

I.V. MAKEENKO

EXPRESS ENGLISH

SELF-STUDY AND
CLASSROOM USE

Данное учебное пособие представляет собой краткий базовый курс английского языка и рассчитано на тех, кто начинает изучать английский язык, продолжает его изучать после длительного перерыва.

Пособие состоит из 20 уроков, в основу которых положены ситуативно-коммуникационный и тематический принципы. Тексты представлены в диалогической и монологической формах. Они построены на лексико-грамматическом материале данного пособия и в то же время носят познавательный характер, пробуждают интерес к изучению языка. Тематика текстов бытовая, что способствует формированию навыков развития речи в условиях повседневного общения. Наряду с коммуникативными упражнениями автор предлагает традиционные упражнения, направленные на отработку того или иного явления грамматики и закрепления активной лексики урока.

Для школьников, студентов заочных отделений гуманитарных факультетов, а также на всех желающих развить навыки устной речи.

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Unit 1

LET ME INTRODUCE MYSELF

Grammar: to be в Present Indefinite; повелительное наклонение; личные местоимения; указательные местоимения; множественное число существительных.

Vocabulary: man, woman, friend, student, teacher, house, table, door, bag, car, cat, dog, black, white, grey, brown, red, yellow, green, blue, here, there, this, that, these, those, nice, good, bad, happy, thin, thick, big, small, tall, old, young, to open, to close, to go, to come, to give, to take, to look at, to see.

Text

My name is Nick Brown. I am a student. I am from Boston. This is Paul. He is my friend. He is thin and tall. Paul is from London University. He is a good student. I'm a good student too. And these are Ann and Dan. They are from Canada. They are French.

Dialogues

1.

- Hello, Mr. Smith. This is Jane Hall. She is a student of Russian.
- **How do you do.**
- **How do you do.**
- Jane is from Glasgow.
- **Glad to meet you.**
- I'm glad to meet you too.

2.

- Hello! **How are you?**
- **I'm fine**, thank you, and you?
- Very well, too. Thank you. **See you soon.**
- Bye.

Exercises

1. Use "am", "are", "is":

1. He ... a student. 2. You ... French. 3. I ... a teacher. 4. She ... a young lady. 5. It ... a car. 6. Nick ... from Glasgow. 7. Ann ... a doctor. 8. This ... a classroom. 9. The door ... brown. 10. Pete ... happy. 11. Bess ... in Moscow now. 12. The book ... thin. 13. They ... from Canada. 14. I ... fat.

2. Use "I", "you", "he", "she", "it", "we", "they":

1. ... is a student. 2. ... are good friends. 3. ... is a table. 4. ... am a student. 5. ... is Mr. Robinson. 6. ... is a cat. 7. ... is a young man. 8. ... am fine. 9. ... is in London. 10. ... are in the car.

3. Read aloud and repeat:

1. This is a table. It's a big table. The table is big. 2. This is a pen. It's a red pen. The pen is red. 3. This is a lamp. It's a green lamp. The lamp is green. 4. This is a book. It's a thick book. The book is thick. 5. This is a door. It's a brown door. The door is brown. 6. This is

a car. It's a black car. The car is black. 7. This is a house. It's a new house. The house is new. 8. This is a cat. It's a fat cat. The cat is fat.

4. *Make up a) questions. Use the model:*

Model: It's a big house. – **Is the house big?**

b) negative sentences. Use the model:

Model: It's a nice flower. – **It isn't a nice flower.**

1. It's a black cat.
2. It's a nice car.
3. It's a brown dog.
4. It's a thin door.
5. It's a green book.
6. It's a white house.
7. He is a good student.
8. She is a tall woman.
9. He is an old man.
10. She is a young doctor.
11. He is a good teacher.

5. *Use the nouns in the plural:*

Model A: This is a book. – **These are books.**

Model B: That is a car. – **Those are cars.**

A.

1. This is a red car. -
2. This is my friend. -
3. This is a student. -
4. This is a brown bag. -
5. This is a black cat. -
6. This is my teacher. -
7. This is a nice woman. -
8. This is a tall man. -

B.

1. That is a big dog. -
2. That is a red lamp. -
3. That is my bike. -
4. That is a good doctor. -
5. That is a young woman. -
6. That is a thick book. -
7. That is a thin notebook. -
8. That is an English boy. -

6. *Use the verbs of command:*

A. 1. ... here! 2. ... to the table. 3. ... the book! 4. ... the bag. 5. ... the door! 6. ... at my cat.

B. 1. ... not ... the book. 2. ... not ... down, ... here. 3. ... not ... at Ann. 4. ... not ... to the door. 5. ... not ... my pen.

7. *Translate into English:*

1. - Здравствуйте, меня зовут Энн. Я из Лондона. Я студентка университета.
2. - Привет, как дела?
- Спасибо, прекрасно, а как ты?
- Тоже хорошо. А это что?
- Это мой новый автомобиль.
3. - Познакомься, это мой новый друг Поль. Он учитель английского.
- Рад с вами познакомиться.
4. - Это Ник и Мэри, студенты из Канады. Ник высокий и худой, а Мэри толстушка, но она счастлива.
5. - Подойдите сюда! Не стойте, садитесь, пожалуйста.
6. - Что это?
- Это автомобиль. Автомобиль не новый, но он очень хороший. Не открывай дверь, там моя собака.
7. - Вы учитель?
- Нет, я доктор.
- Вы из Лондона?
- Нет, я англичанин, но я не из Лондона.

Unit 2

MY FAMILY

Grammar: to be, to have в Present Indefinite; притяжательные местоимения; притяжательный падеж существительных; числительные.

Vocabulary:

Members of the family (relatives):

Mother (mom), grandmother, father (dad, daddy), grandfather, parents, grandparents, wife, husband, daughter, granddaughter, son, grandson, grandchildren, brother, sister, cousin, mother (father, sister, brother) - in - law, uncle, aunt, niece, nephew.

Child, children, kid, baby, boy, schoolboy, girl, schoolgirl, housewife, pet, hobby, to live, to like, to work, to introduce, to sing, to dance, to knit, to be fond of, to be married, to be single, to be busy.

Text

This is my family: my wife, my son, my daughter and I. My name's Peter Black. My wife's name is Helen Black. She is 32. We have two children, a boy and a girl. My son's name is John. He is twelve years old. He is a schoolboy. My daughter's name is Mary. She is young. She is only five.

I'm an electronics engineer. I work at a large factory. My wife is a housewife. She has a lot of work to do.

We have many relatives: cousins, uncles, aunts. My parents are sixty years old. They are farmers. Helen's father is fifty-six and her mother is fifty-three. Helen's sister Ann is her best friend. Ann is a college teacher. She is twenty-four. She is not married. She is fond of our children.

My hobby is sports. My wife's hobby is knitting. My son's hobby is reading. My daughter's hobby is dancing.

We are a happy family.

Dialogues

1.

- Have you a large family?

- No, my family is rather small: my wife, my only son and I.

- What's your son's name? **How old is he?** What is his hobby?

- Not so many questions at once. My son is eleven, his name is Alec.

He is fond of collecting stamps.

2.

- Is your family large?

- Not very. We are four: my wife, my two children and I.

- How old are your children?

- My son is fourteen and my daughter is twenty.

- **What are they?**

- My son is a schoolboy and my daughter is a student.

- **I see.**

Exercises

1. *What are your relatives?*

Model: My father is an engineer.

Use the words: a cook, a pensioner, a housewife, an economist, a secretary, a schoolgirl, a student, a teacher, a lawyer, a worker, a dancer, a businessman, a computer operator, a dentist, a taxi-driver, a policeman.

2. *Read aloud:*

I speak French; **my** language is French.

You speak English; **your** language is English.

He speaks Spanish; **his** language is Spanish.

She speaks Norwegian; **her** language is Norwegian.

Where is the dog? **It** is in **its** bed under the table.

We speak Greek; **our** language is Greek.

They speak Turkish; **their** language is Turkish.

3. *What is your (your friend's, your daughter's, your wife's) hobby:*

Model: My son's hobby is **sports**

Use the words: pets, music, tennis, football, hockey, knitting, dancing, singing, working in the garden, collecting stamps, etc.

4. *Read aloud:*

1. How old are you? 2. How old is your sister? 3. How old are your parents? 4. My dog is one year old. 5. Our cat is two. 6. My cousin is five. 7. I am twelve. 8. My elder sister is fifteen. 9. My younger brother is twenty. 10. Our aunt is thirty. 11. Their uncle is forty. 11. My granddad is ninety-five. 13. Their house is one hundred years old.

5. *Use:*

A. "to be" in the right form:

1. My son ... a student. 2. His name ... Nick. 3. We ... teachers. 4. I ... a doctor. 5. My friends ... engineers. 6. She ... a housewife. 7. His daughter ... a little girl. She ... three years old. 8. They ... good friends. 9. I ... Russian. I ... from Moscow. 10. He ... fine now. 11. What ... you? – I ... a sociologist. 12. ... he a student or a teacher? 13. She ... a good student, ... not she? 14. What ... your name? – My name ... Mary. 15. How old ... your brother? – He ... twenty one.

B. "to have" in the right form:

1. He ... a large family. 2. He ... two pets at home. 3. They ... a very nice flat at Moscow. 4. Peter ... many friends at school. 5. You ... many books at home. 6. ... she any brothers or sisters? – Yes, she ... two brothers and a sister. 7. My mother ... three children. 8. I ... two cousins, an aunt and an uncle.

6. *Answer the questions:*

1. What are you? 2. Have you got a large family? 3. Have you a sister or a brother? 4. How many children have your parents? 5. Are you married or single? 6. How old is your son (daughter)? 7. What is your wife (husband)? 8. What is your friend's name? 9. How old is he (she)? 10. What is your friend's hobby?

7. *Read the letter. Translate it. Pay attention to the phrasal verbs:*

Dear Auntie Jo,

My parents **broke up** last year and I've been depressed ever since. I see each of them regularly, and I love them, but I feel they have **let me down**. Is there anything I can do to persuade them to **make up** and live together again so that my sister and I can have a normal life like other kids?

8. *Translate into English:*

1. Это моя семья. Это мои родители. Моя мама – учительница английского языка, а папа – бизнесмен. 2. Это мой старший брат, он студент университета, он очень занят. 3. Их дочери 14 лет. Она увлекается музыкой и танцами. 4. Мой двоюродный брат – доктор. Он женат и у него двое детей. Его сыну 6 лет, а дочери 3 года. Его жена домохозяйка. 5. У меня есть три племянника, но нет племянницы. 6. Как зовут твою двоюродную сестру? – Её зовут Кейт. 7. Наш дед очень старый, ему 89 лет. 8. Их сыну 19 лет, он сейчас в армии. 9. У вас есть хобби? – Да, я люблю вязать. 10. Сколько лет его бабушке? – Шестьдесят четыре, она на пенсии. 11. Чем занимается их дочь? – Она секретарь в офисе. 12. У меня есть два дедушки и две бабушки, я счастлив. 13. Твоя тетя замужем? – Да, её муж - врач. 14. У вас есть родственники в Англии? – Нет, наши родственники в Америке. 15. Хелен, подойди сюда! Сколько тебе лет? – Пять. – У тебя есть любимчик? – Да, у меня есть собака. – Это он или она? – Это он. – Как его зовут? – Его зовут Бим. – А сколько ему лет? Ему 7 месяцев, но он очень умный и хороший. 16. Это ваша машина? – Нет, у меня новая машина. Ей всего один год. 17. У него много родственников в Москве? 18. Муж моей сестры юрист, его хобби – спорт.

8. *Read the text and reproduce it in English:*

Let me introduce myself. My name is Jack. I was born in Liverpool, but now I live in Boston, in the USA. I am a TV news reporter. I work for a small newspaper and I really like my work, because it's very interesting. I meet many interesting people every day.

I come from a large family. My father has a farm in the North of England and he is very busy with the work on the farm. My mother is a housewife. She has a lot of work to do about the house and she is very busy too. Every summer I go to see my parents and my relatives. I have two sisters and one brother. My elder sister is twenty-six. She is married and has a son Nick. He is six and is in the first grade at school. My sister is a doctor, and her husband is a lawyer. It is a well-paid job and he makes a lot of money. My younger sister's name is Ann. She is twenty and she is in her first year at Oxford University. My brother Ted who is fifteen lives with my parents. He is in high school. He wants to become an economist, but I'm afraid it is only a dream because he is rather lazy and my mom and dad have a lot of problems with him.

Now a few words about myself. I'm twenty-four. I'm married and have a family of my own. My wife Jane is twenty-three, she is a school teacher but she doesn't work now because we have a baby, she is only seven months old. So we are three in my family and we get on very well with each other.

Unit 3

MY FRIENDS

Grammar: the Present Indefinite Tense.

Vocabulary: picture, head, hair, face, nose, mouth, lips, eyes, ears, brows, forehead, chin, cheek, arm, hand, leg, foot (feet), short, small, long-legged, slim, pretty, handsome, beautiful, well-built, strong, funny, blue-eyed, dark/fair-haired, blond, curly hair, round, (un)pleasant, (un)kind, (un)like, to look like, to be like, to smile, to know, to learn, to walk, to play, to run, to see, to cook, to study, to speak, to come to see, to like, to go out.

Text

My friends are the Millers. Mrs. Miller's name is Ann. She is a young woman of 32. She is tall, slim, with long blond hair and large blue eyes. She is very beautiful. Her husband's name is Jack, he is handsome, too. He isn't very tall, but well-built. His hair is dark and his

eyes are grey. They have a very pretty daughter, she is 5, her name is Sally. She is fair-haired and blue-eyed, she looks like her mother. Her face is round.

Ann's mother, Sally's granny, lives with them. She is 56, she is a housewife. She is pleasant and kind. She likes to cook, play tennis and walk with Sally.

Sally knows many poems and likes to walk with Joy. Joy is their dog. She is brown, has short legs, a small nose and long ears. She is very funny. She likes to run after Sally about the garden. She doesn't like cats.

The Millers are a happy family, and I am happy that they are my friends.

Dialogues

1.

- Where is your son?
- He is in the garden with his new girlfriend.
- Is she pretty?
- Oh, yes, she is!
- **What does she look like?**
- She is tall, slim, fair-haired and long-legged, like all young girls now.
- Do you like her?
- I don't know her very well.

2.

- Hello! Is that you, Nick?
- Yes, Ann.
- Please, meet my brother Peter at the station tomorrow.
- I don't know him. What does he look like?
- He is tall like me and well-built.
- **What color is his hair?**
- It's dark, and he is handsome unlike me.
- And **what color are his eyes?**
- They are big and grey.

3.

- Hi, Mary! Is your son at home?
- Yes, he is. Why?
- I want to introduce him to my daughter's friend. Alice is 18 and she is very pretty.
- Is she? And **what does she like to do?**
- Well, she likes to dance, to sing, to go out to parties... And what does your son like?
- Oh, he doesn't like to dance, he doesn't like to sing and he doesn't like to go out.
- And what does he like then?
- He likes to read books, to cook and to work in the garden.

Exercises

1. Describe your friend using the words of the unit.

2. Give short answers:

1. Do you speak English? – Yes ...
Do you speak German? – No ...
2. Do you often go to the cinema? – Yes ...
Do you often go to the theatre? – No ...
3. Do you like dogs? – Yes ...
Do you like cats? – No ...
4. Does your friend like music? – Yes ...

- Does he like to cook? – No ...
5. Does your cat like dogs? – No ...
Is your wife pretty? – Yes ...

3. Ask questions for these answers:

1. My sister likes books. (What?) 2. He studies at the university. (Where?) 3. Her mother is a school teacher. (What) 4. She has got a beautiful new car. (What?) 5. I go to the university every day. (Where?) 6. Our granny is 65. (How old?) 7. Her eyes are dark blue. (What color?) 8. We go to a party at the weekend. (When?)

4. Ask questions and give short answers:

Model: study, university. – **Who studies at the university? – I (you, we, they) do. He (she) does.**

1. Come to see us, every day. 2. Cook, in your family. 3. Work, in the garden. 4. Know, French and English. 5. Go often, to parties. 6. Play, sports. 7. Have got, thick hair. 8. Look like, mother. 9. Have got, English books. 10. Like, small children. 11. Live, in London. 12. Sing, very well.

5. Use the right form of the verb:

1. We (to learn) English at the University. 2. I (to like) music and pictures. 3. She (to play) tennis very well. 4. They (to live) in London? 5. My friend (to work) at an office. 6. He (not to walk) much. 7. Ann (to know) many songs. 8. Ben (to go out) to parties every weekend. 9. He (to be) a handsome boy? 10. She (to have) many friends at the University.

6. Answer the questions:

- A.** 1. What do you do every day? 2. What does your friend do every day? 3. What do you like to do? 4. What does your pet like to do? 5. What does your friend like to do?
B. 1. What relatives do you have? 2. What does your mother (father, aunt, uncle) look like? 3. Are you married or single? 4. What does your wife look like? 5. Have you got any children? 6. What do they like? 7. Have you got any girl/boyfriend? 8. Is she/he good-looking? 9. Have you got pets at home? 10. What do they look like?

7. Read the text and reproduce it:

This is Mary Jackson. She is my friend. She is a film star. Mary is 24. She is young and beautiful. She has very thick blond hair and big green eyes. She has a pretty face. She is tall and slim. Mary likes to sing and she dances very well. She likes to go out to parties with her friends. She doesn't like to give interviews. Mary speaks French, Spanish and Russian. She is not married and she has many boyfriends. She lives in Hollywood. She has five cars and a nice big house. She is very happy.

9. Read horoscopes. Translate them. Pay attention to the phrasal verbs:

Scorpio

There's something you need to tell someone that is making you very angry, so don't **bottle up** your emotions. If you do, there is a danger that you will **tear** yourself **apart**.

Virgo

A letter or e-mail will make your heart beat faster, but don't **get carried away**; proceed carefully. At work things are getting better, and you should **jump at** the chance of a new challenge which will be offered to you soon.

Leo

You may be unwillingly at first to take part in an activity suggested by a close friend, but talk about it, and you may **warm to** it a bit more. In fact, the idea could soon **grow on** you and

you'll find yourself doing something you never expected to do and **taking to it** enthusiastically.

Gemini

You **feel for** a female colleague at work who seems to have so many problems and **hang-ups**, but be careful; you could soon become more involved than you want to. She will have to **pull herself together** sooner or later; it's her life, not yours.

10. Translate into English:

1. Вы любите музыку? – Да, очень. Я люблю петь и танцевать. А вы? – А я люблю спорт.
2. Она изучает французский? – Нет, она изучает английский.
3. Чем занимается ваш сын? – Он студент. – Да? Сколько ему лет? – Ему 20.
4. Подружка моего брата маленькая, стройная и худая. Она очень похожа на свою маму.
5. Как выглядит ваш брат? – Он высокий, длинноногий, у него короткие вьющиеся волосы, тёмные глаза. Он симпатичный.
6. Твоя племянница хорошенькая, у неё красивые глаза и приятная улыбка.
7. Ваш сын похож на вас, и он тоже любит классическую музыку.
8. Твой папа любит работать в саду? – Нет, он любит играть в футбол, как все мужчины.
9. Моя дочь замужем. Они с мужем часто навещают нас. Её муж приятный на внешность, умный и добрый. Он нам нравится.
10. Ваши дедушка и бабушка живут с вами? – Нет, они живут в Москве.
11. Она любит ходить на вечеринки? – Нет, она любит читать.
12. Кто это? – Это мои родственники. – Понятно. Этот молодой человек очень похож на тебя. – Это мой двоюродный брат. Он живёт с нами.
13. Мой дед смотрит телевизор каждый вечер.
14. Кто любит готовить в вашей семье? – Наш папа.
15. Кто не любит собак? – Кошки.

Unit 4

WE LEARN FOREIGN LANGUAGE

Grammar: the Present Indefinite Tense (continued).

Наречия неопределённого времени.

Глаголы движения: **to come; to go; to get**.

Вопросительные предложения с **who; whose; which of; how well**.

Vocabulary: language, grammar, homework, blackboard, centre, sentence, rule, dictation, text-book, letter, exercise, first, second, foreign, to learn, to study, to have a lesson, to do exercise, to translate, to revise, to know, to do well, to get, to go home, also, often, not often, seldom, always, already, sometimes, during, usually, after, before, well, badly, in the morning, in the evening, every day, in class, to be in time, next year (week, month), in a day, how well, which of.

Text

My sister is an economist. She works at the Ministry of Foreign Affairs. She goes to the office every day. My sister doesn't learn English. She already knows English very well. She reads very many English books, magazines and newspapers. At the office she sometimes writes letters to foreign firms. She often translates telegrams from English into Russian and from Russian into English.

My sister's also a student. She learns German and does it very well. She usually gets good marks and is always in time for the lessons. She likes languages very much and wants to learn French next year.

My sister and I usually go home together. We do our homework in the evening: we learn the new words, read texts and do exercises. We also revise grammar rules. We sometimes speak English at home. We speak about our work and our lessons.

Dialogues

- Who's an economist?
- My sister is.
- Who knows English?
- **She does.**
- **How well does she** know English?
- She knows it very well.
- Does she learn German or French?
- She learns German now, but **next year** she wants to learn French.
- What does she **often** speak about **in class**?
- She often speaks about her work.
- What does she do tonight?
- She does her homework.
- Does she have English tomorrow?
- No, **she has it in three days.**
- **Which of you** likes to speak foreign languages?
- My sister does.

Exercises

1. Use the next verbs in three forms (affirmative, negative and interrogative) according to the model:

Model:

I look	I don't look	Do I look?
You look	You don't look	Do you look?
He looks	He doesn't look	Does he look?
She looks	She doesn't look	Does she look?
It looks	It doesn't look	Does it look?
We look	We don't look	Do we look?
You look	You don't look	Do you look?
They look	They don't look	Do they look?

To close, to go, to open, to read, to sit, to live, to work, to study, to come, to write, to do, to speak, to send, to meet, to give, to take, to put.

2. Fill in the blanks with the proper personal pronouns:

1. ... lives in Moscow. 2. ... go into their classroom and sit down at the tables. 3. "Does ... sometimes meet his friends at the office?" - "Yes, ... does." 4. ... have our English in the morning. 5. ... doesn't speak English to her teacher. 6. ... don't learn English, ... learn French. 7. Do ... have lessons in the morning? 8. Does ... have his French in the morning or in the evening? 9. ... doesn't often write sentences on the blackboard. 10. "What do ... usually read in class?" - "... usually read our text-book."

