apartment in Warrensburg for just yourself costs about \$200-350, depending on the **conditions** of the house or apartment. 2-bedroom apartments will cost you **in the range** of \$300-400. What most students do is get somebody else, or even 2 or 3 other people and rent a two-bedroom apartment for 2 people. It is necessary to mention that you must pay for all or some of the **utilities** you use. You may pay for gas and electricity, sewer and water, telephone and TV. Let me give you one example. A friend of mine from Kenia found 2 other guys, and they decided to share a 3-bedroom apartment. So, each of them had their own room and they shared the kitchen, the bathroom, the living-room, and all utilities. They paid \$150 a month each, and they divided their other expenses into 3 parts. Their electricity **bill** was about \$35 a month, TV - \$19, telephone - \$15 a month. So, their **monthly payment** was about \$170-180 per month depending on how many times they called **long-distance**.

Before I start talking about board, I want to say a word about **laundry**. Each dorm has a laundry room with fully automatic **washers** and **driers**. It costs \$75 for each load to wash and also 0,75 for each load to dry. There are also several public laundries in town where you can wash your laundry a bit cheaper. Of course, you still can wash it **by hand** for **free**!

**Exercise 23.** Correct the false statements.

1. In the dorms of Central University 2 people share a room and 4 people share a bathroom.
2. If you are under 20 you can't live off-campus.
3. Having a car saves you a lot of time and money on campus.
4. If you share an apartment with other students off-campus you should also share all the expenses including long-distance calls.
5. A TV bill is less than a telephone bill.
6. A public laundry is cheaper.

**Exercise 24.** Fill in the gaps.

1. There are... dorms at Saratov Teacher Training Institute.
2. They have rooms for ... students to share.



3. There is an ... to rent a private room.
4. The rent for the room in a dorm is... .
5. I do my laundry... .
6. I make long-distance calls at ...

**Text 9.**  
**Board.**

New Words and Expressions.

**Worry** - забота, тревога; беспокоиться. Don't worry, relax! Your worries are well-founded.

**Shop for** - покупать. Most Americans shop for clothing on sales.

**Cash** - наличные деньги. I have only \$10 in cash.

**Scan** - сканировать, быстро просматривать.

**Appetizer** - закуска (досл. возбудитель аппетита). Caesar [ˈsi:ze] salad made of green lettuce and cheese is a very popular appetizer in American restaurants.

**Entree** - основное блюдо, горячее. Would you like the entree of tuna steak and pasta?

**Topping** - открытая начинка для пирогов или пиццыю This Italian place is known for its pizza with mushroom and tomato topping.

**Fresh and canned fruit** - свежие и консервированные фрукты.

**Hot chocolate** - горячий шоколад, какао.

There are three cafeterias on campus. So, you don't have to cook, or **shop for** food, or **worry** how to get to the store if you don't have a car. The cafeterias work 7 days a week. You may pay **cash** or use your credit card there. If you use your credit card the cashier **scans** your card and allows you to get a meal. There is a wide choice of meals - **appetizers**, which are mostly salads, meat and fish **entrees** and, of course, all kinds of pizza with different **toppings**. At all times of the year you can get **fresh and canned fruit**. You may drink coffee, hot and cold tea, hot chocolate or fruit juice. Needless to say that no beer or wine is sold on campus. The cost of the meal is about \$2.30 which is unusually cheap. The food is really cheap in Missouri. My sister studies at the State University of North Carolina in Charlotte and she tells me that a good lunch in their cafeteria costs almost twice as much - no less than \$5.50-6.50.

**Exercise 25.** Find the **wrong** variant in the answers.

1. The benefits of eating in a cafeteria are a) you don't shop for food b) you can go there every day c) you may use your car d) you may do without cash
2. You may pay a) with cash b) with your credit card c) in advance
3. In the cafeteria you may drink a) light beer b) fruit juice c) hot chocolate d) coffee
4. The cost of lunch in Charlotte University is a) twice as high as in Central b) about \$ 5.00 c) unusually cheap.

## Text 10. Recreation.

New Words and Expressions.

**Indoor** - в помещении. Indoor games are widely used in day care centers and kindergardens.

**Outdoor** - на воздухе. Outdoor activities for small children may include playing team games, hide-and- seek, various competitions.

**Track** - трек, беговая дорожка. Track and field - лёгкая атлетика.

**Huge** - very big. "What huge teeth you have !" Little Red Riding Hood said to the wolf.

**Fitness room** – тренажёрный зал. In many private homes in the USA there is a fitness room for the family.

**Shopping mall** - торговый центр; торгово-развлекательный центр, объединяющий под одной крышей сеть разнообразных магазинов, кафе, баров и аттракционов. **Sightseeng** - осмотр достопримечательностей. As I was on business trip in Pskov I didn't have time to do sightseeng there.

There a lot of facilities at the University which you can use free: swimming pools, **indoor** and **outdoor tracks**, many **fitness rooms** across the university, libraries and computer labs. We have also a male rugby team and a female soccer team, golf, basketball and **track**-and-field competitions.

Off-campus, there is a lot of fun: dancing, bars, shopping, camping and canoe trips, fishing and hunting and theaters. Kansas City is the closest large town where many students find everything they need: NFL Football - the Kansas City Chiefs; NFL Baseball - the Kansas City Royals; huge recreation parks - *Worlds of Fun* and *Oceans of Fun*; and many **shopping malls**. The University regularly organizes trips around Warrensburg and Kansas City for shopping and **sightseeng**, along with annual canoe trips and picnics. Also, the University International Student Organization organizes many activities for all International students at Central University, such as cultural nights, and international parties. We have lots of fun!

## Text 11. Jobs For Students.

New Words and Expressions.

**Throughout the year** = through the whole year - весь год. The Admission Board at the university works throughout the year.

**Available** - доступный, имеющийся в наличии. Is this textbook available at the library?

**Working schedules** - часы (расписание) работы. Anne earns money babysitting, and her working schedule is very convenient for her: weekends and Wednesday night. Flexible - гибкий. Flexible working hours are convenient for part-time students.

**Custodial work** - работа по уборке помещений. Custodial work is not very popular with the students.

**Tutor** - частный преподаватель, репетитор. In Russia many school-leavers study with tutors before applying to a prestigious University.