3. Change the affirmative sentences into negative and interrogative ones:

1. Her sister lives in Moscow. 2. My friend learns English. 3. Our teacher speaks French. 4. This engineer works at our office. 5. His wife goes to the office in the morning. 6. Her friend does English exercises at home.

4. Answer the questions:

1. Does your sister (brother, cousin) work? 2. Where does she work? 3. Does she learn a foreign language? 4. What language does she learn? 5. Does your sister have English every day? 6. When does she have her English? 7. Does she learn French too? 8. What does she do in class? 9. What language does your sister speak after classes?

5. *Translate into English:*

1. Где живёт твой друг? 2. Мой сын не живёт в Москве. 3. Его жена изучает английский и французский языки. 4. Где работает этот преподаватель? – Он работает здесь. 5. Какие упражнения он обычно делает дома? 6. Их сыновья не изучают английский язык. 7. Этот человек не говорит по-французски. 8. Какие книги читает этот студент? 9. Вы делаете много упражнений дома? – Да, очень много.

6. *Answer the questions:*

1. Which of your friends has English in the evening? 2. Which of you has lessons every day? 3. Which of you has dictations in the morning? 4. Who does a lot of exercises in class? 5. Who speaks Russian in class? 6. Who speaks English after classes? 7. Who gives you a book to read? 8. Who often sends you letters? 9. Which of your friends lives in St. Petersburg? 10. Whose friend lives in the centre of Moscow?

7. *Put the questions to the italicized words:*

1. *Our teacher* always speaks English *in class*. (3) 2. We sometimes have English *in the evening*. (1) 3. *My friends* work *at the Ministry of Foreign Affairs*. (3) 4. We often have *dictations* in class. (2) 5. *They* do a lot of exercises *at home*. (2)

8. *Translate into English:*

1. Кто даёт вам английские книги для чтения? – Мой преподаватель. 2. Кто из них работает в министерстве? – Мистер Элдридж. 3. Кто приходит сюда утром? – Мы. 4. Чей сын изучает немецкий язык? – Мой сын. 5. Кто из вас изучает испанский? – Энн и я.

9. *Ask the questions. Choose the right word in brackets:*

1. (How, how well) do you get to your office? 2. (How, how well) does your wife know French? 3. (How, how well) does your friend speak German? 4. (How, how well) do you translate this sentence from Russian into English? 5. (How, how well) do you do this exercises? 6. (How, how well) does she get home?

10. *Fill in prepositions if necessary:*

1. Peter is always ... time ... his lessons. 2. We often go ... the blackboard ... class. We write a lot ... sentences ... the blackboard. 3. "Where does he usually go ... work?" - "He usually goes ... home." 4. I like to speak English ... my sons. 5. Please tell her ... your friends. 6. Please translate this text ... Russian ... English. 7. What do you usually speak ... class? 8. How often do you write ... your friends? 9. When do you usually get ... home? 10. How do you get ... your office?

11. *Fill in articles if necessary:*

My sister is ... student. Her friends are ... students, too. They live in ... Moscow. They learn ... English. They usually have classes in ... morning. Their classroom is large. ... walls in the classroom are yellow. Every morning ... students go to ... classroom and sit down at ... tables. They usually do ... lot of exercises and have ... dictations in class. They also often write on ... blackboard. They do ... exercises at ... home too.

12. *Translate into English. Pay attention to the verbs to get, to go, to come:*

1. Я обычно ухожу в офис утром. 2. Мы часто ездим в Киев. 3. Не ходите туда, пожалуйста. 4. Подойдите сюда, пожалуйста. 5. Приезжайте, пожалуйста, в Москву. 6. Они иногда ездят в Лондон. 7. Когда они обычно приезжают в Москву? 8. Войдите, пожалуйста. 9. Пожалуйста, не входите в комнату. 11. Куда вы идёте? 12. Когда ваш сын приходит домой? 13. Идите к доске, пожалуйста. 14. Он не всегда уходит домой после уроков. 15. Я прихожу домой вечером и делаю уроки. 16. Каждое утро мой приятель приезжает в Москву и уезжает домой вечером. 17. Как вы добираетесь до министерства? 18. Я добираюсь домой автобусом. 18. Как добраться до института?

13. Match the phrasal verbs on the left with an object from the right. There may be more than one answer:

- | | |
|------------------|-----------------------------------------------|
| 1. scribble down | a) a subject |
| 2. make out | b) a book or an article |
| 3. fill in/out | c) the page |
| 4. jot down | d) a rough draft of an essay |
| 5. note down | e) the times of the trains to London |
| 6. write out | f) the answer you have written |
| 7. read up on | g) a form or a questionnaire |
| 8. dip into | h) a few very quick notes |
| 9. read out | i) someone's phone number on a piece of paper |
| 10. turn over | j) a cheque for €250 |

14. Translate into English using the vocabulary of the lesson:

1. Кто эта девушка? – Она моя сестра. – Чем она занимается? – Она экономист. 2. Как она знает английский язык? – Она знает его очень хорошо. 3. Когда ваш сын готовит уроки? – Вечером. 4. Как учится ваш сын? – Он учится очень хорошо. 5. Вы не знаете этих слов, повторите снова эти слова и грамматические правила дома. 6. Кто из вас экономист? – Он. 7. Кто из вас хорошо учится? – Анна. 8. Кто получает английские журналы? – Я. 9. Вы обычно читаете хорошо, но сейчас вы читаете плохо. 10. Вы любите получать письма? 11. Он не любит писать письма. 12. Нам нравится говорить по-английски на уроке. 13. Она не любит повторять правила. 14. Ей не нравится повторять слова за преподавателем. 15. Она редко приходит вовремя на уроки. 16. Она всегда вовремя приходит на работу. 17. Как вы обычно туда добираетесь? 18. Мы поговорим об этом на будущей неделе. 19. Как часто вы готовите уроки вместе? – Мы делаем это каждый день.

15. Read the text and reproduce it in English:

This is Mr. Smollett, the teacher. He teaches English and he knows French and German, and he speaks and writes these languages very well.

He is not a young man, but he is not old. He is about forty-four or forty-five years old. He is a good-looking man, tall, handsome, rather thin, with dark-brown hair just beginning to go grey. He is always very well-dressed, but quietly, in good taste. He usually wears suits of dark-brown, dark-blue or dark-grey.

He speaks quietly and pleasantly, but there is strength under his quietness, and every student in his class knows this. He is quite and pleasant because he is strong. Strength is generally quiet, weakness often is not.

He reads a great many books, and writes books for his students.

Now he is in his study. A bright fire is burning in the fireplace. It burns all day in cold weather. A cat is sitting on the arm of his chair. She often sits here, or on his desk and watches him.

He has a book in his hand and he is reading it.

It is almost 11 o'clock by the clock on the wall, but Mr. Smollett is still working. He works very late, sometimes till two or three o'clock in the morning, but generally he goes to bed about twelve or one o'clock.

He often teaches his students in the room. He hasn't many students, generally about six. They come here for their lessons every day except Saturday and Sunday. Saturday and Sunday are holidays.

Unit 5

HOLIDAY AT THE SEASIDE

Grammar: the Present Continuous Tense; предлоги места и направления; наречия; вопросительные слова.

Vocabulary: sun, shade, umbrella, dress, towel, suit, water, rock, sand, grass, bucket, spade, shell, bike, donkey, tray, hot, bright, to wear, to shine, to swim, to teach, to look for, to dig, to ride, to hold, quickly, well, badly.

Text

This is a hotel in England, at the seaside. Mr. and Mrs. Smith and their children, Charles, Henry, Mary and Jane, are staying at the hotel.

It is a very warm day; the sun is shining brightly. The windows are all open, and the people are sitting outside under the canvas and under the big umbrella to get shade from the sun.

Mrs. Smith is wearing a red and white striped dress. All the women are wearing thin dresses because it is a hot day.

One of the boys has a big ball under one arm and a towel under the other. That is Henry Smith. He is running quickly down the steps. He is wearing a red bathing suit.

Some children are playing on the yellow sand or bathing in the blue water. Charles Smith is swimming to a big rock. He can swim very well; he is a good swimmer.

There are some other boys and girls in the water but they cannot swim; they are swimming badly; they are just learning. A young man is teaching these children to swim.

Two of the girls have tennis rackets in their hands and are wearing short white dresses. One of the girls is Mary Smith. She plays tennis well. The other girl is Jane Smith; she can't play very well. Mary is teaching Jane to play tennis. They play tennis on the grass behind the hotel.

A big girl is walking slowly to the sea. She is carrying a book in her hand. She wants to sit down and read her book. She is looking for a place in the shade.

Three or four little boys and girls are digging in the sand. They have buckets and spades and are looking for shells. They have some shells in their buckets.

A girl is riding a donkey. She rides very well. A little boy is riding a bike. He can't ride very well. He is just learning. His father is holding a bike.

The waiters are standing quietly under the canvas near the big window. They are wearing white suits. One of the waiters has a tray in his hand.

Mrs. Smith is looking at the children. She has a book in her hand, but she isn't reading. Mr. Smith has a newspaper, but he isn't reading. He isn't looking at the swimmers, he isn't looking at the riders, he isn't looking at the children. What is he doing? He is sleeping.

Answer the questions:

1. Who is staying at the hotel at the seaside? 2. What kind of day is it? 3. Where are the people sitting? 4. Why are they sitting under the canvas? 5. What kind of dresses are the women wearing? 6. What color is Mrs. Smith's dress? 7. What is the boy on the steps carrying? 8. What is one boy in the water doing? 9. What are the other boys and girls doing? 10. Who is teaching them to swim? 11. What kind of dresses are the girls with tennis rackets wearing? 12. How many little boys and girls digging in the sand? 13. What are they looking for? 14. Who is riding a donkey? 15. Who is holding a bike? 16. Where are the waiters standing? 17. What is Mrs. Smith looking at? 18. What is Mr. Smith doing?

Exercises

1. Insert the prepositions *on, in, into, out of*:

1. The cups are ... the table. 2. Where is coffee? It is ... the cups. 3. Put some sugar ... the coffee. 4. Put the books ... the shelf. 5. Put the pens ... the bag. 6. He came ... the room and sit down ... the arm-chair. 7. We usually have dinner ... the kitchen. 8. I saw many people ... the street. 9. The flowers are ... the vase. 10. She takes her books ... the bag and puts them ... the table. 11. They are swimming ... the river.

2. Insert the prepositions *at, from, to*:

1. The student is standing ... the blackboard. 2. I go ... school every day. 3. After classes I go ... school with my friends. 4. We are sitting ... the table now. 5. All children like to go ... the cinema. 6. I like to stay ... the window and watch the children playing in the yard.

3. Translate the adjectives and change them into adverbs,:

Quick, bright, slow, tender, exact, bitter, aggressive, cheap, comfortable, active, high, expensive, direct, deep, complete, pleasant, easy, busy, poor, serious, great, physical, mental, simple, special, frequent, lazy, eager, stubborn, honest, short, bad, good.

4. Make up the interrogative and negative sentences:

1. My sister is playing the piano now. 2. The teacher is explaining the rule. 3. We are learning the new words. 4. Ann is standing at the window. 5. We are going to the park. 6. John is taking a piece of chalk and writing a sentence on the blackboard. 7. I am doing homework. 8. Jane is speaking on the telephone. 9. She is cooking supper.

5. Open the brackets using the Present Continuous Tense:

1. She (to read) magazines. 2. He (to work) hard at his French. 3. Mr. White (not to give) a lecture. 4. He (to write) a letter to his brother. 5. I (to prepare) for the test. 6. They (to work) at this factory. 7. She (to sit) in an armchair and (to watch) TV. 8. I (to have) supper with my friends. 9. Her brother (not to go) to school. 10. He (to stand) at the table. 11. They (to swim) in the river. 12. What you (to do)?

6. Put the questions to the italicized words:

1. *The sun* is shining. 2. The waiters are drinking cups of *tea*. 3. The dog is *sleeping*. 4. *The children* are playing on the sands. 5. I am staying at the *hotel*. 6. She is looking at the *boys and the girls*. 7. The birds are flying *over the sea*. 8. The man is reading the newspaper *now*.

7. Underline the phrasal verbs in these sentences:

1. She is looking forward to her summer holiday.
2. The song he is singing brings back memories of our cruise about the Caribbean islands.
3. Who is looking after your pets while you're on holiday?
4. Their marriage is breaking up; I think she has fallen in love with someone else.

5. The night is lovely and the fire is burning away cheerfully.
6. What are you getting at? – I'm just getting at going out and have a fun.
7. He's getting about after that accident at the sea.
8. The floods are going down that it's stopped raining.
9. He is going for seventy; it's time to have a rest.
10. The sun is beating down on our heads mercilessly.

8. *Translate into English using Present Continuous or Present Indefinite Tense:*

1. Я читаю газеты каждый день. 2. Я сейчас читаю журнал. 3. На каком иностранном языке говорит твоя сестра. 4. О чём они говорят? 5. Она хорошо играет на пианино. 6. Кто там играет на пианино? 7. Они не ходят в эту библиотеку. 8. Куда ты идёшь? – Я иду в библиотеку. 9. Мой брат играет в теннис. 10. Они, наверное, играют в теннис. 11. Она не любит кофе с молоком. 12. Он сейчас пьёт кофе. 13. Мы приближаемся к реке. 14. Дождь всё ещё идёт. 15. Он говорит слишком быстро, и я плохо понимаю его. 16. Что вы хотите послушать? 17. Почему они здесь ходят? 18. Семестр начинается первого сентября.

Unit 6 MY HOUSE

Grammar: Вводное **there** с глаголом **to be**. **Some, any, no** и их производные. **Much, many, little, few**.

Vocabulary: flat, block of flats, building, two-storey building, brick building, central heating, floor, on the ground floor, on the first floor, upstairs, downstairs, wall, window, sitting room, dining room, bedroom, study (room), bathroom, kitchen, fridge, furniture, sofa, desk, chair, armchair, mirror, dressing table, wardrobe, bookcase, cupboard, carpet, fireplace, housewarming party, cold, warm, spacious, favorite, comfortable, cozy, light, to have dinner, to have guests, to move to a new flat, to watch TV, to stay at home, to heat, to face, in the middle of, in the corner, on the left/right, in front of, behind.

Text

This is a picture of my house. It is a big house. Like many English houses it is a two-storey building with a garden around it. On the ground floor we have a sitting room, a dining room and a kitchen. The kitchen is rather big and comfortable. My daughter Alice helps me to cook in the kitchen.

When we have guests we have dinner in the dining room. After dinner we usually go to the sitting room. Our sitting room is very cozy. There isn't much furniture in it. There is a sofa opposite the fireplace and two armchairs near it. There are some pictures on the walls. In the middle of the room there is a big carpet. We have a TV set in the corner. Father likes to watch TV in the evenings.

Our bedrooms are upstairs, on the first floor. There are no many things in our bedroom. There are only two beds, a mirror, a dressing table and a wardrobe in it. We have two bedrooms for guests. They are rather small. Our bedrooms are cold. In winter we heat them because there is no central heating. Few people have central heating in their own houses.

My husband's study room is downstairs. It faces the garden. It is light and spacious. There are a lot of books in the bookcases and there is a lot of paper on the desk. There is also a computer on his desk. There are a few chairs in his room. It is my husband's favorite room.

I like my house. It is my home.

Dialogues

1.

Jack: Hello, Pete!

Pete: **Nice to see you.** Come in, please.

Jack: Oh, this is a wonderful new flat!

Pete: Yes, it is, and **so close to** the center.

Jack: **How many rooms are there in your flat?**

Pete: Come and see... this is the kitchen, the bathroom is **on the right.**

Jack: Oh, the kitchen is so large! I like big kitchens.

Pete: And here is the dining room. We have little furniture here. We want to have some armchairs, a sofa and some more things.

Jack: Are you on the phone?

Pete: **It's a pity,** we aren't yet... Let me introduce you to my wife.

Pete's wife: How do you do. I hope you'll enjoy our housewarming party.

2.

- Hello!

- Hello!

- **I'm looking for a room.** Are you the landlady?

- Yes, I am. Come in, please.

- I want a room for the summer.

- Yes, I have one vacant room at the end of the hall. Come with me if you want to see it.

- Is there any furniture?

- Yes, there is everything you want: a sofa, two armchairs, a table, there is a carpet on the floor. Do you want anything else?

- No, thank you. Where is the bathroom?

- It is on the second floor, upstairs, and the kitchen is across the hall.

- Thank you. **How much is it?**

- Five hundred dollars a month.

Exercises

1. Use the right word from those given in brackets:

1. There is a ... in my study room. (table, kitchen, desk) 2. Is there any ... in that room? (cooker, furniture, fridge) 3. There is no ... in the house, it is cold in winter. (mirror, fireplace, telephone) 4. Is there ... in your kitchen? (hot water, garage, computer) 5. There is no balcony in my (garden, room, bathroom) 6. There are two large ... in the sitting room. (TV sets, wardrobes, windows) 7. Is there a ... in your sitting room? (bath, desk, TV set) 8. We have a table and some ... in the dining room. (chairs, bookshelves, beds) 9. Have you any bookshelves in your ... ? (kitchen, garden, study room) 10. They have no ... on Sunday. (guests, teachers, students) 11. They have two ... near the fireplace. (beds, armchairs, tables) 12. ... the sofa he has a bookcase. (under, to the right of, over)

2. Answer the questions:

1. Have you got a flat? 2. What floor is your flat on? 3. Is there a lift in your house? 4. Is your flat large? 5. Do you live with your parents? 6. How many rooms are there in your flat? 7. Have you a sitting room? 8. Have you got a separate bedroom? 9. Is your kitchen large? 10. What is your favorite place in the flat? 11. Do you like to stay at home with your family? 12. Who likes to watch TV in your family?

3. Use "some", "any", "no":

1. I want to show you ... pictures. 2. There is ... coffee at home. 3. Are there ... bookshelves in your study room? 4. There are ... English students in our University. 5. Are there ... newspapers on the desk? 6. Have you got ... children? 7. Jane has ... brother or sisters. 8. Has he ... French magazines at home? – Yes, he has 9. I have ... friends in Britain. 10. We have ... pets at home.

4. Choose the right variant:

1. I have (some, something, somebody) relatives in London. 2. There is (some, something, somebody) at home. 3. There is (some, something, somebody) interesting on TV tonight. 4. Is there (any, anything, anybody) on this desk? 5. Have they (any, anything, anybody) chairs in the kitchen? 6. Is there (any, anything, anybody) in the bathroom? 7. We have (no, nothing, nobody) friends in Paris. 8. There is (no, nothing, nobody) in the fridge. 9. There is (no, nothing, nobody) in the house.

5. Use “some”, “any”, “no”, “something”, “anything”, “nothing”, “somebody”, “anybody”, “nobody”:

1. Do you have ... classes today? – No, we have ... classes on Saturday. 2. Have you got ... questions? 3. I want to tell you ... interesting about our friend Sally. 4. Is there ... interesting in today's paper? 5. Come here, I'll show you ... pictures of our country house. 6. There is ... in the fridge. Go and get ... food. 7. Do you know ... in that house? 8. Hi! Is there ... in the house? – No, I'm afraid, there is – Let's go and see. 9. There is a light in the flat. ... is at home. 10. ... knows their new address.

6. Make up questions and answer them. Use the models:

Model A: bread, table – Is there any bread on the table?

- Yes, there is.
- How much is there? – There's a lot.

1. furniture, sitting room 2. paper, table 3. food, fridge 4. money, bag 5. milk, bottle 6. water, glass

Model B: books, shelf – Are there any books on the shelf?

- Yes, there are.
- How many are there?
- There are a lot.

1. shelves, classroom 2. books, shelf 3. buildings, street 4. chairs, dining room 5. tables, room 6. people, garden

7. Use “much”, “many”, “little”, “few”:

1. I am busy now. I have ... time. 2. We know ... English and American songs. 3. There is not ... milk in the fridge. 4. There are ... rooms in the house. 5. Does she read ...? 6. Are there ... bedrooms in your house? 7. ... people know Chinese. 8. ... people learn English. 9. Nick has ... English books but very ... Russian books. 10. There is ... light in that room, because there are ... windows in it. 11. She talks ..., but does 12. Is there ... or ... furniture in your new flat?

8. Use “few”, “little”, “a few”, “a little”:

1. There is ... light in the bathroom. It is dark. 2. We have ... relatives, only a grandmother and an uncle. 3. I know ... people who like to stay at home. 4. We have very ... time. 5. There are ... rooms in their flat. 6. He speaks Chinese ... and knows ... words in Japanese. 7. Wait 8. Has he got many English books? – No, only

9. Read the text, ask questions about it and render it:

My grandfather has a room all to himself. It is at the end of a long hall away from our rooms. Mother says it is good for him to be alone because it gives him time to himself. But I don't understand why he wants to sit by himself in his chair in the middle of the room. My grandfather calls me Pete though I am a six-year-old girl, because he says I am smart as any boy.

I like to come into my granddad's room before I go to my bedroom at night. There are so many interesting things in his room. There is a bookcase full of interesting books and magazines with pictures.

Sometimes our neighbors come to see my granddad. Then he comes out to sitting room to meet them and they sit at the big table in the middle of the room, they have tea and talk. I like my neighbors. Only one of them speaks very loudly and always goes to the kitchen to wash up the tea things. I don't really like her.

10. Read the dialogue and pay attention to the phrasal verbs used in the conversation. Give formal equivalents:

Deb: Come in, John.

John: What a great room!

Deb: Well, I like it. It was a bit dull when I moved in, but I bought these nice curtains which help to **brighten it up**. In fact, I'd like it so much here that I'd rather **stay in** than go out most evenings.

John: You're lucky! The room I rent is so miserable that I **stay out** as long as I can! I even **stayed on** in the library tonight until it closed! Anyhow, I've come to bring you your file – you **left it behind** at the seminar this morning.

Deb: Oh, thanks. How silly of me. I'm glad you noticed it.

John: Well, I **stayed behind** to ask the Prof some questions and then saw it lying there

Deb: Thank you very much. Would you like coffee now you're here?

John: Well, I can't stay now. But I'd love to **call back** another time if that's OK?

Deb: Sure, that'd be nice.