Not only do students at Central study and have fun, but a large number of students work **throughout** summer and winter breaks, and even through the whole year. Working on campus is a good way to earn money and help yourself live. There are many different jobs **available** on campus. Some of these jobs are working opportunities - remember those cafeterias? Also dormitories, bookstores, university stores and administration help. These jobs provide students with the minimum salary, which is \$4.75 per hour. **Working schedules** are very **flexible**, which allows the students to work as many hours as they would like. International students are allowed to work only on campus. Many of them are working and are happy with this opportunity. I have been working on campus since I have been in Central. I worked in food service. I did **custodial work** during the summer, and recently I have even worked as an English tutor. I am very glad that I can try myself in a really working environment and help myself financially, and let me say one more thing: working is fun and easy!

**Exercise 26.** Answer the questions.

1. Do many students from your institute work during summer and winter breaks?
2. Is it difficult to combine studies and work throughout the year?
3. Do your parents give you pocket money?
4. What works are available in summer for students?
5. Have you had any working experience?
5. What work is fun with you?

**Exercise 27.** This is the application form of Central Missouri State University. Fill it out.

### Application For Admission.

Name: surname \_\_\_\_ first \_\_\_\_\_ middle \_\_\_\_\_

Gender: male \_\_\_\_ female \_\_\_\_\_

Date of birth: month \_\_\_\_ day \_\_\_\_ year \_\_\_\_

Country of birth: \_\_\_\_\_

Country of citizenship: \_\_\_\_\_

Social Security number (if available) \_\_\_\_\_

Term you wish to enroll: \_\_\_\_\_

Fall \_\_\_\_ Spring \_\_\_\_\_

Address:

Street address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

Country \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Fax Number: \_\_\_\_\_

For faster response, you may fax this application form and supporting documents if you also mail the original copies. The Application Fee must be paid when you arrive  
Do you want to apply for an J -1 visa? Yes \_\_\_\_\_ No \_\_\_\_\_  
TOEFL (экзамен по англ. языку для иностранных студентов) score: \_\_\_\_\_  
Date taken \_\_\_\_\_

**I hereby give permission for my records to be made available to the appropriate individuals and departments.**

Applicant's signature \_\_\_\_\_

With this application, you must send:

1. Application fee: Check or international money order for US \$150 payable to Central Missouri State University
2. Statement of financial support: Bank statement, affidavit of support, or other documentation verifying financial support
3. Proof of Educational Background: Certified English translations of your transcripts from last educational institution attended (no photocopies). Send this application and these three items to:

Central Missouri University

Grinstead 009

Warrensburg, MO 64093

USA

Telephone: 816-543-4713

Fax: 816-54-8136

E-mail: sampler@cmsuvmcmsu.edu

**Exercise 28.** Answer the following questions:

1. What are the differences in this form and the one you filled out in June while applying to the Teacher Training Institute? (name at least 3 points).
2. Should an applicant to Central mail or fax the form or use both?
3. What documents should an applicant send to the CMSU?
4. Что пропущено в переводе текста, выделенного **жирным шрифтом** перед подписью абитуриента? Перевод: *Настоящим я разрешаю знакомиться с содержанием моих документов соответствующим лицам.*

### **Text 12.** **St. Tatyana's Day.**

January 25th, Tatyana's Day has been celebrated by Moscow University students, and later by all Moscow students, for more than 200 years. The Bill about Moscow University's foundation was signed on the 25<sup>th</sup> January, 1755 (12<sup>th</sup> January old-style).

St. Tatyana is considered to be the patron saint of MGU (MSU, if translated in English) because the university church in Mokhovaya St. bears her name. Vladimir Gilyarovsky, a well-known pre-revolutionary Russian journalist, describes how Moscow students celebrated the day in his time. In his book "Moscow and Moscovites" he writes that on that day students could eat and drink for free in the

"Hermitage" restaurant as well as in many beer-houses and they were not taken to the police even if they were causing a disturbance.

**Exercise 39.** Match the antonyms.

1. State, expensive, huge, unreasonable, good, major, female, advantage, cold, sunny.
2. Reasonable, disadvantage, small, private, cloudy, cheap, minor, bad, hot, male.

## TEST

### Word Comprehension.

Choose the word which is closest to the meaning of the first one.

1. Desire: wish, achieve, goal.
2. Self-explanatory: oneself, clear, dormitory.
3. Test: class, admission, exam.
4. Major: subject, speciality, semester.
5. Degree: course, diploma, academic year.
6. Switch: finish, earn, change.

Fill in the gaps:

1. The... of education varies. Cost, skill, rent.
2. You don't need a car to drive and... Park, stop, buy.
3. Living off-campus has many ... Advantages, apartments, facilities.
4. Each dorm has a ... room with washers. Reading, bed, laundry.
5. There are three cafeterias ... on campus. Admitted, served, located.
6. There you can have three ... a day. Foods, meals, times.

Choose the correct variant.

1. I was enrolled/entered in the Institute.
2. My credit card was checked/scanned at the cashier's.
3. The advisor/ dean leads an American student through the years of study.
4. If you cook for yourself you can save/earn some money.
5. They use university recreation/ facilities: the swimming pool and tracks.
6. He is available/responsible at work in the morning.

Fill in the gaps in part A with the words from part B.

**A.** In the Intensive English Program you will be placed with the ... group of students like in Russia. The ... of students in the group varies from 5 to... . No matter what level you are in you will have classes all day, from 9 in the... until 4 in the afternoon. Of course you will have 1 or 2 hours... for lunch. You will be exposed to reading, writing, grammar, pronunciation and ... culture. You will be exposed to English every... , and believe me , you will have a lot of... going to these classes.

**B.** Minute, 15, permanent, morning, number, fun, break, American.

**Grammar.** Find a mistake in every sentence (possible places are underlined).

1. What an American dormitory is?
2. Those who are more older than 20 may live off-campus.
3. I wants to say a few words about my school.
4. There ю several laundries m the town.
5. If he have a credit card he can pay with it.
6. If your expense are big you should try to earn more money.
7. When you saw him last?
8. His desire came not true.
9. I shared the room with his last year.
10. Every day he is working in a computer lab.

Choose the correct form.

1. This year a required/requiring minimum for living is 1,200 rubles.
2. The assignment presented/presenting by the students was approved/approve by the teacher.
3. He was earned/earning this money working part-time.
4. Dan took/taking his admission exams in June.
5. The books translated/translating into English were given to the library.
6. The Board selected/selecting the students for the competition will have its meeting tomorrow.
7. I want you to come/came home earlier than usual.
8. The information was said/saying to be false.
9. Kelly called me to tell /told the news.
10. The expenses shared/sharing by all three of us were not too big.

## UNIT IV.

### National Character and National Ways.

**Grammar.**      Attributive and Infinitive Constructions.  
                          Time, Reason and Purpose Clauses.