11. Translate into English:

1. У вас большая квартира? – Нет, она небольшая, но очень удобная. 2. Сколько комнат в твоей новой квартире? – Три: гостиная, кабинет и спальня. 3. Кухня – моё любимое место. Она очень уютная. В кухне стол у окна, два стула, холодильник, телевизор. Я люблю смотреть телевизор, когда готовлю. 4. В квартире есть мебель? – Да, есть стол, диван, два кресла, несколько стульев и книжный шкаф. 5. В доме центральное отопление, но внизу есть также камин. 6. На верхнем этаже просторная ванная комната. В ней большое зеркало и туалетный столик. 7. Квартира тёмная. В ней мало окон, окна выходят в сад, и мало света. 8. В гостиной много мебели: диван, несколько кресел, много стульев, в углу телевизор. 9. В холодильнике есть что-нибудь? – Ничего нет. 10. В комнате никого нет, но кто-то есть на кухне. 11. В доме есть телефон? – Да, есть, он на стене. 12. Я знаю много английских и американских песен. 13. В комнате деда много интересных вещей. 14. Мало семей имеют много детей. 15. Сколько у нас хлеба? – Много. 16. Что находится справа и слева от окна? 17. В вазе цветы, а воды нет.

Unit 7

DAILY ROUTINE

Grammar: the Past Indefinite Tense.

Предлоги и наречия времени.

Vocabulary: clock, alarm clock, watch, half, quarter, job, customer, absent-minded, to wake up, to get up, to jump out of bed, to turn over, to ring, to lie, to start, to begin, to do morning exercises, to wash, to wash up, to clean teeth, to comb hair, to shave, to get to work, to go by bus (tram, train), to get on, to get off, to arrive, to leave for, to leave the house, to seem, to understand, to think, to spend, to be tired, to be alone, to be in a hurry, to be late, to be sure, to be over, to take things easy, to have good time, to need money, to go to bed, to fall asleep, today, yesterday, tomorrow, on weekdays, at the weekend, day off, last, next, often, usual, as usual, except, lonely, alone.

Read aloud and remember the next irregular verbs:

To be – was – were – been

To begin – began – begun

To come – came – come

To do – did – done

To fall – fell - fallen

To get – got – got

To give – gave – given

To go – went - gone

To have – had – had

To know – knew – known

To leave – left – left

To lie – lay – lain

To make – made – made

To meet – met – met

To put – put - put

To read – read – read

To ring – rang – rung

To run – ran – run

To say – said – said

To see – saw – seen

To sing – sang – sung

To sit – sat – sat

To sleep – slept – slept

To spend – spent – spent

To take – took – taken

To think – thought – thought

To understand – understood – understood

To wake – woke – woken

To write – wrote – written

Text

Ann's alarm clock rang at a quarter past seven as usual. And, as usual, she lay in bed for another ten minutes. Then she got up, washed, cleaned her teeth and combed her hair. Then she had breakfast.

Ann likes to go to work by bus, it takes her twenty-five minutes to get to work by bus. When she got off the bus she walked to her office. She got there at a quarter to nine. Fifteen minutes later one of the office girls opened the main door. The first customer arrived. The day's work began.

Ann likes to take things easy, but Susan, her friend, is always in a hurry, sometimes late, and often absent-minded. Her classes at the business college where she studies usually start at nine fifteen, except on Fridays, when the first class begins at ten.

Michael, her brother, usually bangs on her bedroom door at eight o'clock. He did so this morning. "All right", said Susan, but she just turned over and went to sleep again. At half past eight Michael went upstairs and banged on his sister's door again. Susan jumped out of bed, washed quickly and ran back to her room. She ran downstairs to the kitchen, but looked at her watch and understood that she didn't have time for breakfast. "Bye, Mom," she said and ran out. Mrs. Bond did the washing up. She had ten minutes before she had to leave for work. She sat down and smoked a cigarette. Suddenly the house seemed very lonely. She was glad that she had a job. Not because she needed money but she didn't want to be alone all day in her house.

Dialogues

- Hello, Pat. You didn't phone me yesterday.
- No, I didn't. **I was very tired** last night.
- Why?
- I had such a busy day.
- Did you? What did you do?
- I woke up at six and went to the station to meet my mother-in-law.
- Why didn't your husband do that?
- He went to Paris **on business**.
- I see.
- Then we had breakfast. I left her at home and went to my office. **I was 15 minutes late**, that's why **I was in a hurry** and a policeman stopped me. So **it took me an hour** to get to my work.
- Oh, my! I hope you didn't have much work at the office.
- Yes, I did. We had a long meeting in the morning, then I had a lot of visitors, and **at the end** of the working day I wrote some business letters.
- Did your daughter cook dinner for you?
- No, she didn't. She was busy at the University and **came home very late**.
- Poor thing! I hope you are not so busy tomorrow.

Exercises

1. *Finish the following and remember the italicized:*

a) 1. There are seven days in a 2. The first day of the week is 3. The second day of the week is 4. **After** Tuesday comes 5. is the fourth day of the week. 6. The last day **on** which we work is 7. We don't go to work **on** ... and **on** 8. They are ... or the weekend. 9. We work five days **a week; on** ..., ..., ..., ... and ... 10. Our days off are ... and 11. Some people have a day off **on** ... or **some other day**.

b) 1. The first month of the year is 2. The second month of the year is 3. The last month of the year is 4. The month of June comes **before** the month of 5. The month of may comes **after** the month of 6.

Today is ..., **the** ... of 2. Tomorrow is ..., **the** ... of 3. Yesterday was ..., **the** ... of 5. **Three days ago** was ..., **the** ... of 6. Our next class in English is **on** ..., **on the** ... of

2. *Use the right words and word combination:*

morning exercises; got up; washed; walked; a quarter to 10; breakfast; left; it took me; got on; had dinner; arrived; was busy; came; went; watched TV; went to bed; a short rest; sat down; turned off; at the weekend, to read.

It was Monday yesterday. I ... at about seven o'clock. Then I did my ..., ... and had At 8.30 I ... the house and ... to the station. ... fifteen minutes to get there. I ... the 9 o'clock train and ... in the city at ..., and ... to my office. At the office I ... till 6 p.m. When I ... home I ... and then I had In the evening I like ... a little, but yesterday I ... into my favorite armchair and Then I rang up my friend Harry and told him that I wanted to see him Harry agreed. Then I ... the light and

3. *Answer the questions:*

1. What time do you get up? 2. Do you get up so early on Sundays? 3. Do you do your morning exercises every day? 4. Where and when do you have your breakfast? 5. What time do you leave home? 6. What time do you come to the University? 7. Do you usually go by bus to the University? 8. How long does it take you to get there? 9. How many hours do you stay at the University? 10. Are you sometimes late for classes? Why? 11. Do you always come in time? 12. Did you come to the University in time yesterday? 13. What time is your lunch hour? 14. How long does it last? 15. What time is your working day over? 16. Where do you usually go after the University? 17. Where did you go yesterday? 18. What is your day off? 19. How many days a week do you have classes? 20. Where do you usually spend the weekend? 21. How did you spend your last weekend?

4. *Use the verbs in the Past Indefinite Tense:*

1. She works at an office. 2. She usually walks to the University. 3. I like my work. 4. My brother finishes school this year. 5. We want to buy a new house. 6. Every morning I look into the mirror, wash, shave, and comb my hair. 7. Every day at 9 o'clock I open the door of my shop. 8. She shows her family album to her new friends. 9. He gets up at six every morning, goes out, runs around the house three times for exercise, comes back, makes himself breakfast and has it. 10. His wife gets up at 8 o'clock, does her hair, has a cup of coffee and takes a dog for a walk in the park.

5. *Make these statements negative. Use the model:*

Model: I worked on Sunday. – I didn't work on Sunday.

1. I got up very early. 2. I made breakfast. 3. I left the house at seven. 4. I came in time. 5. I saw her in the office. 6. Jane married Sam. 7. I passed my exam in English. 8. She showed me her new flat. 9. I did morning exercise today. 10. I liked my new boss.

6. *Make up questions and give short answers. Use the model:*

Model: He came home at 6. – Did he come home at 6?

- Yes, he did/No, he didn't.

1. I visited my friends in Scotland. 2. I learned French at school. 3. He got a new job. 4. We moved to a new flat. 5. She needed money. 6. We liked his new car. 7. Their working day began at 9. 8. They sang their favorite songs. 9. The conference finished at 5. 10. He went to his club at night.

7. *Complete the following sentences using the Past Indefinite:*

Model: Now he **lives** in Moscow but a few years ago he **lived** in Kiev.

1. Now he **studies** English but at school 2. Now he often **sleeps** in the daytime but he never ... before. 3. Now she **knows** something about the life of these people but before she came to live here she 4. Now I **like** classical music but when I was eighteen 5. I **am** a student now but last year 6. He **leaves** home at 8 in the morning but when he lived in the country 7. He doesn't **smoke** now but only a few months ago 8. She seldom **writes** to me now but there was a time when she 9. This year we **go** to the

cinema at weekends but last year 10. We usually **watch** TV in the evening but last night

8. *Use the verbs in the Past Indefinite Tense:*

I (to get up) very late yesterday. I (to look) out of the window and (to see) that the weather (to be) bad. So I (to think) for some time and (to decide) that I (to have) time to myself. Suddenly the telephone (to ring). I (to come) up to the telephone and (to take) the receiver. My friend Nick (to call). He (to say) that it (to be) his day off and (to invite) me to his place. I (to spend) the whole day there. First we (to talk) about our problems; then we (to watch) TV, there (to be) an interesting American film which we (to like), then we (to have) tea in the kitchen and (to talk) again. We (to listen) to some music and when I (to look) at the watch I (to see) that it (to be) 8 in the evening. I (to think) I had to be off and (to say) goodbye to Nick. When I (to come) home my parents (to ask) me, "You (to have) a good time?" "Yes," I (to answer), "I certainly (to do)". But I (to be) sorry, I (not to write) a single page on that day.

9. *Read the text and retell it in the Past. Begin with "Yesterday":*

I usually get up at seven o'clock. I open the window, make my bed and do my morning exercise. Then I wash and dress. In half an hour I am ready for breakfast, my mother makes it for me. After breakfast I put on my hat and coat, take my bag and go to the University. Classes begin at eight. As I live near the University I always walk there. We usually have three or four lessons every day. At about two o'clock in the afternoon the classes are over. I come home, have lunch, wash up and have a short rest. At 5 o'clock I sit down to do my homework. Sometimes I go to the cinema or visit my friends in the evening. At 8 o'clock I have dinner. After dinner our family gets together in the living room where we talk, read newspapers and books and watch TV. At eleven o'clock I go to bed.

10. *Read the text. Translate it into Russian. Pay attention to the phrasal verbs:*

I've got a new job at the airport and I have **moved into** a flat with a couple of friends. During the week I have to **get up** early as I have to be at the airport by 6.30 a. m. I try to be very quiet in the mornings so I don't **wake up** my flatmates. At the weekends I love **sleeping in**. On Saturdays I sometimes **lie in** till 11. I can't have a **lie-in** if I'm playing football though, which I sometimes do on Saturday mornings. On weekday evenings I **turn in** quite early, about 10.30 p.m. usually, but I **stay up** at weekends, of course. If I get home on Saturday night before my flatmates, I **wait up** until they arrive and we have a drink and a chat before going to bed.

11. *Read the dialogue and pay attention to the phrasal verbs. Give more formal equivalents:*

Nick: I haven't seen you for ages. Have you been a bit **tied up** at work?

Tim: Yes, I've been incredibly busy. I was away for a conference and the work just **piled up** while I was away. I've **been snowed under** ever since. Although I **slave away** till seven at night and even work at weekends, I still can't seem to **catch up with** everything!

Nick: Sorry, I asked!

12. *Translate into English:*

1. Когда вы обычно встаете? – По рабочим дням обычно в 7 часов, в субботу и в воскресенье немного позже обычного.
2. Как вы добираетесь на работу? – Обычно я иду пешком, а сегодня я ехала на автобусе.
3. Вчера у меня был тяжёлый день, я очень устал и лёг спать рано. Я начал читать книгу, но через минуту заснул.
4. В субботу у нас была вечеринка. Мы потратили много денег, но не жалеем. Мы очень хорошо провели время.
5. Мама встала в семь часов, приготовила завтрак, разбудила детей и папу. Её рабочий день начался.
6. В понедельник мой будильник не прозвонил. Я проснулся в 8.30 и вскочил с постели. Я не делал зарядку и пошёл

на работу без завтрака. 7. Поторопитесь, поезд прибывает через 3 минуты. 8. Вы поняли, что он сказал? 9. Мы знали, что мы опаздываем, но автобуса не было. 10. В прошлом году здесь было мало посетителей? 11. Не торопитесь, у нас масса времени. Занятие начинается через 10 минут. 12. Вчера у меня был выходной. Я немного поработал в саду, читал, смотрел телевизор. Вечером меня навестили родственники. 13. Мы написали им два письма на прошлой неделе. 14. Господин Уэст, что вы делали вчера с 5 до 7? – Мой рабочий день закончился в 5. В 5.10 я вышел из офиса и пошёл к автобусной остановке. – Вас кто-нибудь видел? – Нет, на улице никого не было. – Вы долго ждали автобус? – Нет, я подождал немного, и автобус подошёл. – Сколько времени у вас обычно уходит, чтобы доехать домой? – Обычно около 45 минут. – Вы смотрели на часы? – Нет, но я знаю, что всегда прихожу домой в это время.

Unit 8

TRAVELLING AND TRAFFIC

Grammar: the Future Indefinite Tense.

Оборот **to be going** + Infinitive.

Придаточные предложения времени и условия.

Vocabulary: guide, guide book, tourist, trip, foreign tourist, stranger, capital, countryside, Travel Agency, railway, railway station, plane, traffic, heavy traffic, traffic lights, traffic rules, rush hour, passenger, crossing, view, the custom office, sign, seashore, beach, sunshine, coast, famous, general, wonderful, rich, expensive, cheap, careful, to make a trip, to travel by air (sea, railway), to spend holidays, to afford, to book tickets in advance, to change for, to show smb. around, to enjoy, to lie in the sun, to go boating, to take pictures, to keep to the left (right), to cross the street, to ask the way to, to tell smb., to belong, to be overcrowded

Text 1

Hello! Welcome in London, the capital of Great Britain! My name is Jane. I'm going to be your guide and I'll show you around the center of London. We'll walk a lot and I'll tell you something interesting about the history of London. But as you are all foreign tourists, before we do this, I'll tell you a few words about our traffic rules.

There is a lot of traffic in the streets of London. Most of London buses are the famous red double-deckers that have two platforms for passengers. There are also green one-storey buses, they run from London to the countryside. Brown buses belong to British railways.

Be careful when you cross the street in London, because in Britain the traffic keeps to the left and not to the right as in European countries. When you want to cross the street, look first to the right then to the left.

The traffic lights here are not like in Europe. The red light says "Stop", the green light says "Wait" and the yellow light says "Cross". "Keep left" is the general rule in Great Britain. People cross the street at the black-and-white crossing, but if they are in a hurry they just run across at any place. Sometimes a policeman stops them. They call him "Bobby". He stands at street corners regulating the traffic.

Text 2

Michael and his wife Helen talk about their plans for coming holiday.

Michael: What about spending our holiday in California this time? I've always wanted to go to California.

Helen: In California? Why not in Hawaii?

Michael: Do you think we are so rich?

Helen: I think we can afford it if we do not stay at a very expensive hotel.

Michael: Well, I don't think so! Why not go to the West Coast? California ... a land of sunshine and golden beaches...

Helen: OK, I'll go to the Travel Agency next week. You know what shall we do? We'll book plane tickets in advance.

Michael: That's a good idea! By the way, I've got a guide book of California. Let's read what it says about this wonderful land.

Helen: Oh, what a beautiful view! The sea ... I love the sea! We'll swim, we'll lie in the sun and go boating ...

Michael: Yes, we'll take a boat trip along the coast and take pictures.

Helen: And when we come back we'll make an album of our wonderful holiday in California!

Michael: OK, I'll take my new camera then. I think we'll enjoy our holiday there.

Dialogues

1.

- Excuse me, **will you tell me how to get to Baker street** from here?

- **Go straight down to** the traffic lights, then **turn left** and it's the third street **on your right** or you may **take bus 24**.

- Is the bus station **far**?

-No, **turn right at the traffic lights**. But it's a **rush hour** now and the bus may be **overcrowded**.

- Oh, I see. Thank you.

- **You are welcome**.

2.

- Does this bus go to the center?

- No, it doesn't. **You'll have to change for № 20. It will take you right to** the center.

- Where is the bus stop?

- It's right in front of you, **across the street**.

- Thanks a lot.

3.

- Excuse me.

- Yes?

- I am a **stranger** here and **I'm lost. Is this way to Brighton**?

- No, I'm afraid it isn't. You are going **the wrong way**.

- **Oh, dear! Will you tell me the way to Brighton**?

- Yes, **turn round** and go back to the **crossroads**, then turn right and you will see the sign which says "Brighton".

4.

- Hello, where is the customs office?

- It's right here.

- Can I **check in** here **for the flight** to New York?

- Certainly, sir. Your ticket and passport, please.

- **Here they are**.

Exercises

1. Use the right words:

To cross; summer holidays; to travel; by plane; traffic lights; get; traffic; car; round; in advance; coast; to the left; to the right; wrong.

1. Where are you going to spend your ...? 2. I don't like to go I prefer ... by train. 3. Let's go boating along the 4. It is a very busy street, there is a lot of 5. It is safe ... the road only where the ... are. 6. When crossing the street, first look ..., then 7. How do you ... to your office? – I drive my own 8. Where is the nearest metro station? – It's ... the corner. 9. It's always good to book tickets

2. Use the Future Indefinite Tense:

1. I spend my weekend in the country. 2. Her relatives live in Canada. 3. She knows French. 4. We have a class in English today. 5. Do you spend your free time at home? 6. He is a student of the University. 7. There is a lot of work to do about the house. 8. The traffic is very heavy today. 9. I have an interesting job. 10. Are there many people on Sunday?

3. Practise aloud the following and give your own examples:

A. 1. Shall I book tickets in advance? – Yes, I think so. 2. Shall I show you the city? – Yes, please. 3. Shall I go with you? – No, thanks. 4. Shall I show you the way? – Yes, thank you. 5. Shall I give you some more tea? – No, thanks. 6. Shall I read? – Do, please.

B. 1. Will you take some pictures of us? – With pleasure. 2. Will you give me your camera for a moment? – Here you are. 3. Will you come to our housewarming party? – I will, thank you. 4. Will you meet us at the metro station? – Certainly. 5. Will you spend your summer holiday with us? – With great pleasure, thank you. 6. Will you tell me how to get to the center? – There's an express bus over there.

4. Use "to be going":

Model: My sister called me yesterday. / stay with me for a week – My sister is going to stay with me for a week.

They look through the guide book of London. / visit

I prefer this hotel. / stay (at)

He bought a new car. / travel about the country

I don't know the way. / ask the policeman

Tomorrow I'll go to the Travel Agency. / fly to the Caribbean

I need a big bag. / spend the weekend in the country

They book tickets to Miami. / spend holiday

5. Insert suitable auxiliary verbs:

1. Where ... you usually have lunch? 2. ... you see the film on TV last night? 3. ... she got her own car? 4. ... he always travel by plane? 5. ... you go to the sea coast last summer? 6. What ... you going to do tonight? 7. What ... I do? I think, I'm lost. 8. ... the bus overcrowded? – Yes, it ... 9. ... he going to spend the weekend with us? 10. ... you know English well?

6. Use the correct tense form of the verbs:

My days off (to be) Saturday and Sunday. I never (to know) how (to spend) them. On Friday night when I (to go) to bed I think that I (to get up) very early on Saturday and I (to have) enough time to do a lot of things that I (not to do) during the week. I also (to plan) that on Saturday I (to have) a good rest. But Saturday (to come) and all my plans (to change). I usually set my alarm clock for 8 o'clock. I (to do) so last Saturday too, but I never (to hear) it, I think it (not to work). When I (to get up) it (to be) about 11. It (to take) me an hour to cook breakfast. After breakfast I (to decide) to go shopping because I (to look) into refrigerator and (to see) that I (to have) no food for the next week. I (to come) back home only in the evening because Saturday (to be) not the most convenient day for shopping. I (to

forget) it. Late in the evening I (to do) washing and cleaning, and (to watch) some TV programmes. I (to go) to bed at 1 o'clock. But before I (to fall) asleep I (to make) plans for Sunday. "I (to have) the whole day to myself tomorrow," I (to think).

7. Use the correct tense form of the verbs in the subordinate clauses of time and condition:

Model: I'll help you when I (to be) free. – I'll help you when I **am** free.

He'll do it if you (to ask) him. – He'll do it if you **ask** him.

1. I'll call you as soon as I (to buy) tickets for the train.
2. If the day (to be) hot, we shall go to the beach.
3. If he (to return) home before Friday, he will help us to do the translation.
4. If you (to want) to see all these places, you must stay here for a week.
5. Please, drive us to the airport if you (to have) time tomorrow morning.
6. As soon as you (to come) back from your trip, call on me.
7. They will go for a walk before they (to go) to bed.
8. Speak to him about it when you (to see) him.
9. Will you wait until he (to come) back?
10. Come to see me before you (to leave) for the south.

8. Finish the sentences:

1. We shall cross the street when the green light
2. It will take you only 10 minutes if you ... by the metro.
3. You'll be late if you ... not in a hurry.
4. We'll have dinner as soon as it ... ready.
5. You'll have a good time if you ... to the seacoast.
6. I'll know something about London after I ... a trip there.
7. He'll send us a letter when he
8. They'll buy the house if
9. I'll ask a policeman in the street if
10. We'll buy a guide book before

9. Use the Present Indefinite or the Future Indefinite Tense:

1. When you (to cross) the street look left and then right.
2. It (to take) you ten minutes if you (to take) a taxi.
3. If you (to turn) the corner you (to see) a five-storey building in front of you.
4. You (to catch) the train if you (to hurry).
5. Let's wait till the green light (to be) on.
6. When you (to get off) the bus I (to be) there.
7. Show this card to the policeman if you (to get lost).
8. We (to walk) if there (to be) no bus.
9. Before you (to leave) for Sochi ring me.
10. If you (to come) at five o'clock we (to see) an interesting programme on TV.
11. As soon as you (to get) my letter, send me some money.
12. When I (to get) the money I (to buy) a new car.
13. If you (to be) busy on Sunday afternoon I (to invite) your friend.
14. If you (to look through) today's paper you (to see) your picture there.

10. Use prepositions or adverbs:

I was born ... a small town ... the north ... England. There is a big castle ... the centre ... the town and a few fine churches. Here most ... the streets are dark and narrow; the houses are ... both sides ... the streets and they are not much different ... each other. ... the suburbs the houses are bigger and newer, ... all modern conveniences, and the streets are wider. There are three cinemas ... the town. One ... them is not far ... our house. I go there once a week; but when the film is good we all go ... the cinema together. The town itself is a quiet place now, ... very few people ... the streets during the day and very small traffic. But there was a time a few hundred years ago when the town was quite famous. It has really a long and interesting history. The countryside ... it is very beautiful. There is a river nearby where you can bathe, or fish. There are two bridges ... the river. ... the other side ... the river there are some low, green hills.

11. Read the texts(A,B) and fill the gaps in this Internet chat session (C) between Charlie and her friend Lin:

- A.** Matthew had had a busy time at work so he was glad to **get away** from London for a month's holiday. He **set off/out** last Saturday. His journey really **started off** at

Waterloo Station when he got on the Eurostar train to Paris. He was heading for a villa in the South of France but was planning to **stop off** in Paris for a couple of days before continuing south.

B. Louise was lucky enough to get a **standby** to New Zealand last week. There weren't many people on the flight so she **checked in** quickly. The flight **took off** on time and **touched down** half an hour early. On her way home she is hoping to be able to **stop over** in Hong Kong for a day or two.

C. C: Hi Lin, I've been finalizing the plans for my trip. Want to hear?

L: Hi Charlie – how's it going? Yeah. Tell me!

C: Well, I ... off at Gatwick Airport. I have a ... for Taipei, but the travel agent said I should be able to get on the first flight as it's a Tuesday. There's one that ... off at 11 a. m., going via Singapore, and I hope I'll be able to ... on that one – if it's on time, we'll ... down in Taipei at 3. 30 p. m.

L: Uuuuuuuuuuu! Too early! Can't you get a flight that ... in later?

C: No, but don't worry about coming to meet me. I can ... in at the airport hotel and sleep during the morning, and see you later. Anyway, I'm going to ... over for two days in Taipei, then go to Tokyo to see Norico. I'll just ... off there for one night and then it's on to Sydney to see Annabel.

L: Wow! You'll be exhausted!!!!!!

C: Yes, but it'll be worth it! I really do need to ... away; I've been studying so hard! Hey, must go. Talk to you after my lecture.

L: OK. Bye.

12. Read the story and answer the questions given after it:

The day after tomorrow I'll be in Cannes. I'm going to spend my summer holidays there and for a fortnight I'll be able to forget about my work. I'm going to travel by train and by boat. The train leaves Victoria station at 8 o'clock, so I'll have to get up early.

I'm not going to Cannes because it's sunny or because I like the seaside, but because I want to visit the casino. I expect I'll win enough to buy my parents a present since I am usually lucky. When I say lucky, I mean lucky at cards.

I expect to arrive in Cannes at 9 o'clock in the evening and if nothing unexpected happens to change my plans, I'm going to go straight to my hotel, change my clothes and take a taxi to the casino.

Questions:

1. Where will he be the day after tomorrow?
2. How long is he going to stay in Cannes?
3. How is he going to get there?
4. Why will he have to get up early?
5. Why is he going to Cannes?
6. Does he expect to win much money?
7. Is he usually lucky?
8. What time does he expect to arrive in Cannes?
9. What is he going to do if he wins?
10. What is he going to do when he arrives in Cannes?

13. Translate into English:

1. Лондон – столица Великобритании. 2. В центре Лондона всегда много туристов. 3. В Лондоне левостороннее движение. Когда будете переходить улицу, сначала посмотрите направо, затем налево. 4. Извините, как проехать до ближайшего метро? – Автобусная остановка на той стороне улицы. 5. Если мы возьмём такси, то будем дома через полчаса. 6. Этот автобус идёт в центр? – Да. 7. Днём на этой улице очень сильное движение, а ночью транспорта почти нет. 8. Где вы собираетесь проводить летний

отпуск? 9. Завтра мы собираемся навестить своих друзей. 10. Позвони мне, пожалуйста, как только приедешь. 11. Он поедет в Англию, как только выучит английский. 12. Что вы делаете сегодня вечером? 13. Куда мне идти, когда я перейду улицу? 14. Заказать билеты заранее? – Да, пожалуйста. 15. Ты мне покажешь свой город? – Конечно. 16. Мы устроим новоселье, когда переедем на новую квартиру. 17. Вы потратите немного денег, если не будете жить в дорогом отеле. 18. Он не любит летать самолётом, он говорит, что самый лучший вид транспорта – это поезд. 19. Автобус был так переполнен, что мы решили не входить, а идти пешком. 20. «Поездка займёт у вас всего два часа, затем у вас будет полчаса свободного времени до обеда», сказал гид. 21. Суббота – неудобный день для поездок в городском транспорте. Везде очень много народу. 22. Когда у меня будет свой автомобиль, я отправлюсь путешествовать по Европе.

Unit 9

SHOPPING

Grammar: the Past Continuous Tense.

Vocabulary: shop, shop-assistant, store, department store, department, shoe department, supermarket, gift shop, queue, price, at a reasonable price, cash desk, in cash, pound, dairy, the butcher's, the grocer's, the greengrocer's, counter, ready-made clothes, leather goods, size, raincoat, frock (dress), gloves, umbrella, suit, skirt, shirt, blouse, sweater, jacket, tie, shoes, pair, foodstuffs, instant coffee, sugar, butter, meat, egg, vegetables, fruit, potatoes, necessary, tight, loose, to go (do) shopping, to buy, to choose, to sell, to get personal service, to pay, to change, to try smth. on, to fit, to suit smb., to match, to wear, to attract smb's attention, carefully.

Text 1

It's Sunday morning. It's Susan's day off. She is waiting for her friend Ann. They are going to do some shopping. They want to go to the nearest shop. Susan doesn't like supermarkets and big stores. In smaller shops you can get personal service.

Shop assistant: Good morning, Miss Bond!

Susan: Good morning, Mr. Davis! This is my friend Ann.

Shop assistant: Glad to meet you. Welcome to my shop. I hope you will like it here and be my customer.

Ann: I hope so, thank you.

Shop assistant: Now what can I do for you?

Susan: A pound of butter, please, a dozen eggs, half a pound of sugar and a small tin of instant coffee.

Shop assistant: Anything else?

Susan: Yes, I'll have some juice, please. What juice have you got?

Shop assistant: We have pineapple juice, orange juice, mango juice, grapefruit and tomato juice.

Susan: Please, three bottles of pineapple juice and two bottles of grapefruit juice. How much is it?

Shop assistant: Two pounds.

Susan gave the shop assistant a five pound note, got her change and they left the shop. Then Susan and Ann went to the greengrocer's to buy some fruit and vegetables. They bought apples, bananas, tomatoes, and a big bag of potatoes. Then they bought some meat at

the butcher's, some bread at the baker's and a bottle of milk at the dairy. Susan goes shopping once a week on Sunday and she likes to have a good store of everything for the next week.

Text 2

Next Saturday Susan and Ann decided to go shopping again. First they bought all the necessary foodstuffs, and then Ann said that she wanted to buy new sandals for summer. So they went to the nearest big shopping centre. It is a big department store where you can buy practically everything. Susan took Ann around and showed her all departments. First they went to the shoe department where Ann tried on several pairs of sandals and at last bought her style in white that fitted her perfectly and at a reasonable price. They were less than two pounds. The two girls then went to the department of ready-made clothes where they sold dresses, skirts, blouses, shirts, sweaters, jackets and so on. Some beautiful summer frocks attracted Ann's attention, she looked at the counter but didn't buy any; some were too tight, some too loose, none fitted well. Besides, ready-made clothes were very expensive in this shop. The only thing Ann bought was a pair of black socks.

Dialogues

1.

- **What kind of** shoes do you want, madam?

- **I'd like** walking shoes with a low heel. High heels are no good for country wear. You see I have rather small feet.

- **Here is** a pair about your size. **Try them on. How are they?**

- They are rather comfortable, but they are **a little tight**, will you show me another pair **a size bigger**, please?

- Certainly, madam. **Will these do?**

- **They fit me very well**, thank you.

- You are welcome.

2.

- **What would you like** to buy, sir? **Can I help you?**

- **I'm looking for** a navy blue jacket, size 46.

- **How do you like** this one?

- Well, I like it. And **I'd like** a tie **to match**.

- **Here is** a good one. It's cheap.

- How much is it **altogether?**

- 8 pounds and 74 pence. Will you **pay in cash or in check?**

- In cash.

- Here is your **change**.

- Thank you.

3.

- Good afternoon, madam. **Can I help you?**

- Yes, **I'm looking for** a pet for my son. Can you show me anything?

- **What kind of** pet does he like? A cat, a dog, or something exotic?

- Well, he'd like a crocodile, but I'm not going to get one.

- We've got a nice big dog.

- Oh, a dog ... I think it's very big. Is it expensive?

- Yes, rather. What about a cat? Cats don't eat much, and they are cheap.

- Yes, but they are not friendly.

- Perhaps your son will like a bird? A parrot, perhaps? The price is reasonable.

- Well, I don't know ... Parrots are very noisy.

- Then take a goldfish. It isn't very noisy.

- Oh, yes! That's a good idea! **It suits me perfectly.**

Exercises

1. Use the following words:

stores; presents; department(3); shop assistants; gloves; to meet; to buy; glad; invited; counters; shopping.

I went into one of the big London ... today and enjoyed myself very much walking from one ... to another looking at various articles on the I thought the ... were very helpful. There were hundreds of salesman and dozens of different I went from one ... to another – from umbrella to gloves, up and down, in lifts and on escalators. I was surprised ... an old friend of mine whom I hadn't met for years. We talked a little and then did some ... together. I helped her ... some ... for her children. I was so ... to meet her again after twelve years and ... her to come to our place on Sunday.

2. Use the words on the left side with those on the right side:

Model: A bottle of juice

a kilo	milk
a packet	sugar
a box	toothpaste
a tube	matches
a tin	bread
a loaf	sardines
a pound	tea
a jar	butter
a bag	honey
a bottle	potatoes

3. Complete the following:

1. Mary usually goes ... on Tuesday and on Saturday. 2. She likes to go to the ... because she can buy everything she needs. 3. We buy bread at this ... because bread here is always fresh. 4. Tomorrow is my friend's birthday, I'm going to the ... to buy a ... for her. 5. Where can I ... leather gloves? – At a leather goods department. 6. She bought a very nice dress at the woman's ... department and a pair of red shoes. 7. Give me a ... of instant coffee, please. – Here you are. – Thank you. How ... is it? 8. I don't like this It doesn't ... me well. 9. Ann ... on a pair of black shoes but didn't ... them. 10. The raincoat was very ... but I bought it. 11. The blouse is very Will you show me another one that will ... me? 12. I like the skirt very much, but it is too Have you got a bigger ...?

4. Read the text and retell it in the Past:

We are at an English wedding. The bride, the groom, the relatives and the guests are standing outside the house. The bride is wearing a long white dress and having some pink flowers in her left hand. The groom is wearing a traditional morning suit and is having a top hat in his right hand. They are smiling, because they are very happy. In a few minutes they are going to get into a Rolls-Royce and drive to a restaurant.

At the restaurant they are going to eat a big cake and drink champagne. Then they will be opening all their presents. Some people will be making speeches and both of mothers will be crying. The guests will be dancing, telling jokes, singing songs and wishing the bride and the groom happiness. They are going to be happy for ever and ever and have a lot of children.

5. Use the right form of the verbs in brackets (Indefinite or Continuous):

It was Sunday. I never (to get up) early on Sundays. I sometimes (to stay) in bed till lunchtime. Last Sunday I (to get up) very late. I (to look out) of the window, it (to be) dark outside. "What a day!" I (to think). "It (to rain) again." Just then the telephone (to ring). It (to be) my aunt Lucy. "I (to be) at the station. I (to come) to see you." "But I still (to have) breakfast," I (to say). "What you (to do)? She (to ask). "I (to have) breakfast," I (to repeat). "Dear me!" she (to say). "You always (to get up) so late? It (to be) one o'clock!"

6. Read the story and answer the questions:

Mr. and Mrs. Smith lived near a small village in the south-west of England. Every morning they drove into the village to buy the things they needed. There were only two shops in the village. One was a combination of a grocer's and a sweet shop. The other was a general store.

The general store sold meat, fruit, vegetables, groceries, bread, cakes, etc. It was a very old shop and everything was all over the place. There were tins of sardines on top of cornflakes, and salad in the same box as the onions, but all the fruit was fresh.

One day Mrs. Smith wanted to buy a lot of things. She was choosing everything carefully because they were having a party that night.

Questions:

1. Where did Mr. and Mrs. Smith live?
2. How many shops were there in the village?
3. What did the general store sell?
4. What was Mrs. Smith doing one day?
5. What was she going to buy for the party?

7. Use the prepositions or adverbs if necessary:

Mr. Sellyer's bookshop is across the street ... my house. It is situated ... a tall modern building and it is quite famous. It is always full ... people.

I often go ... there to look ... new books. He has a lot ... different books ... his shelves. When I go ... Mr. Sellyer's shop I usually stay there ... a few hours.

... that day while I was looking ... the books I was watching Mr. Sellyer at work. I shall describe some ... his methods ... you.

A lady came ... the shop and asked ... a book. Mr. Sellyer showed "Golden Dreams" ... her and said "The readers are fond ... this book."

Another lady entered ... the shop. She was ... black. Mr. Sellyer also gave her "Golden Dreams". "It is a beautiful book," he said, "... love, very simple and sad. My wife cried all the time reading it."

"Have you any good reading ... vacation time?" asked the next customer. Mr. Sellyer recommended "Golden Dreams" once again. "The most humorous book ... the season", he said. "My wife laughed every minute reading it. It's her favorite book now."

It was four o'clock, time to go ... home. But when I was leaving ... the shop I asked Mr. Sellyer, "Do you like the book yourself?" "I have no time to read every book." "What about your wife?" "I am not married," answered Mr. Sellyer smiling.

8. Answer the questions using phrasal verbs below:

Splash out club together stock up (on sth.)
Knock off shop around

1. Most shops will be closing for about five days over the public holiday. What can you do to make sure you have enough food in the house?
2. Your sofa and armchairs are beginning to look very old. You have some money you'd like to spend. What could you do?

3. You want to buy your friend's bicycle but you think the price is too high. What could you ask your friend to do?

4. You want to buy a DVD player, but the prices seem to be different for the same model in different shops. What should you do?

5. Your classmate Sara is ill in hospital and you think it would be nice to send her a bunch of flowers from the whole class. What could you suggest?

9. Translate into English:

1. Я иду за покупками в супермаркет. Тебе купить что-нибудь? 2. Мы обычно покупаем всё необходимое в ближайшем магазине. 3. Сходи, пожалуйста, в овощной магазин, у нас нет овощей. 4. Сколько стоит бутылка ананасового сока? 5. Недавно мы переехали в новый дом. Мне здесь очень нравится. Все магазины рядом. Здесь есть булочная, мясной, молочный магазин, бакалея, а за углом большой универмаг. 6. Где ты купила эти перчатки? Они прекрасно подходят к твоему зонтику и шляпе. 7. Почему ты покупаешь так много продуктов? – У нас завтра вечеринка по поводу дня рождения мужа. 8. Вчера я ходила в универмаг. Я хотела купить туфли по разумной цене. Там была одна пара, которая привлекла моё внимание, но моего размера не было. 9. Я не буду примерять это пальто. Я не собираюсь его покупать. 10. Сэлли выглядела как принцесса. Она была в красивом серебряном платье. 11. Сэм будет ждать нас в аэропорту. На нём будет чёрный пиджак и серые брюки. В руках у него будет газета. 12. С кем ты так долго разговаривала по телефону? 13. Что ты ищешь? – Я ищу рождественский подарок для сестры. – Пойдём в магазин подарков, там есть всё, что ты хочешь. 14. Он сидел дома и читал газету, когда зазвонил телефон. 15. В воскресенье мы едим за город, вы поедете с нами?

Unit 10

MEALS

Grammar: the Present Perfect Tense.

Vocabulary: meal, food, dish, course, for the first course, starter, taste, meat, fish, roast meat, fried fish, soup, chicken broth, cabbage soup, noodle soup, sausage, tongue, ham, bacon, mutton chop, pork, beef, onion, carrot, cucumber, green peas, rice, omelet, porridge, cereals, cornflakes, dessert, biscuits, pie, pan cake, cream, sour cream, mustard, pepper, salt, beer, mineral water, soft drink, strong drink, on menu, plate, knife, fork, spoon, napkin, tablecloth, recipe, guest, health, in perfect health, diet, waiter, substantial, (im)possible, careful, delicious, tasty, to follow, to have a chat, to consist of, to be hungry, to be thirsty, to have a snack, to order, to pour, to lay the table, to clear the table, to taste smth., to smell, to be on a slimming diet.

Text 1

The usual meals in England are: breakfast, lunch, tea and dinner, or in simpler houses, breakfast, dinner, tea and supper. In England mealtimes are as follow: breakfast time is between 7 and 9 a.m., lunch time is between 12 and 2 p.m., dinner is between 7 and 10 p.m.

Breakfast is generally the bigger meal than you have on the Continent. Usual breakfast is porridge, bacon and eggs, marmalade with buttered toast and tea or coffee. For a change you can have a boiled egg, cold ham or perhaps fish. Breakfast is often a quick meal, because the father of the family has to get away to his work, children have to go to school, and the mother has her housework to do.

Englishmen generally have lunch at one o'clock p.m. The businessmen usually find it impossible to come for lunch and so they go to a café or a restaurant where they usually find mutton chop, or cold meat, or fish with potatoes, salad, then a pudding or fruit to follow. Some people like a glass of beer with lunch.

Afternoon tea you can hardly call a meal, but for some people it has become a tradition. At this time "everything stops for tea" in England. People often come in for a chat with their cup of tea. Some English families like to have the so called "high tea" which is quite a substantial meal. They have it between 5 and 6 o'clock. It usually consists of ham or tongue, tomatoes, salad or sausage with strong tea, bread and butter, then stewed fruit, or apricots with cream or a cake.

The main meal of the day is called dinner. Dinner is eaten either in the middle of the day or in the evening. The midday meal usually consists of two courses – a meat course with a lot of vegetables and a soup.

Text 2

- Let's go to the dining-hall. We haven't much time left, but we'll manage it all right if you hurry. You take a place in the queue and I'll see what we can get for dinner.
- All right. What is on menu?
- Cabbage soup with meat, chicken broth with noodles and pea soup.
- I don't know whether I'll have any. What have they got for seconds?
- Fried fish and mashed potatoes, beefsteak, bacon and eggs.
- And for dessert?
- A lot of things. We can have stewed fruit or cranberry jelly or strawberries and cream and there is a wide choice of cakes and ice cream.
- Then I'll take cabbage soup with sour cream and ... Well, what about some starter? We've completely forgotten about it.
- As we are in a hurry I believe we can do without it. I never thought you were a big eater.
- But I wouldn't mind having something substantial now. And I'm not on a slimming diet. I enjoy good food. You know: "Eat at pleasure, drink with measure, and enjoy life as it is".
- So, we'll take one cucumber salad and one tomato salad. That'll do for the time being. I think I can manage a bit of fish-jelly as well and then chicken broth with noodles. That'll be fine.

Dialogues

1.

Ted: Hello!

Bob: Hello, Ted. Hello, Helen. Come in. Dinner is nearly ready.

Ted: Where is Ann?

Bob: Oh, she's in the kitchen. She'll be here in a minute. Go into the dining room, please. **How about a drink** before dinner?

Ted: That's a good idea!

Ann: Here we are! Dinner's ready. Let's start with salad.

Helen: Thank you, Ann. It looks wonderful and **it smells delicious**, too.

Ann: I'm glad you liked it. I was so worried when I was cooking. I wasn't sure if you would like Chinese food. **Tastes differ**, you know. **Shall I serve** some roast meat?

Helen: No, it's all right. **I can help myself**.

Ann: Bob, **will you pour the wine**, please? Ted, **help yourself to** vegetables, too.

Bob: Would you like some more brandy, Helen?

Helen: Oh, no, thanks ... no more for me. I'm driving tonight. I'd better help Ann **to clear the table** and with the washing-up.

Bob: The washing-up? No, no, don't worry. We always leave it until morning.

2.

- Tom!
- Yes, sir.
- I want an early lunch today.
- Yes, sir. What time?
- Twelve o'clock, and, please **lay the table** for six.
- Yes, sir.
- And, please, don't forget the best **tablecloth and napkins, lay the table carefully**. Put silver spoons, forks and knives. For wine put the crystal glasses Mary Brown has given us as a present. We are having very important guests today.
- Yes, sir. Anything else?
- **Be careful** about the Japanese plates. Don't break them. They're very expensive.
- No, sir, I won't. I'll be very careful.

Exercises

1. Answer the questions:

1. What kinds of food do you know? 2. What meals do you know? 3. How many meals a day do you have? 4. What dishes do you know? 5. What is understood by a "course"? 6. What can be boiled? 7. Do we fry meat or do we roast it? 8. What is your favorite meat dish? 9. How do you like meat to be cooked: underdone, overdone or to a turn? 10. What is an omelet made of? 11. What are cornflakes usually eaten with? 12. What do you usually take for the second course? 13. What kind of meal is five o'clock tea in England? 14. Do you prefer strong or weak tea? 15. What kind of fruits do you know? 16. Do we roast fish? 17. What is the way to cook it? 18. Do you ever have stewed fruit for dessert? 19. Do you usually have starter before dinner or do you do without it? 20. Where do you have your meals on weekdays and on Sunday? 21. Do you prefer eating out?