### Reading Material.

- Texts**
1. The National Character of the Americans.
  2. Personal Space.
  3. The British and the Foreigners
  4. A Look at the British Monarchy.
  5. Safe Topics for Conversation.
  6. The Melting Pot.
  7. In Need of After-School Activities.

## Grammar.

Вы можете дать больше информации о существительном или заменяющем его местоимении, добавляя к нему оборот или придаточное предложение: He took *the book lying on the table* - Он взял книгу, лежащую на столе; I think *the idea suggested by Britney* is wonderful - Я считаю, что идея, предложенная Бритни, просто замечательная; She wanted *her sister to talk to* - Ей нужна была сестра, чтобы поговорить с ней. Как видно из примеров, обороты или придаточные предложения начинаются либо с *ing* – формы (причастие 1), либо с *ed* – формы (причастие 2), либо с инфинитива.

1. *Ing*-форма (причастие 1) употребляется после существительного, чтобы сказать, что кто-то или что-то совершает или совершало действие в определенное время. The young *girl sitting* opposite Ted was his daughter – Молодая девушка, сидевшая напротив Теда, была его дочерью. *Problems facing* parents should be discussed – Проблемы, с которыми сталкиваются родители, следует обсуждать. The *men working* there were not very friendly – Люди, работающие там, были не слишком дружелюбны. Most of the *people strolling* in the park were teenagers – Большинство людей, гуляющих в парке, были подростками. He saw *a dog running* to the child – Он увидел собаку, бегущую к ребенку.
2. *Ed*-форма (причастие 2) используется после существительных или местоимений, когда нужно показать, что предмет не совершал действие сам, а подвергся воздействию. He was the new *minister appointed* by the President – Он был новым министром, назначенным президентом. The *man injured* in the accident was taken to the hospital – Человека, пострадавшего в аварии, увезли в больницу. Помните, что у неправильных глаголов причастие 2 образуется особым образом и не имеет окончания *-ed*. A *story written* by a young girl won a competition – Рассказ, написанный девушкой, выиграл конкурс. She bought *a dress made* in China – Она купила платье, сшитое в Китае.
3. Как правило, инфинитивная группа следует за а) абстрактным существительным, уточняя его значение: He has lost the *ability* (какую?) **to speak** to people; б) за группой существительного, в которой есть порядковое слово или превосходная степень прилагательного: She was *the first woman* (какая?) **to go** to cosmos. Mr. Holmes was *the oldest person* (какой?) **to be present** here в) инфинитивная группа может обозначать цель совершаемого действия: This is a *list of things* (для чего?) **to remember**. We arranged *a meeting* (для чего?) **to discuss** our problems.

**Exercise 1.** In which sentences the *ing* – form is a predicate, and in which it is an attribute for a noun? (Важнейший признак – наличие/отсутствие вспомогательного глагола).

1. We are visiting New York this week. The professor *visiting* our college comes from New York. 2. The exchange students are enjoying their visit a lot. The girl obviously *enjoying* her ice-cream ordered another one. 3. They are using a lot of modern methods. Teachers *using* computers have their professional association “Computer

Using Educators". 4. The sun is shining and it's going to be fine! Chuck noticed a small coin shining in the sun. 5. The guy playing the piano is my classmate. My big brother was playing soccer last Sunday. 6. The team winning the game is my school's team. Anna was winning in the first set, but lost the game completely. 7. The woman shouting to me is my neighbour. The kid shouting so loudly wants to attract his mother's attention.

**Exercise 2.** Fill in the blanks with the corresponding ing-form.

*Climbing, burning, crying, lying, standing, drowning*

1. I saw someone ... in my neighbour's window. 2. He smelled something ... in the kitchen. 3. She offered a seat to a ... disabled man. 4. My friend helped the ... man. 5. I saw a ... kid and asked what was the matter. 6. Anna picked up the book ... on the floor.

**Exercise 3.** Form the appropriate attributive forms (participle I or II)

1. (Cover) There was a table ... by a white cloth. There was a white cloth ... the table. 2. (Attack) the man ... by the dog was injured. The ... dog was pulled off by its owner. 3. (Leave) Everyone went home ... a mess behind. We cleared the things ... behind after the party. 4. (Carry) I saw a man ... a heavy box. We lost the baggage .. in the plane. 5. (Face) The problems ... by the government are very serious. There are a lot of problems ... us now. 6. (Speak) I heard someone ... English. English is one of the languages ... all over the world.

**Exercise 4.** Fill in the blanks with the appropriate word. Pay attention to the use of the infinitives in the sentences showing the reason of the action mentioned.

*Box, key, matches, meeting, money, party, pen, room.*

1. We held a ... to celebrate Nancy's birthday. 2. Do you have enough ... to pay for the tickets? 3. I have a special ... to open the safe. 4. There is a big ... to pack the books in. 5. Have you got a ... to write down the address? 6. Is there a ... to seat us all? 7. There will be a ... to elect a new president of the firm. 8. Do you have any ... to light a cigarette?

## Time, Purpose and Reason Clauses

### Time Clauses

Придаточные времени могут употребляться как **до**, так и **после** главной части предложения и могут относиться к настоящему, прошедшему или будущему времени. Придаточные времени вводятся союзами *after* – после того, как (*after* может быть также предлогом со значением ПОСЛЕ), *when* - когда; *while*, *as* - в то время, как; *как*; *since* - с тех пор, как (*since* может быть также предлогом со значением С); *as soon as* - как только; *before* - перед тем, как (*before* может быть предлогом со значением ПЕРЕД); *till* - пока; *до*; *until* - пока...не.



**Exercise 5.** Translate into Russian. Don't mix conjunctions (союзы) and prepositions (предлоги).

1. I look **after** the children **when** my wife is at work.
2. I'll do it **after** I've finished this letter.
3. We laughed **as** she told us her story.
4. Can I see you **before** you go?
5. He hadn't cried **since** he was a boy of ten.
6. Don't come **before** 9 o'clock.
7. **When** I heard the explosion (взрыв) I was writing a letter in the library.
8. I called the police right **after** I had heard the explosion.
9. George and I were close friends **since** we went to school together.
10. Bill has lived in Seattle **since** 1990.
11. My parents will support us **till** we find job.
12. We were waiting for Diana **till** late in the evening.
13. She waited **until** he had gone.
14. **As soon as** Bill arrived we sat down to lunch.

### Purpose and Reason Clauses

Придаточные причины и цели могут вводиться такими союзами, как *so* — поэтому; *so as to* - для того, чтобы; *so that* -так, чтобы; *in order to* - чтобы; *in order that* чтобы; *because* - потому что; *in case* - для того, чтобы; *since* - поскольку. Придаточные причины обычно употребляются после главного предложения, придаточные цели могут употребляться как до, так и после главного предложения.

**Exercise 6.** Translate the sentences.

1. I keep the window open **so as to** let the fresh air in.
2. Everyone was pushing **in order to** get to the front of the queue (очередь).
3. I came to live in the country **because** I wanted to have trees around me instead of (вместо) cars.
4. I wished to get to Madrid **so** I had to travel overnight from Barselona.
5. Father lifted Philip onto his shoulder **so that** he might see the procession.
6. **Since** it was Saturday he stayed in bed.
7. What do I need to know **in order to** become a good teacher?
8. I've got the key **in case** I want to get inside.
9. Tom will be late **as** his car has broken.
10. Children shouldn't watch a lot of TV **so that** they should have more time for reading.

**Keep paying attention to the ways sentences are built and to the conjunctions used in the texts of this Unit.**

### The Infinitive

Инфинитивы могут входить в особые синтаксические комплексы «Сложное дополнение» и «Сложное подлежащее». На русский язык они переводятся придаточными предложениями.

#### Сложное дополнение.

Сложное дополнение может употребляться после глаголов *want*, *think*, *consider*, *know*, *expect*, *suppose*, *would like*. После них инфинитивы употребляются с частицей *to*. The Britons **want the foreigners to study** English, but are slow to study foreiners languages themselves – Британцы хотят, чтобы иностранцы учили английский язык, но сами не спешат учить иностранный язык. После глаголов

feel, see, hear, make (заставлять) инфинитив употребляется без частицы to. It's difficult to **make** a person study unless he wants it – Трудно заставить, чтобы человек учился, если он сам этого не хочет. I **heard** him speak with an accent – Я слышал, что он говорит с акцентом”.

Сложное дополнение переводится придаточными предложениями с союзами что, чтобы, как.

**Exercise 7.** Translate the sentences.

1. Many students of the English language wish its spelling to be made simpler.
2. People consider the English to be very unemotional.
3. The British believe their singers to be the best in the world, because eight of the ten top best-selling CDs of all time were recorded by British artists.
4. They hate their rights to be violated (нарушать).
5. Some nations think British friendliness to be deceitful (обманчивый).

**Exercise 8.** Translate the sentences commenting on the use (or lack) of “to”

1. Englishmen expect their guests to come on time.
2. We heard Americans be very punctual.
3. Many parents want their children to know foreign languages.
4. He asked me to translate the text for him.
5. The British seldom make their kids eat everything on the plate.
6. I know many English streets to have unusual names.

### Сложное подлежащее.

Комплекс “Сложное подлежащее” может употребляться с теми же глаголами, что и “Сложное дополнение”, однако они ставятся в форму страдательного залога и перевод предложения начинается с них. *Italians are known to be very expressive in their body language* – Известно, что итальянцы очень выразительны в своих жестах и мимике”. *N. Baskov is heard to come to Saratov*. Есть слух (слышно), что Н. Басков приезжает в Саратов.

Сказуемое в переводе, как правило, является неопределённо-личной формой (полагают, известно, слышно и т.п.)

**Exercise 9.** Translate the sentences containing the Subjective Infinitive Construction.

1. The national character of Britishers is considered to be paradoxical.
2. Englishmen are almost never heard to laugh loudly.
3. Swiss banks were believed to be very reliable.
4. Football is supposed to be invented in England.
5. The British are said to be very tolerant to other people's behaviour.
6. The American students are known to address their professors very informally, by their first names.
7. Kids are thought to like fast food better than self-cooked.
7. People are supposed not to judge other nation's traditions and manners by their own customs.

### Text 1.

### The National Character of Americans.

## New Words and Expressions

**Feature** – черта характера, особенность. What features of character would you like to see in a teacher?

**Behaviour standards** – типичное поведение. Children acquire the behaviour standards both inside and outside the family.

**Enterprising** – предприимчивый; enterprise – предприятие. Kevin is usually calm and passive unlike his father who is energetic and enterprising.

**Conviction** – убеждение; convince – убеждать. He doesn't change his convictions easily; he is hard to convince.

**Success** – успех. Her performance of Mozart was a success.

**Well-being** – благосостояние. Bill Gates' well-being is the result of hard work, sharp mind, good education and luck.

**Encourage** – поощрять, побуждать. My parents encouraged me to learn music and foreign languages.

**On a regular basis** = regularly; регулярно. Sue has a part-time job babysitting for her nephew and doesn't get paid on a regular basis.

**Messenger** – рассыльный, курьер. Leslie would rather work as a secretary than a messenger in her office.

**Delivery person** – посыльный, доставляющий покупки и заказы на дом или в номер гостиницы. The usual tip for a delivery person in an American hotel is a dollar.

**Value** – ценность (ср. с сущ. валюта). Moral values may change with passing of time.

**Originate** – происходить, быть родом. The English noun "value" originates from the Latin verb "velere" meaning to be strong and healthy.

**Anthem** – гимн. Usually people don't remember the authors of their national anthems.

**Life-style** – образ жизни, жизненный уровень. People in North Carolina have really comfortable life-styles and spend a lot of money on recreation.

**Good-natured** – добродушный.

**Easy-going** – общительный. Good-natured and easy-going people usually attract kids' love immediately.

It is difficult to speak about the national character of Americans, but it is the same about the national character of Russian, Chinese or any other people. Still there are some typical **features** of **behaviour standards** which differ nations from one another. Usually Americans are thought to be independent, energetic, **enterprising** and hard-working.

Their feeling of independence is based on their **conviction** that a person can take care of him/herself much better than anybody else.

Americans consider hard work to be the way to **success** and material **well-being**. Thus teenagers are **encouraged** to work part-time after school and during school breaks.

The usual jobs are to babysit, help in supermarkets, fast-food restaurants or at gas stations. Some of them help in their parents business on a

**regular basis** and are officially paid for this. Such jobs as **messengers, delivery people** and salesclerks are also popular with American teenagers. Many older schoolchildren work as councellers in summer camps for young children.

The highly **valued** qualities are punctuality, discipline and professional competence. The widely used word “workaholics” has **originated** in the USA. Americans are great patriots. They fell great respect for their national flag and **anthem**. Many American homes are decorated with national flags on public holidays. But at the same time they are very proud of the fact that the laws may differ from state to state: for example in North Carolina you may get a driving license at the age of 16, while in Virginia you are allowed to do it at the age of 18. The comfortable **life-style** and material well-being of the nation are thought to be one of the factors influencing the way Americans behave towards each other and strangers. They are **good-natured** and **easy-going**, always ready to smile back and to help. The most common phrases in the street are “Excuse me” and “Can I help you?”