2. Finish the following:

1. The English usually have soup, meat and salad and an apple pie for 2. I like porridge with milk and a cup of coffee for 3. Do you take your tea with ...? 4. In England the last meal of the day is 5. When we come home in the evening we usually have 6. Here is the menu. What would you like to ...? 7. What would you prefer for dessert? – I'd like 8. Let's go to the café. – Thank you, 9. I'm on a slimming diet, so for breakfast I only have 10. They are coming in five minutes. Lay Don't forget 11. Where are you going to celebrate your birthday? – I think

3. Fill in prepositions or adverbs where necessary:

1. Take another helping ... salad. 2. I think I'll trouble you ... a second cup of tea. 3. Will you please pass ... the sugar? 4. She is going to make fish soup ... dinner. 5. Marmalade is made ... orange peel. 6. The egg is eaten ... a small spoon. 7. Their meal consisted ... two courses. 8. What can you recommend ... the first course? 9. The meat is done ... a turn. 10. No sugar ... me, thank you. 11. ... midday people have their meals ... home or ... the canteen. 12. Custard is made ... eggs and milk. 13. The fish is just ... my liking. 14. Evening meal goes ... various names ... England. 15. I don't take milk ... my tea. 16. Help yourself ... some pastry. 17. Broth is made ... boiling chicken. 18. Will you please hand ... the salt-cellar? 19. What do you usually order ... dessert? 20. The way to refuse ... the dish is ... saying "No, thank you". 21. You may ask ... a second helping.

4. Answer the following questions:

1. Have you ever been to Great Britain or the US?
2. Have you had your leave this year?
3. Have you seen the new film?
4. What films have you seen this month?

5. Have you come by metro today?
6. Have you had you lunch yet?
7. What books have you read lately?
8. Have you read any English books?
9. How long have you worked here?
10. How long have you been married?
11. Have you been to the shop today? What have you bought? How much have you paid?
12. Do you learn English? When did you begin to learn it? Did you know English when you were a child? How long have you learned English?
13. Does your friend know English? How well does she/he know it? How long has she/he learned it?
14. Have you ever spoken to English-speaking foreigners? When did you speak to them? Was it difficult for you to speak English?

5. *Complete the following sentences:*

Model: It's cold in the room. (the window/be open/for a long time)

It's cold in the room. The window has been open for a long time.

1. Peter isn't in class. (he/be ill/for a week) 2. She doesn't know the way there. (she/never/be there) 3. He knows English well. (he/live in England/for three years) 4. Don't ask me about the film. (I/not to see/it) 5. Don't describe the place to me. (I/be there/several times) 6. I know him very well. (we/be friends/since childhood) 7. How is he? (I/not to see him/lately) 8. There is nobody in the house. (everybody/to leave) 9. I am not hungry. (I/have lunch/already) 10. I don't need the menu. (I/make an order) 11. She is too thin. (she/be on a diet/for a month) 12. Have a cup of tea with me. (I/bake/a new cake)

6. *Write the possible answers. Use Present Perfect:*

1. Why are you looking so happy?
2. Why are you looking so sad?
3. Why is your friend so angry?
4. Why is Ann crying?
5. Why are the students laughing?
(to get a letter from home; to pass the exam; to fail the exam; to lose one's bag; to hear a funny story; to get a ticket to Bolshoi; to hear bad news; to win the first prize; to hear good news ...)

7. *Use Present Perfect or Past Indefinite:*

1. I (to have) my breakfast. I'm not hungry. 2. He (to have) his breakfast an hour ago. 3. The Smiths (to invite) us to dinner last Saturday. 4. They (to invite) many guests to their Christmas party. 5. We (to buy) a lot of things, put them into the fridge. 6. We (to go) shopping yesterday and (to buy) a lot of things. 7. She (to be) in London a lot of times. 8. She (to be) in London last month. 9. I never (to taste) Indian food. 10. I (to taste) Indian food when we were at the restaurant. 11. They (not to write) to us since they moved to a new flat. 12. When they (to write) to you last? 13. How long you (to learn) English? 14. I (to learn) English long ago.

8. *Use Present Perfect or Present Indefinite:*

1. Our family (to eat) dinner at home on Saturdays and Sundays. 2. Our family (to eat) dinner at home since grandma came to live with us. 3. I (to know) Alice very well. 4. I (to know) Alice since school time. 5. Mr. Brook (to be) our English teacher. 6. Mr. Brook (to be) our English teacher for a year. 7. They (to be married) for ten years. 8. They (to be married). 9. You (to live) in Moscow all your life? 10. You (to live) in Moscow? 11. He (to work) at this office long? 12. He (to work) at this office?

9. Use prepositions or adverbs:

One day, when the three friends and their dog were very hungry, George said, "I'll make an Irish stew ... dinner. I'll use some vegetables, the cold beef and some other things left over ... our breakfast." It seemed ... them a wonderful idea. George made a fire, took a pot and poured some river water ... it. Then he put a dozen ... potatoes, a cabbage and about half a peck ... peas ... the pot. Harris added all the left-overs ... the stew; then he found half a tin ... salmon and a couple ... eggs, and put them ..., too. There were some other ingredients that they put ... the pot. And ... last the dog appeared ... a dead water rat ... his mouth which was his contribution ... dinner. The three friends had a discussion whether or not to put the rat ... the stew. Harris said that it would be all right mixed ... the other things, but George said, "I've never heard ... water rats ... Irish stew. So to be on the safe side, let's not try experiments." "If you never try a new thing, how can you tell what it's like! Think ... the man who first tried German sausage!" That Irish stew was really wonderful. There was something fresh ... the meal, it has a new flavour, ... a taste like nothing else ... earth.

10. Read the text. Give more formal equivalents to the phrasal verbs:

Martha was having a dinner party for some friends. A few days earlier she had prepared a chicken casserole and put it in the freezer to make sure it did not **go off**. On the morning of the dinner party she removed it from the freezer and **thawed it out**. Then before her friends arrived she **put** the chicken **on** and she made a salad. She **heated up** the casserole, making sure that it did not **boil over**.

When her friends arrived, Martha **handed round** olives and other snacks and her boyfriend **poured out** drinks. He went round the room **topping up** glasses whenever he noticed that anyone needed a **top-up**. Then they sat at the table and had the chicken casserole. Everyone said how well it **went with** the salad and nothing was **left over** at the end of the meal.

As there were no **leftovers** the next day, Martha decided to get a **takeaway**. She ordered a curry to **take away**. Martha's brother says that she **lives on/off** curry because she eats it so often. Martha denies that, of course, but she admits that if ever she and her boyfriend **eat out** they always go to a curry restaurant.

11. Read the text and say

1. what Linda Martin eats to keep fit;
2. why she doesn't like to receive guests;
3. if you can keep to the same diet;
4. if she tells the truth;
5. how old she is.

How to Be Fit

Hello. Our programme today is called "How to Be Fit". The whole world admires the beautiful models and film stars you so often see on TV. They are tall, slim, long-legged. You see them and you want to look like them. But do you know how to do it? The problem is that people eat too much today. Besides, who can refuse a piece of nice sweet cake or a cup of sweet chocolate? Some people can. Our guest today is the famous Linda Martin, a film star. She will tell you how she keeps fit.

"Hello. My name is Linda Martin. Let me tell you a few important things about my life. I don't get up very early but I begin my day with exercises. I go out and run about my house twenty times. Then I get hungry and have breakfast. I have a big glass of orange juice and then a cup of coffee. At about one I have my lunch. At lunch I eat a lot of vegetables: cabbage, carrots, peas, fresh cucumbers, a piece of rye bread and a cup of tea without sugar, of

course. Sometimes I don't have any lunch at all if I'm at work. I don't like to have meals in public places. I sometimes have dinner in the evening when I'm hungry or when I have guests at home. I don't like receive guests because we usually eat a lot of meat and fish and other heavy things which don't help to be fit. My motto is "Eat to live, but not live to eat". And, dear ladies, always remember you are as old as you look. That's why I have always played only young girls"

12. Translate into English:

1. Сколько раз в день вы едите? 2. Дама сказала, что она ничего никогда не ест на завтрак. 3. Кого вы пригласили на обед? 4. Мы основательно позавтракали. Завтрак состоял из варёных яиц, сэндвичей с ветчиной и овощами, сыра, масла и кофе с молоком. 5. Я не люблю жареную рыбу. 6. Вы уже обедали? У нас хорошее кафе на первом этаже, где качественное обслуживание и приемлемые цены. 7. Садитесь, пожалуйста, завтракать, я уже накрыла на стол. 8. Пить чай в пять часов – традиция в Англии. Многие пьют чай с молоком или сливками. 9. Американцы не любят готовить, но тщательно следят за тем, что едят. Они стараются выбирать здоровую пищу, едят мало мяса и рыбы, но много овощей и фруктов. 10. В России хлеб очень вкусный, его едят с первым и вторым блюдом, с колбасой, ветчиной, вареньем. 11. Я уже месяц на диете. Всё это время я не ем тортов, пирогов, шоколада, пью чай и кофе без сахара. Мне это надоело. 12. Спасибо! Обед был прекрасный. А кто готовил салат? Он нам очень понравился. Я бы хотела взять рецепт. 13. Хотите есть? – Нет, спасибо. Я перекусил в студенческой столовой. 14. Вчера я покупала много продуктов. Неужели мы уже всё съели? 15. Кто сегодня будет готовить ужин? 16. Вы пообедаете с нами? – Нет, спасибо, у меня был перерыв с часу до двух, и я сходил в кафе.

Unit 11

SPORTS AND GAMES

Grammar: Modal Verbs (can, could, may, must, need).

Prepositions in phrases.

Vocabulary: game, coach, tobogganing, yachting, racing, callisthenics, draughts, score(s), event, tournament, competition, whistle, goal, point, crew, team, fan, amateur, severe, ordinary, to unite, to join, to shoot, to hunt, to afford, to establish, to be held, to indulge, to take part, to participate, to go in for sport, to do athletics, to loose, to win, to take the first place, to set up a record, to support, to shout for, to give up, to go on with, to kick off, to come on, to be keen on smth., to be good at smth., all over the world, all the year round, in favour, to end a game in draw, within.

Text 1

People all over the world are very fond of sports and games. That is one thing in which people of every nationality and class are united.

The most popular outdoor winter sports are shooting, hunting, hockey and, in the countries where the weather is frosty and there is much snow – skating, skiing and tobogganing. Some people greatly enjoy figure-skating and ski-jumping.

Summer affords excellent opportunities for swimming, boating, yachting, cycling and many other sports. Among outdoor games football takes the first place in public interest; this game is played in all the countries of the world. The other games that have firmly established

themselves in favour in different countries are golf, lawn-tennis, cricket, volley-ball, basket-ball, and so on. Badminton is also very popular.

All the year round many people indulge in boxing, wrestling, athletics and some field events. Scores of young women and girls go in for callisthenics.

Among indoor games the most popular are billiards, table tennis, draughts and some others, but the great international game is chess, of course. The result of chess tournaments are studied and discussed by thousands of enthusiasts in different countries.

So we may say that sport is one of the things that makes people kin.

Text 2

- What would you say are the most popular games in England today?
- Well, I suppose football.
- What are the other outdoor games?
- Oh, there is tennis, hockey, golf and so on. Tennis is played all the year round – on hard courts or grass courts in summer and on hard or covered courts in winter.
- What about horse-racing?
- I should say that is one of the most popular sports in Great Britain. Then there are, of course, running, swimming and boxing.
- I've been told that there are no winter sports in England.
- Well, you see, the English winter isn't very severe as a rule, and we don't often have the chance of skiing, skating or tobogganing, but winter is the great time for hunting, provided the ground is not too hard.
- Is there any golf near London?
- Oh, yes, any amount. There are dozens of good golf-links within an hour or so of London. You ought to join a golf club if you're keen on the game.
- I think I shall if I get a chance. What about indoor games?
- Well, there's chess, billiards, cards, table tennis ... By the way, do you play billiards?
- Well, I do, but of course, I'm not a professional or a champion, just an ordinary amateur, and not a very good one at that.

Dialogues

1.

Ann: What splendid seats! We'll be able to see everything from here.

Bob: Yes, Jan has certainly **looked after** us well. We'll have to take him out to dinner after the match.

Ted: Good idea! We certainly must.

Helen: And we must shout for his team. I hope Jan is in form today.

Ted: I hope he is. I hear they are to choose the players tomorrow for the international match and if he plays well today Jan may be chosen.

Bob: Yes, I heard that the Selection Committee would be at the match and I told Jan **to play his best** today because they were watching him.

Ann: It must be exciting to play in an international match.

Helen: Here are the teams coming out. Jan is leading the London team. He must be the captain.

Ted: Yes, he is.

Ann: Jan must be a good player.

Ted: He is; you have to be a good player to be captain of London team.

Bob: If Jan is chosen for the international match, will he have to give up his studies and go into training?

Ann: He mustn't do it. He must go on with his studies. They are more important than football.

Helen: He needn't give up his studies. He has been playing regularly and he is in good shape.

Ted: Jan's lost the toss and the Oxford captain has decided to play with wind.

Bob: Oh, well, they'll have to play against the wind in the second half. I see Jan is playing center-forward. He's just getting ready to kick off. There they go.

Come on, London!

(About an hour and a half later)

Bob: This has been a grand game. I **hardly remember ever seeing** a better one. Jan has played **the game of his life**.

Ann: I've **nearly lost my voice with shouting** "Come on, London!" Oh, I wish London could win.

Ted: I don't think they can. It must be **nearly time** now. It's one goal each, and the Oxford defence is magnificent.

Bob: Yes, if my watch is right, they have three minutes to go.

Helen: Look! Jan has got the ball. He's **going like lightning** towards the Oxford goal. Oh, go on, Jan!

Ted: The Oxford center-half is trying to stop him.

Ann: **Go on, Jan. You mustn't let him stop you.**

Bob: Jan passed the ball to the inside right, a wonderful pass.

Ted: Oh! The inside-right is down; he's had to part with the ball.

Bob: Look, Jan's got it again, he's beaten the fullback and racing towards the goal.

Ann: Shoot, Jan, shoot! It's a goal!

Helen: Oh, what a shot! The goal-keeper hadn't a chance.

Ted: And there's the whistle for full time, and London have won. Well, they have to choose Jan for the international match now.

Exercises

1. Answer the following questions:

- A. What kind of sport do you go in for? 2. Do you play draughts? 3. Do you attend hockey matches? 4. What football team do you support? 5. Did you ever try figure-skating? 6. Who usually likes tobogganing? 7. What do spectators do at the stadiums? 8. Where are boat-races held in Moscow? 9. What is the most popular sport in Russia? 10. Do Russian teams participate in international matches? 11. Who coaches your team? 12. Where are the Oxford and Cambridge boat races held? 13. What sports and games do you know? 14. What games take the first place in public interest? 15. What is the great national sport in England?

2. Fill in prepositions if necessary:

Sport is very popular ... Britain. ... other words a lot ... British people like the idea ... sport, a lot even watch sport, especially ... TV. However, the number who actively takes part ... sport is probably quite small. ... the whole British people prefer to be fat rather than fit.

The most popular spectator sport is football. Football is played ... a Saturday afternoon ... most British towns and the fans or supporters ... a particular team will travel ... one end ... the country ... the other to see their team play.

Many other sports are also played ... Britain, including golf ... which you try to knock a ball ... a hole; croquet ... which you try to knock a ball ... some hoops; basket-ball ... which you try to get a ball ... a net; tennis ... which you try to hit a ball so that your opponent cannot hit it back and cricket which is played ... a ball, but otherwise is incomprehensible. As you can see, if the ball hadn't been invented, there would have been no sport.

Actually that's not quite right. Athletics is not played ... a ball, nor is horse-racing. Perhaps that explains why they are not so popular as football.

3. Look at the examples and complete the prepositions in the sentences below with words in brackets (to, of, from, with, for):

Examples:

- If records fall, it is usually **due to** better equipment, training and diet.
- My flat is **in front of** the new Olympic stadium.
- Ben Johnson lost his gold medal in the 100 metres **as a result of** taking drugs.

1. Last Sunday I went to watch the race along ... a few friends.
2. She is one of the best young runners, according ... the newspapers.
3. At this point in the race, Smith is slightly ahead ... the other winners.
4. Next ... him, in the outside lane, is the Australian swimmer, Ian Thorpe.
5. His time of 9.83 seconds was close ... a world record.
6. All of the swimmers have finished the race, except ... Eric Moussambani – Eric the eel.
7. Instead ... winning the gold as expected, he only came fifth.
8. She stood on top ... the podium and received a gold medal.
9. He kept on trying up ... the last moment but his legs had no strength.
10. Some runners continue to take drugs in spite ... the risks.
11. She has won all of Grand Slam tennis competitions apart ... Wimbledon.
12. The British athletics team did quite well in comparison ... the previous World Competitions.
13. A new coach has been appointed to be in charge ... the 100 meter relay team.
14. She did very well in the race, thanks ... months of preparation and training.
15. Some sports like cycling are in need ... a change in attitude towards doping.
16. The national team is in search ... a new manager after the resignation of the previous one.
17. She was disqualified from the race on the grounds ... tripping up an opponent.
18. Some athletes have been in contact ... the newspapers over the latest doping scandal.
19. The race was called off, owing ... the torrential rain.
20. She gave me a ticket for the match in return ... that new T-shirt.
21. Because ... her height she is extremely good high jumper.
22. As ... me, I don't like watching a lot of Olympic events like weightlifting.
23. Together ... Mercx, Hinault and Anquetil, Indurian is one of the greatest cyclists of all times.
24. In addition ... winning the 400 metres, she won the long jump.
25. The charity football match was in aid ... UNICEF and other organizations working with children.

4. Match the phrasal verb on the left with its more formal equivalent on the right:

- | | |
|---------------|--------------------|
| 1. join in | attempt to achieve |
| 2. give in | defeat |
| 3. go for | surrender |
| 4. pull ahead | participate |
| 5. knock out | overtake |

13. Answer the questions, using full sentences:

- A. How often do you **work out** each month and what do you do when you **work out**?
- B. How might you **warm up** before running a marathon?
- C. Why would you be pleased if you **pulled ahead** of the other runners?
- D. Which sport is better for **burning off** calories and why?
- E. Would you prefer to **join in** a snooker game or a football game after work?
- F. What kind of medal would a top athlete **go for**?

6. Translate the following sentences into English:

1. Я предпочитаю лёгкую атлетику боксу и борьбе.
2. Я мечтаю поставить рекорд по плаванию.
3. Сегодня я не могу бежать, я не в форме.
4. Люди во всём мире следят за Олимпийскими играми.
5. Ты должен уделять много времени физической подготовке.
6. Я болею за футбольную команду «Спартак».
7. Надо, чтобы эта игра закончилась

вничью. 8. Возможно он будет тренировать нас в фехтовании. 9. Вы занимаетесь легкой атлетикой? 10. Мальчик мечтает стать хоккеистом и просит купить ему клюшку и шайбу. 11. Сколько человек сможет принять участие в шахматном чемпионате? 12. Разве вы не хотели бы завоевать кубок в этом соревновании? 13. Вы сможете пойти на этот матч? 14. Ему хорошо даётся фигурное катание. 15. Женщины не могут играть в футбол. – Не могут, но играют. 16. Кто завоевал первенство института по шашкам? 17. Мы не сможем с вами соревноваться, мы недостаточно подготовлены. 18. Он был страшно расстроен, когда ему сказали, что его команда проиграла.

7. *Make up sentences with the modal verbs **can** and **to be able to** according to the model:*

Model: I can play volley-ball well, but **I am not able to** play now because I have broken my leg.

(translate the article; speak French; play the piano; type; play tennis; sing; dance; cook; knit; drive ...)

8.

*a) Translate the sentences with **can** and **could** into Russian:*

1. She can play the piano beautiful. 2. I can't exactly express my meaning. 3. He couldn't take his eyes off her. 4. The rain has stopped. We can walk now. 5. He was so weak that he couldn't lift his head. 6. Oh! It can't be true. 7. Can you believe the girl? 8. Could she have done it without consulting me? 9. There is such a smell of burning. Can you go down and see? 10. You can keep the change. 11. You can wait in the kitchen. 12. What is done cannot be undone.

*b). Use the verb **can** in the correct form:*

1. Have you a friend whom you ... trust? 2. What ... Freddy do all this time? He has been gone for twenty minutes. 3. He ... see me. I came when he had gone. 4. I am not a person who ... tell a lie. 5. How ... you make such a mistake? 6. He ... be his father. He is too young. 7. He ... tell me the answer, but he refused to. 8. You ... forget it. I don't believe you.

*c) Translate into English, using the verb **can**:*

1. Не может быть, чтобы они были брат и сестра. Они совсем не похожи друг на друга. 2. Вряд ли он мог допустить такую ошибку. Он опытный инженер. 3. На вашем месте я бы ему не доверял, он может обмануть вас. 4. Вряд ли он так молод. Я заметил у него седые волосы на висках. 5. Нельзя судить о человеке по внешности. Наружность обманчива. 6. Не мог ли ты мне дать конспекты. Я верну их послезавтра. 7. Она надеется, что можно избежать операции. 8. Он не умел читать по-латыни и не мог понять, что прописал врач. 9. Не мог он этого сказать, он не так глуп, как ты думаешь. 10. Не может быть, чтобы это была правда.

9.

*a) Translate the sentences with **may** into Russian:*

1. It may be so or it may be not... I don't know and what's more I don't care. 2. This may be the reason of their refusal to join us. 3. You may want a friend some day. 4. They may not have come back yet. Let's ring them up and find out. 5. May I come in, Mr. Doolittle? 6. May I ask whether you complain of your treatment here? 7. Let's go a little farther, I'm afraid they may hear us. 8. It is possible that he may leave it as it is. 9. I hope your dream may come true. 10. May I talk to you sometimes? I know I'm not a bit clever but I'll try not to be a bore.

*b) Translate into English, using the verb **may**:*

1. Давайте подождём немного. Он, возможно, ещё придёт. 2. Она, может быть, ничего не знает об этом. 3. Ты можешь оставить сдачу себе. 4. Может это вас удивит, но я получил приглашение к ним на вечер. 5. Можно остаться дома, а можно сходить и

в кино. 6. Я не знаю, где она, может быть в саду, а может быть ушла в библиотеку. 7. Никто не отвечает. Может быть, он ещё не вернулся с работы. 8. Вполне возможно, что они ждут нас внизу. 9. Боюсь, мы можем опоздать. 10. Я думаю, он, возможно, не знает всех деталей, но основная идея ему ясна.