**Exercise 10.** Find the wrong statements.

1. Behavior standards are different with different people.
2. The feeling of independence means care for others.
3. Teenagers should use school breaks for work, not for rest.
4. Schoolchildren go to camps to rest, not to work.
5. American schoolchildren often get paid by their parents for the work done.
6. The age of getting a driving license in America is 18.
7. Material well-being influences the way Americans behave towards each other and strangers.
8. The most common phrase in the street is ”Thank you”.

**Exercise 11.** Match the adjectives with nouns. Many go with more than one noun.

Independent	teenager
Enterprising	person
Hard-working	professional
Punctual	house-wife
Disciplined	spirit
Competent	dog
Good-natured	life-style
Easy-going	humor
Comfortable	feature
Typical	state

## Text 2

### Personal space.

New words and expressions.

**Concept** – понятие, идея. Some philosophical concepts don't change with the passing of time. The concept of democracy may mean different things to different people.

**Privacy** – частная жизнь, личностное пространство. Paparazzi (журналисты бульварной прессы) are famous for disrespect of privacy.

**Violate** – нарушать. Actually democratic rights are violated in each country from time to time.

**Guard** – стража, караул, охранять. The Change of Guards in Red Square was a very picturesque tourist attraction. My cat guards me not worse than any welltrained dog.

**Offensive** – обидный, оскорбительный. It's difficult to forget these offensive words. She doesn't mean anything offensive – it's just her bad manners.

**Invasive** – агрессивный. The invasive policy of the Nazy Germany led to World War 2.

**Pat one's shoulder** – потрепать по плечу. John patted Lucy's shoulder to express his sympathy for her loss.

**In line** – в очереди. Standing in line is such waste of time!

**Observe** – наблюдать, замечать. Have you observed the changes in the curriculum?

**Business associates** – коллеги. Do you often communicate with your business associates?

**Be up to** – зависеть от. It's up to you to decide.

In the US the **concept** of the individuality is connected with rights to **privacy** and personal space. Personal space is an empty space between an individual and other people in which the individual is free to move and which others cannot **violate**.

Americans tend to **guard** their personal space and often feel that those who do not respect it are **offensive, invasive** or too intimate. Though in many cases it is not quite true. People from different cultures, for example Slavic, may show their good feelings by **patting your shoulder** or touching your elbow.

While speaking, waiting **in line** or on public transportation (metro or buses) Americans stand about two feet (about 60 cm) from one another. It is interesting to **observe** how lines differ in international airports. One can always tell if the passengers standing in line are from America and Western Europe, or from Eastern Europe.

When two people are introduced they usually shake hands. Male friends and **business associates** who haven't seen each other for a while may shake hands when they say hello. Women don't usually shake hands when introduced to each other. If a man and a woman are being introduced it **is up to** the woman to shake hands or not. Americans rarely shake hands to say goodbye, except on business occasion.

**Exercise 12.** Give only "yes" or "no" answers.

1. Is the idea of personal space quite new to you?
2. Are the notions of privacy and personal space connected?
3. Do you think privacy is an important right of a person?
4. Do you observe the rule of personal space in public transportation or standing in line?
5. Does disrespect for personal space always demonstrate the intention to be offensive and invasive?

6. Do you pat a person's elbow to show your good feelings to her/him?
7. Do you shake hands when introduced to a) a peer b) an older person?
8. Do you shake hands to say goodbye?
9. Do Americans often shake hands to say goodbye?
10. Will you pay attention to observing personal space after you have read this text?

**Exercise 13.** Make up 3 pairs of sentences contrasting Russian and American ways of behaviour, i.e. Americans tend to observe personal space – Russians seldom observe personal space. The useful hints may be: to pat one's shoulder; 60 cm; shake hands to say goodbye.

### Text 3.

#### The British and the Foreigners.

##### New words and expressions.

**Tongue-in-the-cheek** – насмешливая, лукавая. Tongue-in-the-cheek British humor is famous throughout the world.

**Tuppence** (разг.) – twopence – монета достоинством два пенса (penny – форма ед.ч. – 0,01 английского фунта, pence – форма мн.ч.)

**Insincere** – неискренний. Ср. sincere. Her soft manners are insincere, in fact she is as hard as iron.

**Arrogant** – надменный. He is arrogant and unpleasant to speak to, while his wife is soft and sincere.

**Dumb** – глупый, тупой. The teachers think Kevin to be dumb and slow, in fact he is smart enough, but shy.

**Mediterranean** – Средиземный. The Mediterranean Sea washes the three continents: Europe, Asia and Africa.

**Backward** – отсталый. Slow progress in technology makes a country backward.

**Paranoid** – параноидальный; зд. Маниакально подозрительный.

**Distinguish** – отличать, выделять. You can often distinguish Americans from the English by the way they pronounce such words as dance, can't and the like.

**Excitable** – шумный, возбужденный. What an excitable person she is!

**Patronizing** – покровительственный. Don't be patronizing with your colleagues, this will ruin the friendly atmosphere in the office.

**Self-centered** – эгоистичный, сконцентрированный только на себе. Self-centered people are often arrogant and patronizing.

**Ambitious** – честолюбивый, амбициозный. My friend is ambitious but I don't think it's a negative feature of character. Ambitious people are often workaholics and make good careers.

There is a **tongue-in-the-cheek** song that goes "The British, The British, The British are the best, I wouldn't give tuppence for none of the rest". A surprising number of the British seem to actually feel this way. The English do not usually think about themselves as Europeans. The only time they are happy to be called Europeans is when trying to distance themselves from American policies.

The English have the respect for the good features of America, France, Germany, and Japan, but they also consider Americans to be naive, loud, pushy and **insincere**, the French **arrogant** and dogmatic, the Germans humourless and **dumb**, and the Japanese too eager to work hard. They find Australian too simple, the **Mediterranean** peoples emotional and disorganized, and Arabs **backward**. They don't particularly like Russians, but at least they are not **paranoid** about them.

The British have stereotypes about themselves, too. They **distinguish** themselves, the calm Anglo-Saxons, from those **excitable Celts** – the Scots, Welsh and Irish. The Celts, of course, have equally unflattering things to say about the English who they consider to be cold, arrogant, **patronizing and self-centered**. The English also divide themselves into northerners and southerners: stereotypical northerners are supposed to be friendly, sincere and heavy drinkers, while southerners are cold and **ambitious**.

But don't worry about meeting up with **snobbish** and unfriendly English people – you'll find that they are generally friendly and helpful, if you approach them the same way. And the tens of thousands of tourists visiting Britain throughout the year enjoy their stay, and many of them make friends and stay friends with the English. Anyway, the English sense of humor is famous all over the world and at most times it is impossible to say if they are joking or serious.

**Exercise 14.** Is the last sentence of this text important for the understanding of the whole text? Explain.

**Exercise 15.** Match the a) adjectives with the corresponding b) nouns. Group the nouns according to their suffixes.

- a) surprising, naive, loud, pushy, insincere, arrogant, dogmatic, humourless, dumb, emotional, disorganized, backward, calm, excitable, unflattering, cold, patronizing, self-centered, stereotypical, ambitious, snobbish, helpful;
- b) emotion, loudness, excitement, arrogance, disorganization, humour, help, snob, dumbness, flatter, stereotype, coldness, naivety, backwardness, dogma, patron, ambition.

#### Text 4.

##### A Look at the British Monarchy.

**Approve** of – одобрять. I can't approve of Mark's behaviour – he spends more money than he earns.

**Greedy** – жадный. Kids are often greedy – they are reluctant to share their toys with other kids.

**Display** – демонстрировать. If you are interviewed for the job you should display all your pluses.

**Treasures** – сокровища. Nancy won't change her job for all treasures of the world.

**In favour of** – быть за. At the yesterday's staff meeting everyone was in favour of the new curriculum.

**Modest** – скромный. The male Russian name Modest has the same meaning as this adjective. Most of us have a very modest income.

**Dignified** – достойный, держащийся с достоинством. Our new teacher has very modest but dignified manners.

Well, I suppose I **approve of** the monarchy, of the idea of a monarchy. I used to disapprove of royal families in general.

I think now I accept the idea of a royal family, because they can function and operate outside politics. But although I approve of the idea of a monarchy, I don't approve of the monarchy we have in Britain at the moment. I'm against them personally, if you like. I think the problem we have with our monarchy is that they are **greedy**, I would say. They are lazy. They **display** their wealth in a very showy and vulgar way. They keep their wealth and their **treasures** well away from the public. They don't contribute to the public good.

I think I would be in **favour of** a monarchy of the sort you find in other countries in Northern Europe: in Scandinavia, in Holland, for example, perhaps in Belgium. Because those royal families set a good example. They're **modest**. They work hard. You know, you hear, in England you hear all the time, "Oh, don't you feel sorry for the Royal Family. They work so hard", I simply don't believe this. I would love to switch my job for their job any day. I don't think they work hard.

The other thing which I don't like about our Royal Family is the fact that they now seem to behave, you know, like actors in soap opera. That they've become vulgar. They're not **dignified**. And they should set a good example.

**Exercise 16.** Choose the right variant of an answer.

1. The author belongs to a) aristocracy b) working class c) Royal family.
2. "Showy" in this text means most closely the same as a) demonstrative b) modest c) shown.
3. The author disapproves of a) the idea of the monarchy b) the members of the present Royal Family c) royal families in general.
4. The members of the Royal Family are said to be all these EXCEPT a) greedy b) showy c) lazy d) vulgar d) dignified.
5. The author is in favour of a) the Belgium Royal Family b) hard work of the British Royal Family c) British soap opera actors.

### Text 5.

#### Cross-cultural Aspects of Communication. Safe Topics for Conversation

**Vary** – варьироваться, меняться. The number of 1<sup>st</sup> year students varies from department to department.

**As follows** – как следует далее. The departments at the Teacher Training Institute are as follows: Philology, Foreign Languages, Music, Sports, Defectology.



**Make sure** – удостовериться. Make sure that you have taken all the necessary documents.

**Interlocutor** – собеседник. The best interlocutor is the one who speaks little and doesn't interrupt.

**Transfer** – переносить, переводить, перевозить. You should transfer your money to another bank – yours is not reliable.

**Failure** – неудача, провал. Because of his failure at the exam he was not enrolled in the Institute.

**Misfortune** – невезение, несчастье. Don't blame others in yours misfortune.

**Trust** – доверять, доверие. Do you trust me? My trust in her has shaken.

**Begging** – зд. нытье, жалобы.

**Model of behaviour** = pattern of behaviour – модель поведения. Several sciences like sociology and psychology study various pattern (models) of behaviour.

**To master a foreign language** – овладеть иностранным языком. If you want to really master a foreign language you should work at it every day.

**Develop cultural competence** – развивать культурную компетенцию, т.е. овладевать особенностями культуры других стран в сравнении с родной.

Cultural competence develops through reading much and communicating with people from different cultures.

Choosing the right topic is very important when you speak with people whom you don't know well. We may call them "safe topics". They **vary** from country to country. Let's compare Russia, Britain and America.

The safest topics recommended in English are **as follows**: travel, weather, jobs (but not salary), origins (that is where you are from, the country or city), latest news (but not politics). If you want to speak about literature and art **make sure** your **interlocutor** shares your interests.

Unsafe topics in English are religion and politics, and also Royal Family, race relations, salary (income).

In Russia many of these unsafe topics are the most popular subjects. It's only natural that we **transfer** their conversational habits into communication in English. Try to avoid it.

Most native speakers don't complain about their **failures and misfortunes**, even if their life is hard. Russians, on the contrary, complain just to show their trust and sincerity, while West Europeans and Americans often take it for **begging**.

Russians, on the other hand, regard the western **patterns of behaviour** as insincere and false. So, **mastering** a foreign language is impossible without **developing cultural competence**.

**Exercise 17.** Make up your own false and correct statements for this text.

## Text 6 The Melting Pot.

**Witness** – наблюдать, быть очевидцем. We are witnessing a real revolution in computer technologies.

**Let down** – зд. покидать в беде. The English proverb “a friend in need is a friend indeed” means that a true friend won’t let you down in a difficult situation.

**Force** – сила, вынуждать. Brodsky, the famous Russian poet, was forced to leave the home country for the USA.

**In turn** – в свою очередь. My American hostess gave me a nice T-shirt as a gift, I in my turn presented her with a vase made at Saratov Glass Works.

**Hunger** – голод (нехватка пищи). Thousands of people died of hunger in Leningrad in the winter of 1942.

**Departure** – отъезд. Galina’s departure to Argentine was a complete surprise for her friends.

**Famine** – голод (стихийное бедствие). The famine in the 30s took away the lives of thousands of Russian peasants in the Volga region.