*10. Fill in the blanks with the verb **can** or **may** in the correct form:*

1. When you get there tell them to wait. I ... be a little late. 2. ... this old man be Tom Brown? He ... not have changed so much. 3. None of us know what ... happen before it finished. 4. I'm not sure, but she ... have gone to the village shop. 5. I told them he ... be in the garden. 6. Sh! She ... hear you. 7. How strange! ... you believe that? 8. I haven't seen her for ages. She ... be quite middle-aged by now. 9. Don't send him away. We ... need his advice. 10. I fear they ... miss the train. They left rather late. 11. He ... be a medical student though I'm not sure. 12. You ... tell me what he said! I have a right to know. 13. I ... swim. I expect you Everyone ... except me. 14. You ... have warned me beforehand! 15. He ... not have said that. I don't believe you. 16. It was a year or two ago, or it ... be three years ago. 17. She came to ask her mother if she ... stay and dance a little longer.

*11. Translate the sentences with **must** into Russian:*

1. A man must stand up for his rights. 2. You mustn't think it's so very easy. 3. Must it be done before tomorrow? 4. She must work from morning till night to earn her living. 5. One must have a rest after a day of hard work. 6. You're right, I mustn't stay here. 7. You must be reasonable, Mr. Higgins; really must. 8. Give him something to eat. He must be hungry. 9. That fellow must be made of steel. He's never tired. 10. He must be quite old now. 11. You must work for success. 12. You can't describe it. One must just see it.

*12. Fill in the blanks with the verbs **can**, **may** or **must**:*

1. I have forgotten all foreign languages and ... speak nothing but my own. 2. We ... go somewhere. We ... not wander about for ever. 3. You ... see much of interest there. 4. I didn't hear him return to the room. I ... have been asleep. 5. It seemed possible they ... return. 6. No good looking back; things happen as they 6. To be ashamed of his own son is perhaps the bitterest experience a father ... go through. 7. How ... you let things go like that? 8. And though he undressed and got into bed he ... not sleep. 8. You ... not go out so late at night. 9. I think it ... happen sooner or later. 10. Somebody is knocking at the door. It ... be John. – It ... not be John. It's too early for him to be back. 11. You ... look into the matter. 12. ... I take the books and papers away?

*13. Translate the sentences with **need** into Russian:*

1. He needs sea air. 2. We don't need anything else. 3. I needn't finish my sentence, for you already know what I was going to say. 4. Need it be finished by Saturday? 5. What more do you need? 6. You needn't have carried all these parcels yourself. The shop would have delivered them if you have asked them. 7. You needn't take any more pills after next Monday. 8. I must go at once, but you needn't. 9. You needn't have waited for me, I could have found my way all right. 10. Looking back I can see exactly how it happened. It needs never be happened. 11. You needn't blush for your parents.

Unit 12

HEALTH. ILLNESS. TREATMENT

Grammar: Modal Verbs (have to; be to; ought; should);

СОЮЗЫ **neither... nor; either ... or; both... and**

Vocabulary: ache, pain, medicine, stomach, heart, chest, lungs, a sore throat, nervous breakdown, recovery, complications, surgery, blood pressure, injection, heart attack, sick, giddy, to faint, to get out (short) of breath, to breathe, to make decisions, to climb, to suffer from, to catch a cold, to cough, to sneeze, to hurt, to break, to be run down, to take care, to advise, to keep to a diet, to keep off, to make will, to burst with, to pull (take) out a tooth, to fill smb's tooth, to get along, to test, to take one's temperature, to check one's heart, to be on sick leave, to make an appointment, to look forward to, to treat, to cure, to prescribe, to consult a doctor.

Text 1

How healthy are you? Check your knowledge. What sort of shape are you in? Are you the sort of person who goes for a run each morning, or are you the other kind who gets out of breath when reaching for a cigarette?

Maybe you have a lot of energy. You go to work or school, you make decisions all day, you do extra work at home. Exercise? You don't have enough time – why bother anyway?

Well, the answer to that question is your body design. Human beings weren't built for sitting at a desk all day: your body is constructed for hunting, lifting, jumping, running, climbing and a variety of other activities. If you don't get the exercise that your body wants, then things can go badly wrong. Your mind works all day, and your body does nothing: the results can vary from depression to severe illness to early death.

Not a very cheerful thought, and of course the natural reaction is "It's not going to happen to me". Maybe, maybe not. Here are two ways of looking after yourself: firstly, by seeing if you are doing the right sort of exercise, and secondly by seeing if you have the right kind of diet.

Text 2

- Well, what's the matter with you, Mr. Walker?

- You'd better ask me what is not the matter with me, doctor. I seem to be suffering from all the illnesses imaginable: insomnia, headache, backache, indigestion, constipation and pains in the stomach. To make things still worse, I've caught a cold, I've got a sore throat and I'm constantly sneezing and coughing. To crown it all, I had an accident the other day, hurt my right shoulder, leg and knee, and nearly broke my neck. If I take a long walk, I get short of breath. In fact, I feel more dead than alive.

- I'm sorry to hear that. Anyhow, I hope things aren't as bad as you imagine. Let me examine you. Your heart, chest and lungs seem to be all right. Now open your mouth and show me your tongue. Now breathe in deeply, through the nose... there doesn't seem to be anything radically wrong with you, but it's quite clear that you're run down, and if you don't take care of yourself, you may have a nervous breakdown and have to go to hospital. I advise you, first of all, to stop worrying. Take a long rest, have regular meals, keep to a diet of salads and fruit, and very little meat. Keep off alcohol. If possible, give up smoking, at least for a time. Have this tonic made up and take two tablespoonfuls three times a week before meals. If you do this, I promise you full recovery within two or three months.

- And if I don't, doctor?

- Then you'd better make your will, if you haven't yet done so.

- I see. Well, thank you, doctor. I shall have to think it over and decide which is the lesser evil: to follow your advice or prepare for a better world.

Dialogues

- Hello, is that you Bert? Nell here.
- Hello, Nell. How's things?
- Listen, Bert. **I'm bursting with news.** Just imagine: yesterday I had the first real patient of my own.
- You don't say! Who was it?
- A nice old dear with a lot of teeth **to be pulled out.** It's such wonderful practice for me!
- Are you quite sure that none of his teeth could **be filled**?
- None of them! I sent him to have his teeth X-rayed, so it's all right.
- **Were there no other dentists in the surgery?**
- No, I was the only one. It was Sunday.
- I see ... and how did you **get along**?
- He came with a bad toothache. **I tested his blood pressure** and gave him a couple of **injections.**
- And he hadn't have **heart attack** after the tooth was taken out?
- No, he just **felt a bit sick and giddy.** I gave him a tonic and told him to stay in bed for a while and **take his temperature.**
- Perhaps I'd better **drop in** and **check his heart?** I'm **on sick leave** now and can do it at any time.
- You needn't. I'll ring him up and in case **he's running a high temperature** I'll let you know.
- Are you sure he's not going **to make an appointment** with some other dentists?
- I don't think he will. When he was leaving he said he **looked forward to be treated** by me.
- Well, I wish you good luck. Bye for now, Nell.
- Goo-bye, Bert. I'll let you know how things are going.

Exercises

1. Answer the questions:

1. When does one go to see a doctor? 2. Does one do so when one is running a slight temperature? 3. What are the symptoms of flu? 4. Who is treated in the polyclinic, and who is treated at the hospital? 5. What do you do when you fall ill? 6. What does the doctor do when he comes to examine you? 7. How does a sick person look? 8. Can a doctor cure a sore throat within a week? What about heart trouble? 9. Where do we get the medicine which the doctor prescribes? 10. In what case does one risk to have complications after an illness? 11. Have you been on sick-leave this year? 12. The doctor who treated you cured you completely? 13. Have you ever been operated? 14. Did you suffer from pain after operation? 15. Did you recover without complications?

2. Translate these sentences into English:

1. Я страдаю от бессонницы. 2. Я всё время чихаю и кашляю. 3. У меня болит горло. 4. В довершении ко всему я простудился. 5. Я задыхаюсь. 6. С лёгкими у вас всё в порядке. 7. Глубоко вдохните через нос. 8. У вас может быть нервное расстройство. 9. Регулярно питайтесь и придерживайтесь овощной диеты. 10. По столовой ложке три раза в день. 11. Обещаю полное выздоровление в течение трёх месяцев. 12. Я была единственным врачом в приёмной. 13. У меня уйма новостей. 14. Ну, и как у тебя пошли дела? 15. Я сделала ему пару уколов. 16. Может быть мне лучше забежать ...? 17. Я как раз сейчас на больничном.

3. Use the right word:

Stress; exercise; go on a diet; jogging; addicted; overweight; giving up; crash diets; relaxation; keep fit; weight; aerobics.

People are much more interested in their health these days. Many people try to ... by taking ... two or three times a week, perhaps by going for a swim, by ... in the local park, or by playing active games like squash or tennis. ... classes are also popular. Most doctors recommend ...

smoking as a good way of improving fitness. Being ... can be harmful to health, so many people decide to ... to try to lose Another problem for our health is the ... which affects many of us in our daily life. Fortunately there are simple ... techniques which can be learned to help deal with this. A relaxed life-style, a balanced diet and plenty of fresh air and exercise – these things are all important.

4. *Supply prepositions where necessary:*

Scarlet fever is an infectious fever, marked ... the appearance ... the second day ... a bright red rash consisting ... closely-set red spots. Shortly after the patient develops a high temperature and suffers ... painful sore throat. ... the third or fourth day the rash starts to fade and ... favourable cases the temperature falls and the patient feels better. ... the end ... a week the rash usually disappears. Complete recovery may be expected ... the following month. The complications ... scarlet fever are very serious, the commonest is an inflammation ... the ear. Scarlet fever is essentially a disease ... children and young persons.

5. *These speakers all have health problems that can be described using phrasal verbs. What are the symptoms?*

1. I keep **throwing up**.
2. I'm **fighting off** a sore throat.
3. My ankle has **swollen up**.
4. I think I'm **coming down with** flu.
5. I've **put** my shoulder **out**.
6. My nose is **blocked-up**.
7. I can't **shake off** this cold.
8. I've **passed out** a couple of times recently.

6. *Read one medical story. Translate. Pay attention to the phrasal verbs:*

Maggie has had a hard time recently. Firstly, her sister **broke down** after her divorce and was sick for several months. Maggie was still **caring for** her when her brother was hit on the head by a tile that fell from a roof. He was unconscious for a couple of days. Fortunately, he **pulled through** and has now more or less fully recovered although he does seem to have **slowed down** a lot. No sooner were both better than their grandfather **passed away** and then just a few weeks later their grandmother **passed on** too.

7. *Translate the following sentences into English:*

1. Я, должно быть, схватил грипп.
2. Вам лучше обратиться к врачу.
3. Врач пощупал мой пульс, прослушал сердце и лёгкие и измерил температуру.
4. Она не в состоянии разговаривать, у неё ужасно болит зуб.
5. Его успешно прооперировали.
6. Я не могу читать вслух, у меня болит горло.
7. Я, пожалуй, приму эти пилюли от головной боли.
8. Почему ты ходишь в такую погоду без шляпы? Ты ведь недавно серьёзно болел. У тебя могут быть осложнения.
9. Вам сделали рентген?
10. Вот рецепт. По столовой ложке микстуры три раза в день.
11. Вы послали за доктором?
12. У вас два больных зуба. Вам нужно обратиться к зубному врачу.
13. Врач попросил пациента раздеться до пояса и выслушал его.
14. Кто пойдёт в аптеку заказать лекарство?
15. Если ты не будешь следовать советам врача, ты не поправишься так скоро.
16. На вашем месте я придерживалась бы диеты, у вас ведь не в порядке желудок.
17. Как жаль, доктор забыл выписать мне лекарство от насморка.
18. Почему у вас одышка? У вас высокое давление или проблемы с сердцем?
19. Ребёнок болен скарлатиной. Придётся ему десять дней полежать в постели.

8. *Read and translate the text below:*

In Great Britain primary health care is in the hands of family practitioners who work within the National Health Service. The family practitioner services are those given to patients by doctors, dentists, opticians and pharmacists of their own choice. Family doctors who are under contract to the National Health Service have an average about 2,250 patients. They provide the first diagnosis in the case of illness and either prescribe a suitable course of treatment or refer a patient to the more specialized services and hospital consultants.

A large proportion of the hospitals in the National Health Service were built in the nineteenth century; some trace their origin to much earlier charitable foundations, such as the famous St. Bartholomew's and St. Thomas' hospitals in London.

About 85 per cent of the cost of the health services is paid for through general taxation. The rest is met from the National Health Service contribution and from the charges for prescriptions, dental treatment and spectacles. Health authorities may raise funds from voluntary sources.

Nobody pretends that the National Health Service in Britain is perfect. Many doctors complain that they waste hours filling in national Insurance forms, and that they have so many patients that they do not have time to look after any of them properly. Nurses complain that they are overworked and underpaid.

Many Health Service hospitals are old-fashioned and overcrowded, and, because of the shortage of beds, patients often have to wait a long time for operations. Rich people prefer to go to private doctors, or to see specialists in Harley Street, the famous "doctors" street in London. When these people are ill they go to a private nursing-home, for which they may pay as much as £ 100 a week. Alternatively, they may hire a private room in an ordinary hospital, for which they will pay about £ 10 a day.

9. Translate the sentences into Russian:

a) Comment on the meaning of **have to**.

1. I'm afraid, I shall have to send him away. 2. The rope was so strong that he had to take a knife to cut it. 3. But was it worth while going to bed when he had to be up again at five. 4. I suppose I shall have to go back to London. 5. Do you have to get up early every day? 6. He will have to pay me back before Sunday. 7. How long did you have to stay there? 8. We shall have to wait a long time for our holidays. 9. How many times a week have you to go there?

b) Comment on the meaning of **be to**.

1. The train is to arrive at 7 o'clock. 2. He was to finish his work by April. 3. We are to go to the theatre tonight. 4. She is to ring me up after 8 o'clock. 5. We were to help him, but he refused. 6. Tom was to inform me about the results of his work. 7. They are to go to the birthday party today. 8. Nick was to show us his pictures.

c) Fill in the blanks with **must, have to, be to, need**:

1. You ... not (to bring) your books to class tomorrow, we are going to write a dictation. 2. I'm glad the lessons will begin later now. The children won't ... (to get up) so early. 3. You ... not (to learn) the poem. You ... (to read) it. 4. Children ... not (to play) with matches. 5. It was late, and they ... (to light) a fire to cook their supper. 6. You ... (to give) it back to me before you go. 7. You ... not (to be) late for the concert. 8. I made a few mistakes, so I ... (to do) the whole exercise again. 9. I ... hardly (to say) how important it is. 10. She ... (to be married) next month. 11. You ... not (to miss) this film, it's extraordinary good. 12. You ... not (to strike) a match; I can see well enough. 13. Jim ... (to make) a speech at the meeting, but he had fallen ill, so Tom ... (to speak) instead. 14. We ... (to be) there at 12 sharp. 15. We ... not (to wait) long. A bus came almost at once. 16. You ... (to learn) the whole poem.

10. Translate the following sentences into Russian:

a) comment on the meaning of the modal verb **should**

1. Do you know any English woman who speaks English as it should be spoken? 2. A wife should obey her husband. 3. You shouldn't cut your old friends now that you have risen in the world. 4. They should be taught a lesson. 5. I confess I didn't foresee this turn of events. But I should have foreseen. 6. He shouldn't have said it. The moment the words crossed his lips he knew it was not the right thing to say. 7. Considerable debate took place between the two sisters whether Timothy should or shouldn't be summoned to see Annette.

b) *comment on the meaning of the modal verb ought*

1. I think for your wife and children sake you ought to have a try. 2. We all know that things are not always what they ought to be. 3. You ought to do something, you know; it'll be fatal for you to have nothing to do. 4. Have I said anything I oughtn't? 5. "I ought to have told Soams," he thought, "that I think him comic." 6. I suppose she is right. I oughtn't to have tried to speak to her! 7. It'll be lovely round there today. – Yes, it ought to be quite nice. 8. "You should come here often," he said to Shelton ... "You ought to come here often," he repeated. 9. You ought to finish your work before going out. – I know I should.

11. *Change the sentences according to the model:*

Model A: Both students **and** teachers have already gathered in the big hall.

Model B: Neither my friend **nor** I know anything about it.

Model C: We'll either be going to the Caucasus **or** the Crimea this summer.

1. My sister and I were upset when we heard the news. 2. You can change trains at this station or the next one. 3. My friend and his wife were surprised to see me at such a late hour. 4. My son and I didn't like boating. 5. You may go to the gallery exhibition or to the art museum. 6. The children and the parents enjoyed the performance. 7. A sailing boat and a ship were seen in the distance. 8. I was surprised to hear her say that she couldn't read or write. 9. I've never seen her crying or laughing.

12. *Translate into English using expressions neither ... nor; either ... or; both ... and:*

1. И старики, и дети защищали свой родной город. 2. Мне сказали, что ни Анны, ни её мужа нет сейчас дома. 3. Я думаю, что наши друзья приедут в Москву либо завтра, либо послезавтра. 4. Мой сын не умел ни читать, ни писать, когда пошёл в школу. 5. И ваш сын, и ваша дочь добились больших успехов в последнее время. 6. И студенты, и преподаватели заинтересованы в обсуждении этого вопроса. 7. Ни ветер, ни дождь не смогли остановить моряков. 8. Мой сын и я видели этот фильм. 9. Мне не понравились ни слова, ни мелодия этой песни. 10. Вы говорите так быстро, что ни я, ни мистер Эрроу не успеваем вникнуть в то, о чём вы говорите. 11. Спектакль не понравился ни мне, ни моим друзьям. 12. В этой школе преподают как французский, так и испанский. 13. Неужели эта новость не удивила ни вашу сестру, ни вас? 14. Либо вам, либо вашему другу придётся завтра дежурить.

Unit 13

WEATHER AND CLIMATE

Grammar: Degrees of comparison of Adjectives and Adverbs.

Vocabulary: climate, weather, weather forecast, frost, rain, snow, wind, fog, cloud, sky, seasons, winter, spring, summer, autumn, Indian summer, opportunity, native, hot, cold, warm, cool,

frosty, windy, dull, nasty, clear, foggy, cloudy, awful, sunny, changeable, mild, humid, dry, wet, heavy (rain/snow), occasional shower, to consider, to rely on, to freeze (froze, frozen), to go skiing, to go skating, to go hunting (fishing), to set, to rise, to get sunburnt, to get cold, to sparkle, to blow (blew, blown), to drizzle, to be covered with, to change for the better (worse), it looks like rain, below zero, above zero.

Text 1

Where can you go for a holiday? You have a lot of opportunities. Of course, most people would like to go to the south or to the seaside, but you must consider the weather and the season.

You may want to go to Siberia, for example. The nature is wonderful there. You will never see such a lot of sparkling white snow. You will enjoy frosty fresh air if you go skiing or bear-hunting, but you should remember that it's very cold there in winter. The temperature may be about 50 degrees below zero.

Some people prefer to spend their holidays in warmer places. There is no warmer place than Africa. It's warm there all the year round. The sun shines every day, but in summer it's too hot and sometimes it's humid there. And you won't be able to go lion-hunting until the sun sets. But when it starts raining, it may rain the whole week. If you want to get sunburnt it's the best place. You can get as sunburnt as natives.

Anyway choosing a place for your holiday you must consider the weather forecast.

Text 2

Paul and Alice live in Birmingham. It's a large city in the Midlands. They're planning a weekend holiday.

Paul: I say, Alice! Why don't we go to Scotland?

Alice: It's a very long way.

Paul: Oh, it isn't too far. Anyway the motorway is very good, so we can get there quickly.

Alice: But Scotland's often cold at this time of the year. It may snow!

Paul: Well, yes ... it may ... but I don't think will.

Alice: I'm not sure. It is February, and I'm afraid of driving in snow. And we may not be able to find a hotel. They may be closed.

Paul: Oh, that's no problem. I can book a hotel room by phone.

Alice: Well, perhaps it's not a bad idea. We may have beautiful weather.

Paul: Oh, we'll enjoy ourselves anyway. Let's watch the weather forecast on television. We may not go to Scotland, we may go to Wales or London. We can decide after the forecast...

"Good evening, and here is the weather forecast for tomorrow. Northern Scotland will be cold, and there may be snow over high ground. In the north of England it will be a wet day and rain may move into Wales and Midlands during afternoon. East England will be generally dry, but it will be dull and cloudy. In southern England it will be a bright clear day with sunshine, but it may rain during the evening. In some places it may be foggy during the morning, but the afternoon will be clear. It may be windy later in the day".

Dialogues

1.

-A lovely day, isn't it?

- Yes, it is. Fairly mild **for this time of the year.**

- I like such weather. It's snowing, and it isn't very cold.

- But I like colder weather better. **After all,** winter must be winter.

2.

- **What is the weather like** in England?

- The weather changes in our country more often than in other countries, that's why we say, "Other countries have a climate, in England we have weather".

- Are all the days **alike** in autumn?

- Oh, no, it may be **raining cats and dogs** one day and the next day it may be sunny.

- Do Englishmen always have to wear raincoats and carry umbrellas in autumn?

- **As a rule**, they do.

3.

- Nice day, isn't it?

- Hmm, it's quite nice now, but **you can never be sure**, it may rain soon, you know I've got my umbrella with me, **just in case**.

- Yes, well, it could **turn out** wet or fine really, our English weather's so very changeable.

- But it's getting cold already. I think it will be cold and dull all day.

- Yes, it's **extremely** cold. My feet are freezing. I **suffer terribly from** the cold.

- It may snow. The weather forecast said snow in high places.

- I don't know. But I think it might be windy tonight. And windy weather **gets on my nerves** so much.

- The English say: there's no bad weather, there are bad clothes.

Exercises

1. Use the right word:

Weather; sure; clears up; outing; dry ... sunny; unsettled; straight away; awful; drizzle; eager; occasional showers; forecast.

- What lovely ... we had last week. I hope it keeps ... and ... this week, too.

- Well, I wouldn't be Have you heard the ...?

- No, what does it say?

- ... tomorrow morning, ... and more cloud later on, ... for the rest of the week.

- Oh, isn't that ...! I do hope it ... by Saturday.

- Why are you so ...?

- Don't you remember? We were planning an ... for this weekend.

- Oh, yes, shall I ask Ann? She's a great one for outings.

- Of course. Phone her ..., will you?

- All right.

2. Answer the questions:

1. What is the weather like today?

2. What's your favorite season and why?

3. What kind of weather do you like?

4. Which is the coldest (hottest) month in your town?

5. What is the weather like in winter in Siberia? In England?

6. In which month is the weather fine in Moscow region? Which months are usually wet?

7. Are we always pleased to have dry weather?

8. Is it usual to have occasional rain in September? What about August? February?

9. Does it clear up quickly after rain?

10. Where do you usually get the weather forecast from? Do you always rely on it?

11. Do you take a raincoat or an umbrella with you when the forecast says "occasional shower"?

12. Is it possible to get wet through in a shower?

13. Will you put off the outing if they forecast unsettled weather?

3. Form the degrees of comparison of the adjectives:

- a) Long, short, large, big, fine, straight, new, old, few, young, easy, busy, light, clean, small, thin, thick, high, poor
- b) Good, much, bad, little, many
- c) Interesting, difficult, comfortable, important

4. *Read about the largest, the longest, the highest ... things in the world from "Guinness Book of World Records":*

1. The coldest place on Earth is the Pole of Cold, Antarctica.
2. The hottest place is Dallol, Ethiopia.
3. The highest mountain in the world is Mount Everest.
4. The longest river in the world is Mississippi.
5. The highest bridge in the world is the bridge over Arkansas River in Colorado, USA.
6. The fastest airliner is Concorde.
7. The most famous street in New-York is Broadway.
8. The largest flying creature was the pterosaur.
9. The biggest family in Great Britain is the family of Elizabeth and John Moth (42 children).
10. The world's greatest coffee drinkers are the people of Sweden who drink 2, 985 pounds of coffee per person per year.

5. *Use the right form of the adjective:*

a) Joe Brown has the (beautiful) garden in our town. Nearly everybody enters for "The (nice) Garden Competition" each year but Joe wins every time. Bill's garden is (large) than Joe's. Bill works (hard) than Joe and grows (many) flowers and vegetables, but Joe's garden is (interesting). I like gardens too, but I don't like hard work. Every year I enter for "The Garden Competition" too and always win a little prize for the (bad) garden in the town.

b) I have seen the Seven Wonders of the World. And if there is an eighth I have seen it too. I have walked through the (wonderful) public parks of every civilized and uncivilized country in the world. I have slept in the (fine) beds of the (fashionable) hotels of the (big) cities of the (good) countries. I have eaten the (tasty) foods on Earth, I have spent long afternoons in the (beautiful) gardens of the (rich) people on Earth drinking green tea, reading the (cheap) novels and smoking the (expensive) cigars. I have played poker with the (famous) people – with the Prince of Wales and with the Countess of Strassbourg. Seven of the wonders I have seen, but the (good) place for me is Beale Street.

6. *Answer the questions. Pay attention to the degrees of comparison of adjectives:*

1. Is Moscow larger than Kiev or smaller?
2. Which is the largest city in Russia?
3. Which is the most beautiful place that you know in our country?
4. Which is the longest river in Russia? In US?
5. Is the Volga longer or shorter than Don?
6. Which is the highest mountain in the world?
7. Are the streets in Moscow cleaner now than they were a few years ago?
8. Which is the most difficult subject you had at school?
9. Is English grammar more difficult than Russian grammar, or is it less difficult?
10. Is your friend taller than you or shorter?
11. Are you older than your friend?
12. How much older are you than he is?

7. *Answer the questions. Pay attention to the degrees of comparison of adverbs:*

1. Do you speak English better now than you did three months ago?

2. Where do you usually speak slower, in class or at exams?
3. When do you usually ask people to speak louder?
4. Do you work harder at your English now than you did last month?
5. Which of your friends can play chess best?
6. Which of you can skate (ski) fastest?
7. Which of the new films did you like more?
8. Did you read more now than you did in childhood or less?
9. Did you speak English worse than your sister?

8. *Answer the questions:*

1. Is Saratov as big as Moscow?
2. Is the Volga as long as Mississippi?
3. Is your friend's flat as large as yours?
3. Do you know English as well as Russian?
4. Wasn't the weather so nice yesterday as it is today?
5. What other months as long as April?
6. Which months are longer (shorter) than April?
7. Was last winter as cold (warm) as this winter?
8. Why isn't it so difficult to get up early in the summer than it is in the winter?
9. Why don't you get up as early on Sunday as you have to do on weekdays?

9. *Read the poem and make up the sentences of your own according to the model "the more (the less) ... the best (the less)... etc":*

The more we study, the more we know,
 The more we know, the more we forget,
 The more we forget, the less we know,
 The less we know, the less we forget,
 The less we forget, the more we know.
 So why study?

10. *Use prepositions or adverbs. Retell the text;*

The year is divided ... four seasons: spring, summer, autumn and winter. ... spring Nature awakens ... her long winter sleep. The trees are filled ... new life, the earth is warmed ... the rays ... the sun and the weather gets gradually milder. The fields and the meadows are covered ... fresh green grass. The woods and the forests are filled ... the songs ... the birds. The sky is blue and cloudless. ... night millions ... stars shine ... the darkness.

When summer comes the weather gets still warmer and sometimes it's very hot. It's the farmer's busy season – he works ... his fields ... morning ... night. The grass must be cut and the hay must be laid, while the dry weather lasts. Sometimes the skies are overcast ... heavy clouds, there are storms ... thunder, lightning and hail.

Autumn brings... it the harvest time, when the crops are gathered ... and the fruit is picked ... the orchard. The days are shorter and the nights longer. The woods turn yellow and brown, leaves begin to fall ... the trees and the ground is covered ... them. The skies are grey and very often it rains.

When winter comes we have to spend more time indoors because ... of doors it is cold. We may get fog, sleet and frost. Ponds, lakes, rivers and streams are frozen, and the roads are sometimes covered ... slippery ice or deep snow. The trees are bare. Bitter north winds have stripped them ... all their leaves.

11. *Use the right form of the verbs in brackets:*

The weather (to be) a thing that I can never understand. I (to remember) one summer day. We (to read) the weather forecast in the newspaper: "Heavy showers with thunderstorms".

We (to decide) to stay at home. We (to look) at the people who (to pass) our house and (to say), "They (to come) home quite wet".

At twelve o'clock it (to become) very hot. One of us (to say), "I'd like to know when those heavy showers and thunderstorms (to begin)?"

"Ah, they (to come) in the afternoon, you (see)," we (to say) to each other. But there (to be) no rain on that day.

The next morning we (to read), "The weather (to be) warm and fine, no rain."

We (to go) to the country. We (to want) to have a good rest. But it (to begin) to rain hard, and it (to rain) the whole day. We (to come) home quite wet, with colds and rheumatism all over us.

12. Read the texts. Translate them. Pay attention to the phrasal verbs:

A. The weather forecast

It will **brighten up** in the north of England tomorrow morning, but the sun won't last long and the region will soon **cloud over** again. Rain in the east will **clear up** later. An area of high pressure means it should **warm up** over the next few days in most regions, except in the far north, where it actually **cool down** a little because of strong north-easterly winds. On the south coast winds will **pick up** during the afternoon, becoming strong in the evening.

B. Jim is talking about his camping trip to the Scottish mountains:

The weather was dreadful; we were there for a week and the storms just never **let up**. We were **flooded out** twice in our tent and ended up staying in a hostel. It just **poured down** every day – one heavy **downpour** after another. We were **rained off** most days and couldn't do any serious walking. Then one day we thought the storms had **blown over**, so we climbed one of the highest peaks in the area. It started to snow. Luckily there was a cabin at the summit, so we took shelter there. We were **snowed in** for two days before we could get out and go down back. I shall never forget it as long as I live!

13. Match the weather situation on the left with the most logical consequence on the right:

- | | |
|------------------------------|---------------------------------------|
| 1. We were snowed in. | Some trees got blown down. |
| 2. We were flooded out. | The teams were very disappointed. |
| 3. The rain didn't let up. | All our carpets were ruined. |
| 4. It cleared up later on. | We couldn't even open the front door. |
| 5. A strong wind picked up. | We ate our picnic in the car. |
| 6. The match was rained off. | We went for a walk in the evening. |

14. Translate into English:

- Какая сегодня погода? – Идёт снег, но сегодня не так холодно, как вчера.
- Прошлым летом было меньше солнечных дней, чем в это лето.
- Чем сильнее мороз, тем лучше я себя чувствую.
- В такую холодную погоду купаться нельзя, можно простудиться.
- Ты можешь говорить громче? Мне не слышно.
- Погода в Санкт-Петербурге неустойчивая. Когда выходишь на улицу, может быть тепло и солнечно, но надо всегда брать с собой зонтик. Через несколько минут может пойти дождь, и станет холодно.
- Иногда в апреле бывает тепло, как летом.
- Погода в Батуми была ужасная. Целыми днями поливало, как из ведра. Мы не купались в море и не загорали. Мне кажется, это самый влажный город на Чёрном море.
- Нам надо возвращаться, скоро будет дождь.
- Вам следует надеть более тёплую одежду. Никогда нельзя знать наверняка, к вечеру может подуть холодный ветер.
- Где более влажный климат – в Британии или в Японии?
- Если не знаете с чего начать разговор, можете поговорить о погоде. Это всегда удобно.
-

Можете не брать зонт, я взяла свой. 14. Осень была любимым временем года Пушкина. Его можно понять, когда посетишь Михайловское осенью. Природа там прекраснейшая, особенно ранней осенью, пока листья ещё не опали. 15. Мне здесь нравится, здесь всегда сухо и тепло, небо ясное, дождей может не быть всё лето. Это лучшее место для проведения отпуска. 16. Вы не сможете устроиться в отеле, если не закажете комнаты. Вам следует сделать это заранее. 17. Зонтик взять? – Не надо. Прогноз погоды говорит, что дождя не будет, но к вечеру погода может ухудшиться. 18. Отойди, пожалуйста, в сторону, мне ничего не видно. 19. Неужели это он? Этого не может быть!

Unit 14

GOING OUT. ENTERTAINMENT

Grammar: The Past and the Future Perfect Tenses.

Разделительные вопросы.

Vocabulary: movie, movie house, cinema-goer, show, performance, plot, screen, amusement, western, horror film, adventure film, straight play, animated cartoons, first (last) house, review, director, playwright, script, stage, musical, ballet, opera, amusing, boring, splendid, fascinating, to go to the cinema, to be on, to shoot (to make) a film, to entertain, to frighten, to miss, to stay up late, to afford, to call for smb., to switch on/off, to broadcast, to make up one's mind, to be interested in, to be impressed by, to make an impression, to stage a play, to play the role of, particularly.

Text 1

My wife and I go to the theatre whenever we can. But before we decide to buy tickets, we like to know something about the play. When a new play opens, we usually read review in our newspaper to find out what the critic thinks. Last week a new comedy opened at the Hippodrome. The newspaper report said it was very amusing, so we decided to go on Saturday night.

My wife took a long time to make up her mind what to wear and we left our house a little late. By the time we got to the theatre, the first act had already begun. We were sorry we had missed part of the play, because the rest of it was very funny. The review in the newspaper had been right. It was an extremely entertaining comedy.

After the play was over, we met some friends we hadn't seen for a long time. They wanted to go to a night club. It had been many years since my wife and I went dancing but I finally agreed. By the time we got home, it was about two o'clock in the morning. I never stay out so late and I was extremely tired.

When I was younger, I hadn't got enough money to go out for an evening like that. Now I can afford it but I haven't got the energy to stay up so late.

Text 2

Dorothy: Paul, we haven't been out for over a month. Let's go somewhere this evening.

Paul: All right. Where would you like to go? Look in the paper and see what's on at the cinema.

Dorothy: I see that a new play opened this week.

Paul: It got very bad reviews. They said in the papers that it was the worst play of the year. You don't want to go and see that. What else can we do?

Dorothy: I'd enjoy a good concert, but according to the paper there isn't one tonight.
Paul: Aren't there any good films on?
Dorothy: How about "Waterloo Bridge"? That should be entertaining.
Paul: We've already seen it. It's an old picture. Don't you remember?
Dorothy: Well, there is a good love story at the Leicester Square Theatre.
Paul: You know I don't like love stories. What's on at the local cinema?
Dorothy: "Amusing Adventure", with Robert Roberts. It's a comedy.
Paul: Good. Let's go there. What time does the big picture start?
Dorothy: It started a quarter of an hour ago. We've just missed it.
Paul: Well, I suppose all we can do is stay at home and watch television.
Dorothy: I was afraid you'd say that. Now it will take me another month to get you interested again in going out.

Dialogues

1.

- **I'm bored.**
- Well... do something interesting.
- What, for example?
- Go to the cinema.
- **It bores me.**
- Always?
- Yes. All the films are so **boring**. I'm not **interested in** sex or violence.
- Well, what interests you then?
- Nothing.
- You need some fresh air.

2.

- What are you doing tonight?
- **I'm staying in.** There's a good horror film on TV.
- What is it?
- "The Blood of Frankenstein".
- Oh, that's **sound frightening**.
- Not really... I think horror films are amusing.
- **Amusing?** Horror films?
- Yes, I went with Ann to see "Dracula" last week. I was very amused. I laughed **from**

beginning to end.

- What about Ann?
- Oh, she was **terrified**. I hadn't expected she would.

3.

- Hello! **Haven't seen you for ages**. How are you?
- I'm fine, thank you! **And what about you?**
- Fine too! **Has your dream come true?**
- Yes, I'm an actress at a drama theatre, besides I sometimes play small roles in films.
- I'm happy for you.
- Thank you.

4.

- Hello! Can I speak to Carol, please?
- Speaking. Hello, Jack!
- **How about going to** the movies tonight?
- Is there anything special on?
- No, nothing special, I just wanted to take you out. You are staying indoors too much.

Shall I book the tickets for the seven o'clock show?

- That would be fine. **Will you call for me** or **shall we** meet at the entrance?

- I'll **call for you**.
 - Thank you, bye-bye.
 - See you later.
- 5.
- Well, what do you think of the film?
 - I enjoyed every minute of it. What about you?
 - I think it is splendid. I haven't laughed so much for a long time, though normally I don't very much like comedies.
 - **Neither do I**, but they have chosen the best actors for the film and that did it. Besides, the music is wonderful, don't you think so?
 - Yes, the music and the acting and the whole thing was **first-class from beginning to end**.
- 6.
- Did you watch the musical yesterday?
 - Yes, I did. It's very **different from** what I had seen before.
 - The music was **fascinating** and the **plot was thrilling**, but **frankly speaking** I didn't like the acting.
 - **On the contrary**, what I liked most was the acting.
- 7.
- Have you seen "Gone with the Wind"?
 - Yes, I have.
 - **What's your opinion? Is it worth seeing?**
 - It's one of the best movies I've ever seen. **I was greatly impressed by it**.
- 8.
- **Is there anything worth watching on the other channel?**
 - I think it's western.
 - **Do you mind if we switch over?**
 - Well, **I can't stand** western, I rather wanted to see the football match.
- 9.
- **What's on** BBC 2 at eight o'clock?
 - **As far as I remember** there's a quiz programme.
 - **Do you mind** if I watch it?
 - No, I've been **looking forward to** it all evening.

Exercises

1. *Make up sentences:*

Model: I prefer comedies.

Like; don't like; enjoy; dislike; prefer; hate; am fond of; am interested in; don't care.

Thrillers; adventure films; musicals; classical ballet; folk music; documentaries; sports news; entertaining show; operas; animated cartoons; disco music; straight plays; horror films.

2. *Make a conversation using the questions on the left side and the answers on the right side:*

- | | |
|----------------------------------------------------------|------------------------------|
| 1. How about going to the puppet theatre tonight? | 1. I'd be delighted. |
| 2. Why not see that comedy for a change? | 2. That suits me very well. |
| 3. Would you like to see "The Three Sisters" by Chekhov? | 3. I'd love to, but I can't. |
| 4. What about seeing "Pygmalion" tomorrow? | 4. Perfectly. Let's make it. |
| 5. Have you got anything special | 5. With pleasure. |

- tonight?
- | | |
|---------------------------------------------------------------------------------|------------------------------|
| 6. I've got two tickets for "Hamlet".
What about going there together? | 6. No, nothing special. Why? |
| 7. We'll meet at 7. Is it all right
with you? | 7. That's a splendid idea. |
| 8. What would you say to staying at
home and watching a new TV show? | 8. I'm afraid I can't. |
| 9. Would you mind if we go and
see "Spartacus" at the Bolshoi Theatre? | 9. Thank you. I don't want. |
| 10. We've got an extra ticket for "An
Ideal husband". Will you come with us? | 10. That's great! |

3. Use the right words:

Tickets; play; film; to book; amusing; pop singer; prefer; horror films; actor; boring; was over; show; enjoyed; musical; superb; opinion; make up my mind.

1. What ... is on at the local cinema? Let's book ... in advance.
2. The ... is new and very ...
3. Elvis Presley is a famous American ..., he had a lot of fans all over the world.
4. What kind of films do you ...? – I like
5. What's your ... about the play? – Oh, I ... it from beginning to end.
6. Who is your favourite ...? – Laurence Olivier. His acting is
7. Did you like the TV programme yesterday? – No, it was so
8. "My Fair Lady" is a very popular
9. I can't ... where to go out tonight. – Let's go to the local club.
10. After the show... we switched off the TV set.
11. I'd like ... two seats for tomorrow.
12. Can I still get tickets for tonight's ...?

4. Answer the questions:

1. How many hours a day do you watch TV?
2. What do you usually do while watching TV?
3. What programme do you watch regularly?
4. What is your favourite programme?
5. Do you switch off the TV set if the programme is not interesting to you?
6. Can you give up your work about the house if your favourite programme is on?
7. Do you switch to another channel if some of your family members watch the programme?
8. Are you a great cinema-goer?
9. What types of film do you prefer?
10. When did you go to the theatre last? Do you remember what was on? What leading actors played in the performance?
11. What kind of music are you fond of?
12. What is your favourite radio programme?

5. Read the following questions and answer them:

A.

1. **She is** wonderful in this film, **isn't she**?
2. **You are** a film star, **aren't you**?
3. **You will** be busy tonight, **won't you**?
4. **He can** play this role well, **can't he**?
5. **You watch** TV in the evenings, **don't you**?
6. **There's** a new comedy on in the Forum, **isn't there**?
7. **She has** played in hundreds of films, **hasn't she**?
8. **They booked** the tickets in advance, **didn't they**?

B.

1. **He is not** a comic actor, **is he**?
2. **You don't** like symphony music, **do you**?

3. **She didn't** dance yesterday, **did she**?
4. **There was nothing** worth seeing on TV, **was there**?
5. **There are no** tickets for this show, **are there**?
6. **He hasn't** seen this picture, **has he**?
7. **You are not** going to see this horror film at night, **are you**?
8. **She won't** be able to go out with us, **will she**?

6. *Add question tags and answer the questions:*

Model: You are Mr. Brown, ...?

You are Mr. Brown, **aren't you?** – **Yes, I am.**

Interview

- You are Gloria Moon, ...?
 You live in Hollywood, ...?
 And you have lived there all your life, ...?
 You aren't a producer, ...?
 You are a film star, ...?
 You didn't go to the University, ...?
 You started work when you were 17, ...?
 You worked as a model, ...?
 You can't play any musical instrument, ...?
 But you can sing and dance, ...?
 You've been to France, ...?
 But you don't know French, ...?
 You have your own villa on the sea coast, ...?
 You are married, ...?
 You have no children, ...?
 You'd like to take part in our film, ...?

7. *Make up sentences in the right column using: A. Past perfect; B. Future Perfect.*

A.

Model: I came home at 2. I had come home by 2.

The concert began	at 5	by 5
The rain stopped	at that time	by that time
She read the play	in the evening	by the evening
They finished the article	on the first of March	by the first of March
The weather changed	on Monday	by Monday
The family discussed the new TV show	when I came home	by the time I came home
I picked the cases	when the taxi arrived	by the time the taxi arrived

B.

Model: I shall finish
the work at 3.

I shall have finished
the work by 3.

The concert will finish	at 5	by 5
I hope the rain will stop	in the evening	by the evening
The actors will discuss the play	on the 1 st of March	by the 1 st of March
We shall read the article	on Monday	by Monday
They will have dinner	when I come home	by the time when I come home

She will leave	when the taxi arrives	by the time when the taxi arrives
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8. *Open the brackets using: A. Past Perfect; B. Future Perfect.*

A. 1. She hoped that I (to pay for the tickets already). 2. When we came the performance (to begin). 3. He went to bed as soon as he (to switch off the TV set). 4. By the end of the year she (to play in two films). 5. When they came home the football match (to finish). 6. By the time the director arrived the actress (to learn her part). 7. She went for a holiday after she (to pass the exam). 8. I didn't know what to do when I (to spend all the money). 9. He didn't start eating before he (to wash his hands). 10. He understood the book only after he (to read it again).

B. 1. When the uncle returns from Australia his son (to grow up). 2. By the end of this year I (to learn English very well). 3. I'll need this magazine. Will you (to look through it by morning)? 4. If you come at 9 the concert (to finish). 5. We mustn't be late. They (to eat everything) by the time we come. 6. Before they choose a suitable house they (to see hundreds of them). 7. When you go out it (to stop raining). 8. By the end of May she (to pass all the exams).

9. *Complete the following sentences according to the model:*

Model: It was cold in the room (window/ be open/ for a long time). –

It was cold in the room because the window **had been** open for a long time.

1. She didn't know the way there (she/ never/ be there). 2. I didn't know her address (she/ move/ to a new flat). 3. They were upset (they/ fail/ at the exams). 4. She was happy (she/ play/ the leading role/ in a new movie). 5. He rang me up (I/ ask/ him/ to do it). 6. The cake was too sweet (she/ put/ a lot of sugar/ into it). 7. She felt tired (she/ work hard/ the day before). 8. I didn't see Fred (I/ leave/ earlier). 9. Kate didn't want to go to the cinema (she/ see/ the film/ before). 10. I didn't listen to that play on the radio (I/ hear/ it). 11. I couldn't get into my flat at once (I/ lose/ the key).

10. *Finish the following according to the model:*

Model: I received a letter from him yesterday. (for a long time) –

I hadn't received letters from him for a long time.