**Escape** – убежать. Two of the three dangerous criminals who escaped from Moscow Butyrki prison are already captured.

**Ungodliness** – безбожие.

**Persecution** – преследование. The persecution of the dissidents stopped in our country only at the beginning of the 90s.

**Attraction** – зд. привлекательная черта. Shopping in Nemetskaya Street is one of the tourist attractions in Saratov.

**Populate** – населять. Central Russia is the most densely populated part of the country.

**Commerce** – торговля. Mercury was a god of commerce in Ancient Rome.

**Comparative** – сравнительный. Comparative linguistics studies the differences and the common features in languages.

**Outnumber** – превосходить по численности. The students of Saratov Technical University outnumber the students of the Classical University.

**Promised land** – земля обетованная, перен. рай на земле.

**Gone are the days** – далеко в прошлом, в те времена...

**Refugee** – беженец, изгнанник. There are a lot of refugees in Russia from the former Soviet republics.

**Commit oneself to** – быть преданным. Mother Teresa committed herself to serving the weak and poor.

The USA is the land of immigrants. Between 1815 and 1914, the world **witnessed** the greatest peaceful emigration in its history: 35 million people, mostly Europeans, left their homelands to start new lives in America. Why did this people risk everything by leaving their homes and families to see what the New World had to offer? How had the Old World **let them down**? There are several factors which we should consider.

First, emigrants **were forced** to make their decision to leave by the growth of population which **in turn** led to land **hunger**. Another was politics. The nationalism and the armies grew and many young people avoided the army by moving to the US. Also, the failure of liberal revolutions caused the **departure** of thousands of refugees.

Physical hunger provided another pressing reason. Between 1845 and 1888, the terrible potato **famine** in Ireland ended in the death of one million Irish people and the emigration of another million who wished to escape starvation.

Religion also encouraged millions to leave the Old World. The Pilgrim Fathers wished to **escape the ungodliness** of England while the Russian Jews of the 19<sup>th</sup> century left to escape **persecution** and death in their native land.

In short, peoples left their homes for social, economic and religious reasons. As a result, by 1890 among a total population of 63 million, there were more than 9 million foreign-born Americans.

But what were the **attraction**? First of all, the land. Next, factories needed labour; and pay and conditions were much better than back home. Men were needed to build long railroads, and people were needed to **populate** new towns and develop commerce. There was the space for religious communities to practice their faith in peace and **comparative** isolation.

This immigration meant that by around the 1850s Americans of non-English origin had started to **outnumber** those of the English origin.

Nowadays, the USA is still seen by millions as the **promised land**. **Gone are the days** when you could buy US citizenship for one dollar. Yet, even though entry is strictly limited, **refugees** continue to find freedom and people from poorer countries a better way of life. As always, it remains a magnet to the ambitious and energetic who are ready to **commit themselves** to the land which gives them a second chance.

**Exercise 18.** Choose the best answers to these questions.

1. What is not given as a reason for emigration: a) the search for religious freedom b) the search for adventure c) escape from military service d) economic reasons.
2. The lives of the 19<sup>th</sup> century peasants were difficult because a) they had too much land to work on b) they had to serve in the army c) the population had gone down d) there were too many of them.
3. Which of these things was not mentioned in the text as an attraction of the USA? a) job b) a healthy life c) availability of land d) business opportunities.
4. Which figures give the closest estimate of the number of non-native born Americans in 1890? a) a third b) a sixth c) a half d) a quarter.
5. Nowadays people want to emigrate to the USA because a) they want to join their relatives b) they want to have a second chance c) they can buy US citizenship for one dollar d) the entry is strictly limited.

### **Распространение предложений.**

Рассмотрим предложение: Студент читает книгу в кресле. Все существительные здесь лишены определений. Попробуем ввести определения к первому существительному.

Студент

Знакомый студент

Мой знакомый студент

Мой знакомый юный студент  
Мой знакомый юный ленивый студент

Это так называемые левые (стоящие слева от главного слова) определения.  
Определения могут также быть и правыми.

факультета.

Студент факультета.  
Студент нового

гуманитарного факультета.

Студент нового

Таким же образом могут уточняться и остальные существительные данного предложения:

книгу  
большую книгу  
большую редкую книгу  
большую редкую книгу в переплете  
большую редкую книгу в кожаном переплете  
большую редкую книгу в коричневом кожаном

переплете

Попробуйте аналогичным образом распространить словосочетание «в кресле» по схеме:

В 1 кресле

В 12 кресле

В 123 кресле

В 123 кресле гарнитура

В 123 кресле 1 гарнитура

В 123 кресле 12 гарнитура,

где цифры заменяют определения.

В английском языке правые определения, выраженные существительными, присоединяются предлогом of: the student of the faculty, the student of the Faculty of Arts, the student of the Faculty of Arts of the Institute. Последнее словосочетание схематично выглядит следующим образом (служебные слова оставляем):

The 1 of the 2 of 3 of the 4 .

Составьте схемы следующих словосочетаний:

The pedagogical institute of Saratov State University; the new chair of methodology of teaching; the vice-director of the pedagogical institute of Saratov State University; the Saratov branch of the Information Agency of the Embassy of the USA; the new musical hit of the British female pop-group.

В распространенных словосочетаниях часто встречаются другие предлоги.

Такую схему можно заполнить следующим образом: on the 1 2 3 of 4 5 of 6 7 - на большом светящемся экране нового компьютера моего брата. Аналогично, схему for the 1 of the 2 3 4 of the 5 of the 6 7 можно прочитать: для экзамена обширного трудного курса методики английского языка.

Поставьте русские слова в следующие схемы:

At 1 2 3 of the 5 6 of 7 8 9; from 1 2 of 3 of 4 5; under the 1 2 of 5 6 of 7; before the 1 2 3 of 5 6; along the 1 2 3 4; between the 1 2 of the 4 5; over the 1 of 2; with the 1 2 3; without 1 2 of the 3 4 5; about the 1 of the 2 3; during 1 of the 2 of the 3 ; in the 1 2 of 1 2 3 at 1 2.

Переведите следующие словосочетания на русский язык:

Good youth-developing programs of the education authorities; during after-school activities at the child-care centers; in wealthy caring families of this neighbourhood (микрорайон); 3 out of 4 mothers of school-age children; during out-of-school hours; in after-school fights; without late-night crime; local TV-station announcements (объявления); about drug use in city schools; adult and juvenile crime; everyday teen problems of all kinds.

### **Text 7.**

(for written translation)

#### **In Need of After-School Activities.**

Over 17 million American parents leave their school-age children during work hours. Today, 3 of 4 mothers work outside home. So by the time they are 12 years old, nearly 35% of American children are regularly left on their own. The current school schedule – 6 hours a day, 5 days a week – was invented when the United States was an agrarian nation and children were needed in the fields. But times have changed. Juvenile crime is growing; drug use is common both for cities and rural areas. We are in need of good youth-developing programs. Schools should be open for recreation and after-school activities. In some states they are open from 6 a.m. to 6 p.m. and this may lessen everyday teen problems of all kinds. George Soros has partly funded the after-school initiative of the US Administration.

## APPENDIX

### HOW TO WRITE BUSINESS AND SOCIAL LETTERS

#### Model Envelope

Writer's full name	
Writer's street address	STAMP
Writer's city/state/zip code	
Writer's country	
	(Title) addressee's full name
	addressee's street address
	addressee's city/state/zip code
	addressee's country

#### Model Letter

	Writer's city/state/ zip code
	Writer's country
	Date
Salutation (dear) + addressee's name	
Body of the letter	
	Closing, (writer/s name)

Sometimes the writer's name is written above the writer's address

#### SALUTATIONS

Informal: Dear John, Dear Mary

Formal: Dear Mr. Smith, Dear Dr. Jones

Dear Editor, Dear Colleagues, Dear Parents, Dear Ms Kay

#### BODY OF THE LETTER

The letter begins on the left directly under the salutation

## CLOSING SIGNATURE

It is written to the right of the body of the letter

David R. Johnson  
900 cheasapeake Avenue N.W.  
Washington,D.C. 20010

STAMP

Ms. Rogers  
211 Oak Ridge Park  
Youngtown,OH 333344  
UK

900 Cheasapeake Avenue N.W  
Washington,D.C. 20010  
September, 15,  
2011

Dear Ms.Rogers,

Congratulations on the completion of your Master's degree.

May I wish you every success in your career.

Sincerely,  
David R. Johnson  
Director, Language  
center

930 Lewis Street  
Chicago, IL 60609

September 20, 2011

Data Control International  
111 Morris Lane  
Kankakee, IL 60620

Dear Ms. Boswell,

I would like to apply for the position of assistant computer programmer as advertised in the September 14, Chicago *Daily News*. I feel that I am especially qualified, and would appreciate your sending me an application form.

Please send the application to the address above. Thank you for your help.

Sincerely yours,  
Maxwell Taylor

1. Is it a social or a business letter?
2. What is the sender's name?
3. Is the addressee's marital status mentioned?
4. What country does the sender live in?
5. Is *Data Control International* an addressee's name?
6. Name the addressee's zip code.
7. Name the sender's street address.

**Arrange the parts of the letter below in the appropriate order:**

1. Thanking you in advance,  
Florence Jones
2. Ms Florence Jones  
41, Rose Street  
Grange, ND 4378
3. Dear Director,
4. Dept. of Classical Languages  
Open University  
300 North Boulevard  
Greenville, ND 4378
5. Please send me a brochure on your open university and an application form. I want to learn Latin.

**RESUME SAMPLES**



CELINA M. KOCH  
ckoch@state.edu  
777 N. Mills Lane, Upstate, NY 14120  
516-555-1974

**OBJECTIVE** To obtain a position in management consulting

**EDUCATION** State University, Upstate, NY  
School of Industrial Engineering  
Candidate for Bachelor of Science Degree , May 2000

**DISTINCTION** Dean's List, State University Women in Engineering Scholarship,  
Texas Instruments Engineering Scholarship, National Science  
Foundation Research Grant

**COURSES** Microeconomics; International Economics; Economic Analysis of  
Engineering Systems; Financial Management and Accounting;  
Statistics; Optimization; Engineering Management

**EXPERIENCE** **Research Associate** – Summer 2002  
Ivy University, Newark, NJ  
Department of Civil Engineering and Operations Research  
· Used linear programming methods to model problems in  
international infrastructure engineering

**Staff Technologist** - Summer 2001  
Ring Communications Research, Bellville, NJ  
Broadband Data Operations

**Summer Intern, Operations Research** - Summer 2000  
Serious Instruments, Dallas, TX  
Defense Systems and Electronics Group  
· Assisted in implementation of new statistical process control  
software

**SKILLS** Knowledge of Microsoft PowerPoint, Excel, and Word  
Experienced in research methods and presentation

**OTHER** Rock climber  
Proficient in German and Russian

**REFERENCES** Available upon request

KELLY GULLIVER  
2114 Muse Road  
Chancellor, NY 07701  
(732)0706-1352  
[JGUNN99@AOL.COM](mailto:JGUNN99@AOL.COM)

## **JOB OBJECTIVE**

A manager in retail clothing dept.

## **EDUCATION**

B.S. Degree in Management, December 2003  
Fashion Textiles University, New York, NY

## **EMPLOYMENT**

### **Assistant Manager 2000 – Current**

Toledo Clothing,

- prepare the store for opening/closing
- train new employees
- supervising employees

### **Assistant Manager**

Fashion Fabrics 1995-2000

- planned and prepared mannequins for window displays
- assisted customers as a floor salesperson

## **ADDITIONAL FREELANCE EXPERIENCE**

Clearance Salesperson, Sassy Herth, NY, Christmas 2000

## **SKILLS/ACTIVITIES**

- Active member of FTU' s Marketing Club
- HTML web page design

## **Judy Smith**

1234 Main Street  
New York, NY 10025  
ext.2503

Home: (212)123-4567  
Work: (212) 333-6666

E-mail: [jsmith@abc.com](mailto:jsmith@abc.com)

## **JOB OBJECTIVE**

Account supervisor

## **EMPLOYMENT EXPERIENCE**

**American Consulting Group; Westport, Connecticut March 2000 – present**

Project manager: managed marketing consultations in packaged goods and services industries.

**Big Agency, Inc. New York NY September 1997-2000**

- **Account executive**
- **Assistant Account Executive**

## **EDUCATION**

The University of Wisconsin; Madison, Wisconsin September 1990-May 1994  
Bachelor of Arts in Political Science, May 1994

## **PERSONAL**

Proficient with Microsoft Word, PowerPoint and Excel

**Write your own resume for a psychologist position in a secondary school including all the relevant (необходимую) information.**

### **Использованная литература**

Helen Keller. The Story of My Life. <http://www.enotes.com/story-life>

Speak Out. М.: Глосса-Пресс, 2009. № 1-6(71-76).

English. М.: Изд. дом «1 сентября».2010. № 1-10.

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