1. I was in the Bolshoi yesterday. (for many years) 2. I saw Peter last night. (since we finished school) 3. I watched a thriller on TV yesterday. (since the time I was young) 4. I laughed so much watching the comedy. (for a long time) 5. There was an interesting film on at our local cinema last week. (for many months) 6. We went to a wonderful pop concert last Saturday. (since we were students)

11. *Read the dialogue and compare the use of the Past Indefinite and the Past Perfect Tenses. Make up a dialogue of the same kind.*

Mary: Why did you go home before the party had finished?

John: I had forgotten to switch off my TV set.

Mary: What had happened when you got home?

John: My brother had switched it off for me.

Mary: Then why didn't you come back to the party?

John: Oh, I had left the TV on deliberately because I didn't want to stay at the party.

12. *Use the prepositions or adverbs.*

My girlfriend and I are fond ... comedies. There was an interesting film ..., so we decided to go ... the movies ... Saturday. We agreed to meet ... the entrance ... the cinema ... a quarter ... 6.

It was very cold and windy, as it often happens ... winter. I was waiting ... my girlfriend ... a long time. ... last I went inside and looked ... the pictures ... the famous actors ... the walls. ... 6 o'clock the film began but my girlfriend had not come. I remember that the film was ... a bull-fighter. I was not interested ... the plot... the film and soon got tired ... it. Besides I was thinking ... my girlfriend. "Why didn't she come ... time? Was she late ... the show? Or has anything happened ... her?" ... these thoughts ... my head I left the cinema.

The next day I stayed ... bed because I was ill. ... the evening I found ... that my girlfriend was ill too, for she had been waiting ... me ... the entrance ... another cinema, which is ... the street.

13. Read the text and pay attention to the phrasal verbs used here. Give formal equivalents:

The show **was fully booked up** for weeks, and when it opened last night, the public **poured in** and very soon the London Arts Centre was **packed out**. But why? What had they come to see? Human beings who **take off** circus animals, with men in cat suits who **stand in for** the real lions and tigers. The show was **put on** by its creators to protest against traditional circuses and to send a message about cruelty to animals. The show was timed to **tie in with** the National Protection of Animals Week. It was a good idea, but the standard of the performances was third-rate and an embarrassing number of people simply **walked out** before it ended. There were some amusing moments when the performers **sent up** typical circus folk, but overall it was a dismal show. Despite the large **turnout** for the show's first night, I doubt it will attract many people during the rest of its seven-day run.

14. Translate into English:

1. Фильм оказался намного увлекательнее, чем о нём писали критики.
2. Я не интересуюсь фильмами ужасов, даже если они увлекательные, но о вкусах ведь не спорят.
3. Он не пропускает ни одного детективного романа по телевидению.
4. Это была такая смешная комедия. Я никогда так не смеялся.
5. Наконец её мечта осуществилась, она посмотрела «Лебединое озеро» в Большом театре. И музыка и исполнение произвели на неё огромное впечатление. Она давно мечтала побывать в Большом театре.
6. Если мы не возьмём такси, к тому времени, когда мы приедем, спектакль уже закончится.
7. Пьеса была такая скучная. Мы ушли из театра, когда она ещё не закончилась.
8. Привет, Хейли! Почему ты вчера не пришла? Мы же договаривались пойти в кино на последний сеанс.
9. Мы смогли достать билеты только потому, что кто-то от них отказался.
10. По дороге в театр он вспомнил, что забыл билеты дома.
11. Что идёт в ближайшем кинотеатре? – Какой-то боевик. Я думаю, не стоит смотреть.
12. Пьесу Бернарда Шоу «Пигмалион» ставят в большинстве театров мира.
13. Я видел эту пьесу несколько раз, но с каждым разом она восхищает меня всё больше.
14. Жаль, что мы не выключили телевизор раньше, чем кончилась передача.
15. Управляющий был очень расстроен, так как ничего подобного никогда не случалось.
16. Чарли Чаплин стал популярен, только когда уехал в Америку снимать фильм, не так ли?
17. Многим певцам приходилось петь в кафе, ресторанах и клубах, прежде чем они стали популярными звёздами.
18. Вы согласны, что телевидение занимает большую часть нашего времени?

15. Read and retell the story:

There were two cinemas in the town. In one there was a film which had cost millions of dollars. The actors were handsome, the actresses beautiful. The film had won a prize for

its use of colour. The songs were sung by some of the best known singers in the world. The cinema was nearly empty.

A few streets away in the other cinema there was a very different film. It was over fifty years old. It was black and white and there was no sound. The hero of the film was a tramp, whose hat and coat were too small. His trousers and shoes were too big. He was a little man with a funny walk. In his hand he carried a walking stick. The cinema was full. There were roars of laughter each time the little tramp escaped from a different situation. And when things went badly many cried.

I'm sure you have already recognized the "little tramp" - Charlie Chaplin. He has been making us laugh ever since his first film in 1914. The tramp is kind, always ready to help, dreaming of the girl that he secretly loves. All the time he has to struggle against those who are stronger and nastier – against a society which does not accept him. But nothing and nobody can keep him down – he always wins in the end.

Charlie Chaplin learned what it was to be small and poor in his early life. He was born in 1889 in a poor area of London. His parents were both stage actors. They separated and Charlie's mother had to struggle hard to support him and his brother. Once her voice broke when she was singing and Charlie, who was five years old, had to take her place. He copied her songs so well that the audience threw money on the stage. This was the beginning. The real success only came when Charlie went to America to make films.

Today "the little fellow" is known all over the world. His old silent films are shown again and again in cinemas and on television.

Unit 15

GREAT BRITAIN. LONDON

Grammar: Passive Voice (The indefinite Tenses).

The Article.

Vocabulary: country, state, island, kingdom, monarchy, king, queen, crown, member, government, leader, power, ruling party, law, sight, place of interest, tower, area, prison, architecture, the House of Lords, the House of Commons, commercial, royal, northern, southern, western, eastern, to be situated, to be made up, to consist of, to separate, to be surprised, to limit, to appoint, to elect, to connect, to govern, to make laws, to see the sights, to go sightseeing, to crown, to bury, to take one's time, in memory of, at the present.

Text 1

Great Britain is situated to the northwest of Europe on the British Isles. It is made up of England, Scotland, Wales and Northern Ireland. The official name of the country is the United Kingdom (UK). Great Britain is separated from the Continent by the English Channel and is connected with many countries by sea.

The climate of Britain is mild and warm because of the Gulf Stream. Most of the mountains are in the north, in Scotland, but they are not very high. Scotland is also famous for its beautiful lakes. The rivers in Great Britain are not long but many of them are deep. The longest rivers are the Clyde and the Thames.

London, the capital of the country, is situated on the Thames. The most important industrial cities are Manchester, Leeds, Bristol, Edinburgh, Birmingham and others. Cambridge and Oxford are famous university cities.

The UK is a constitutional monarchy. The official head of the state is the king or the queen. But the power of the monarch is limited by Parliament which is made up of the House of Lords and the House of Commons. Members of the House of Lords are appointed, and members of the House of Commons are elected by people. Parliament makes laws. The head of the Government is the Prime Minister, who is the leader of the party in power. At the present there are four main political parties in Great Britain: the Conservative, the Labour, the Liberal and the Social-Democratic Party.

The official language of Great Britain is English. It is now spoken in many countries of the world: the USA, Australia, New Zealand, Canada, India and others.

Text 2

Let us go sightseeing in London and visit the principal places of interest. We'll start our tour from Trafalgar Square, which is the geographical centre of London. Trafalgar Square is also a historical place. In the middle of it is the famous Nelson Column, which was built in memory of Admiral Nelson's victory at Trafalgar. Here, there is also the National gallery with its wonderful collection of works from the British, French, Dutch, Italian and Spanish schools. Now we go down Whitehall, and turn to the right to a quiet street. This is the famous Downing Street and house № 10 is the residence of the Prime Minister of Great Britain.

And now we are in Westminster. It is the most important part of London. Here you see the Houses of Parliament. It is a beautiful building with two towers: the Clock tower with Big Ben and Victoria Tower with the national flag over it. Opposite the Houses of Parliament is Westminster Abbey. Many English kings and queens were crowned and buried there.

Another interesting sight in the West End is Hyde Park. It is the largest of London parks and is famous for its Speakers' corner which attracts a lot of tourists. The West End is full of museums, art galleries, the best theatres, cinemas, expensive clubs and shops.

Now we take a bus and go to the City, which is a small area but it is the business and commercial heart of London. Very few people live there. All the main banks and offices are situated in the City. In the centre of the City there is the Tower of London and St. Paul's Cathedral. The tower has a very long history. It used to be a fortress, a royal residence, then a prison, and now it is a museum.

A visit to London is full of surprises. If you are in Piccadilly Circus you can meet very strange-looking young people wearing all kinds of fancy clothes, speaking different languages.

Dialogues

1.

Beth: Hi, Edward! I know you're going to England for your vacation.

Edward: Yes, I am, I've always wanted to go there. We shall visit England, Scotland, Wales and Northern Ireland.

Beth: You think you will be able to see all these **within a month**?

Edward: I hope so.

Beth: Only Americans would ever think of leaving a holiday like that. Now, we English like **to take our time**.

Edward: Since then? Remember that aunt of yours who came over and who saw everything from Empire State Building to Disneyland, and from the Grand Canyon to Niagara Falls in about ten days?

Beth: **She's an exception.**

2.

- How long are you going to stay in London?

- Three days. But I'd like **to see the sights of London**. What should I see first?

- What are you interested in?

- I'm interested in historical places.
- Then you should see Parliament square, Trafalgar Square, the Tower and St. Paul's Cathedral, Buckingham Palace.
- **Do you think it is possible to see everything in such a short time?**
- Well, you might, if you don't stay long in one place.
- No, **I just want to take a glimpse** and hope I'll **have a general idea of** what London is.

Exercises

1. Finish the following:

1. The UK consists of 2. It is separated from the Continent by 3. Most of the mountains are in 4. The longest rivers are 5. Cambridge and Oxford are 6. The British Parliament is made up of 7. The members of the House of Commons are elected by 8. The main political parties of Great Britain are ... 9. Great Britain is a monarchy and the Head of State is 10. The geographical centre of London is 11. Downing Street № 10 is the 12. The City is

2. Use the right word:

Park; looks; world; England; foreign; politics; parties; tell; question; country; orator.

Speakers' Corner

I once took a ... friend of mine who thought the English quiet and calm people to Speakers' Corner in Hyde Park on Sunday. Hyde Park ... like many other London parks, but there is a corner of it, near the Marble Arch, which cannot be found anywhere in ... or anywhere in the Here on wooden stands, boxes and even park chairs all kinds of people stand up and speak about different things, such as ..., religion and even the best way of getting on with your mother-in-law.

When we arrived there were large crowds round some of the stands with speakers from different political

A century ago this little corner of London's largest ... was a favourite place for dueling.

We stood in a group round a speaker who had just asked the crowd to give him a subject to speak about. My foreign friend was immediately caught, "I want you to ... me about England." "Aha," said the speaker who had noticed her foreign accent, "what makes you ask that ...?" And the next moment he made her talk about herself and her The crowd was excited. It may also happen to you. If you come to Hyde Park one day, you may become an ... too.

3. Look at the tourist information and match the headings with the paragraphs:

Music; Restaurants; Sightseeing; Theatre; Shopping; Museums and Galleries.

Welcome to London, one of the most exciting cities in the world. There are a lot of things to see and do in London.

1. London has many beautiful old buildings and monuments. See Big Ben and the Houses of Parliament, which stand on the river Thames near Westminster Abbey. Go down the river to the Tower of London and visit St. Paul's Cathedral too.
2. Students come from all over the world to visit the British Museum. For art lovers, the National Gallery in Trafalgar Square has a beautiful collection of paintings, and so has the Tate gallery in Westminster.
3. Go to Oxford Street, where there are several large department stores. If you like small shops, there is an attractive shopping centre in Covent Garden. And London has over 100 street markets.

4. London is well known for its many theatres: try and get tickets to the National Theatre, a modern building containing three theatres on the southern bank of the Thames.
5. If you like classical music, go to a concert at the Royal Albert Hall or the Royal Festival Hall. You can hear jazz at Ronnie Scott's club in Soho.
6. London has many excellent restaurants, serving food from almost every country in the world. Go to Soho or Charlotte Street, try food at Italian, French, Chinese, Indian, Greek ... sometimes it's hard to find an English restaurant.

4. *Translate the following into Russian paying attention to the use of the Passive Voice:*

1. Festivals of folk songs **are attended** by a lot of people annually. 2. **Will** the translation **be done** tomorrow? – I hope, it will. 3. When **was** the play **staged**? – It **was staged** last year. 4. Thousands of foreign guests **are invited** every year to attend the Winter Music Festival in Moscow. 5. Young people from many foreign countries **are taught** in Moscow University. 6. He was elected Home Minister last year. 7. The country **is governed** by Parliament. 8. I'm sure a lot of questions **will be discussed** at the conference. 9. Do you know why the White House is white? The story I **was told** is that in 1812 when England was at war with America, the British captured the city, and some of the buildings, including the Capitol and the house of the President, **were set** on fire. In 1814, in order to hide the marks of the fire, the brown stone walls of the President's home **were painted** white – and it has been "The White House" ever since. 10. It is easy to find your way about in New York, it **is laid** out so regularly. The streets **are well-planned**. The streets running north and south **are called** "Avenues" and **are numbered**, for example, 1st Avenue, 2nd Avenue, etc., the streets going east and west **are called** "Streets" and **are also numbered**.

5. *Use the right form of the verb "to be":*

1. Newspapers ... brought every morning. 2. This book ... sold in every shop of Moscow. 3. Only English ... spoken in this country. 4. The letter ... delivered yesterday. 5. My TV set ... fixed tomorrow. 6. By whom ... this article translated? 7. The President of the US ... elected every four years. 8. Moscow ... founded in 1147. 9. We ... taken on a sightseeing tour in the afternoon.

6. *Use the verbs in the Passive Voice:*

1. We eat breakfast in the morning. 2. They will show this programme on TV. 3. He made the report in class. 4. The tourists asked a guide a lot of questions about Westminster Abbey. 5. I bought this dress at the central department store. 6. Everybody discusses this film. 7. Where did you buy this guide book? 8. Who cooked this wonderful pie? – I did.

7. *Answer the questions:*

1. By what sea is Great Britain washed? 2. What is it separated by from the Continent? 3. What are the parts of Great Britain called? 4. By whom is the British Government headed? 5. Who are the laws in Great Britain made up by? 6. How are the members of the House of Commons elected? 7. What places of interest in London are most often visited by the tourists? 8. How often is the US President elected? 9. Is Australia often visited by tourists from other continents? 10. What language is spoken in Canada?

8. *Make up sentences using the Passive Voice according to the models:*

Model: That church looks very old. (it/ build/ 1760) –

It was built in 1760.

1. It is a very popular television programme. (it/ watch/ millions of people)
2. They could not meet yesterday. (the date of meeting/ change)
3. There is a very thick fog in the city today. (all the flights/ put off/ at the airport)
4. Jim works as a driver. (he/ not to pay/ very well)
5. She always celebrates her birthday in the restaurant. (a lot of guests/ invite/ every year)
6. What a beautiful monument it is! (when/ it/ construct)
7. The façade of the Tretyakov Gallery is very beautiful. (it/ design/ Vasnetsov)
8. The library is very rich. (a lot of books/ gather/ from all over the world)

9. *Use the verbs in brackets in the Passive Voice:*

a) Washington (to found) in 1790 and (to name) after the first US president, George Washington, as the capital of the sovereign states, which (to call) the United States of America. Washington is the residence of the President and the Congress of the USA. All government departments and numerous federal institutions (to house) in the capital. The White House is the President's residence and it is the oldest building of the city. The Capitol, the seat of the Congress, is the other main centre of the city. The two centres (to connect) by Pennsylvania Avenue, the main business street of the city. The majority of the State Departments (to be situated) here. Washington, that belongs to the specially created Federal District of Columbia (DC), (to use) always as the scene for mass demonstrations, and rallies.

b) The first view of the city of New York from the sea is the sight that can never (to forget). Hudson Bay (to crowd) with lots of ferryboats with people hurrying to work in the downtown skyscrapers. Then you pass Liberty Island with the Bronze Statue of Liberty which (to present) to the US by France in 1876 to commemorate the hundredth anniversary of American independence. The statue is about 50 metres high and stands on the pedestal of almost the same height. Its torch rises about 60 meters above the harbour and can (to see) at night for many miles. A new American Immigration Museum (to open) at the base of the statue. The Statue of Liberty (to call) often "the grandest lady in the world".

10. *Use the verbs in brackets in the correct tense form:*

London (to be) the home of many famous Englishmen. Some (to be born) there. Some (to live) there all their lives. Others (to live) in London only for a short time but all (to give) something to this great city.

One of the first names of importance (to be) that of **Geoffrey Chaucer**, the poet. He (to live) most of his life in London. Chaucer (to hold) official posts in London and (to bury) in Westminster Abbey.

William Shakespeare also (to live) in London. He (to live) there for more than twenty years. He (to act) at the Globe Theatre and most of his plays (to write) in London.

Sir Christopher Wren, the architect, (to spend) most of his life in London. He (to design) many beautiful churches, including St. Paul Cathedral. Some palaces and fine homes (to design) also by him.

Music (to represent) by a very interesting figure. This (to be) **George Frederic Hendel**. He (to come) to London from Hanover in 1710. Among other things he (to compose) "The Music for the Royal Fireworks" which (to write) to celebrate the Peace of Aix-la-Chapelle in 1749. Like Chaucer and many other great artists, Hendel (to bury) in Westminster abbey.

Another famous London figure (to be) one of England's greatest seamen, **Admiral Nelson**. He (to have) a very special memorial in Trafalgar Square. The monument (to consist) of a very tall column. On top of it (to stand) a figure of Nelson. It (to call) the Nelson Column. Equally famous (to be) the general under whose command the army at the battle of Waterloo in 1815 (to lead). This (to be) the **Duke of Wellington**. His house (to stand) at Hyde Park Corner. It sometimes (to know) as Number One, London. Like Admiral Nelson, the Duke of Wellington (to bury) in St. Paul's Cathedral.

11. Use prepositions or adverbs if necessary;

- a) St. Paul's Cathedral is the Cathedral ... the city ... London and one ... the most famous churches ... the world.
 Old St. Paul's which stood ... the same site was destroyed ... the Fire of London. The present Cathedral was designed ... Sir Christopher Wren, and was finished ... 1710. St. Paul's contains memorials ... many national heroes, ... them Lord Nelson, Sir John Moore, the Duke of Wellington and Sir Christopher Wren.
 There are steps up ... the Whispering Gallery, inside the dome, where words whispered into the stone walls can be heard ... the other side ... the stone gallery; outside we have a magnificent view ... London.
- b) Piccadilly Circus is one ... the busiest places ... London. ... the centre ... the square stands a statue ... Eros, the Greek God ... love. ... centuries Piccadilly has been the heart ... London's West End. The Underground station ... Piccadilly Circus, ... its shops and newsstand, is used ... over 150,000 people a day. Piccadilly is a fine street, stretching ... the circus of Hyde Park. It has seen much history ... centuries.
- c) Elizabeth 2, Queen of the UK, was born ... London ... 1926 ... the eldest daughter ... the Duke and Duchess ... York. She grew ... a happy family and was educated ... private way. Her father became king ... 1936. Her grandfather was King George 5, her great-grandfather was King Edward 7, her great-great-grandmother was Queen Victoria. ... 1947 Princess Elizabeth was married ... Philip Mountaten, who received the title ... Duke ... Edinburgh. They have four children: Charles, Anne, Andrew and Edward. When George died ... 1952, Elizabeth became Queen Elizabeth the Second ... Britain. The coronation took place ... Westminster Abbey. Elizabeth 2 is one ... the richest women ... the world. Her son Charles, the future king ... Britain, has two sons.
- d) She is one ... the most popular women ... Great Britain. She is a chemist. She was born ... 1925 and grew ... Granham, Lincolnshire. Her parents were grocers. She was keen ... science and when she was 17 years old, she entered ... Oxford University ... finishing Grammar School. She got married soon. ... graduation ... the University she got interested ... politics. She joined ... the Conservative party. ... 1973 she became Minister ... Education. She worked and lived ... № 10 Downing Street. She is fond ... classical music, she enjoys ... doing sports, especially tennis and swimming. She likes poetry very much. She is fond ... cooking when she has some spare time. She cares ... her family very much. She often travels and meets many interesting and well-known people all ... the world. Guess who is meant here?

12. Use articles if necessary:

A. Washington DC is ... capital of ... United States, but New York is ... biggest city. It is also ... world's tallest city. ... heart of New York is Manhattan, where ... buildings reach ... sky. ... most famous skyscraper in ... world is ... Empire State Building – 380 metres high with 102 floors. But not so long ago ... tallest building in New York was ... World Trade Center – its two towers were 415 metres high and ... express lifts took only ... few seconds to reach ... 110th floor. From here you could see ... whole of New York. ... Broadway is ... very long street, and ... home of New York theatres. It is also ... home of Macy's, ... largest department store in ... world.

But if you are rich and want to spend ... money, then come to ... Fifth Avenue, which has ... most expensive shops in New York. Bridges and tunnels link Manhattan with Brooklyn and Queens on Long Island, and with the Bronx, where you can visit ... largest zoo in ... USA. New York is ... city of banks. Wall Street is ... financial centre of ... city. ... best known of more than 30 museums in ... city is ... Metropolitan Museum of Art. Its magnificent collection of European and American paintings contains ... works of many of ... greatest masters of art world, ... second best known is ... Museum of Modern Art. And crossing ... mouth of ... Hudson River is ... longest suspension bridge in ... world – ... Verrazano Narrows Bridge joins Long Island and States Island. Beyond ... bridge at ... entrance to New York harbour, stands ... most famous statue in ... world – ... Statue of Liberty. Manhattan is ... very beautiful place especially at ... night.

B. Every visitor to London knows who Madame Tussaud is – or was. And almost every visitor has seen her, ... old lady of 81, standing at ... entrance to her own exhibition. She is made of ... wax, like all ... models of people at ... exhibition. Born in 1760, she learned ... art of making life-size portraits in ... wax when she was ... young girl in ... France. In 1802 she came to England and since 1855 her exhibition has ... permanent home in ... Baker Street, London. What was ... secret of her success? Her portraits were lifelike and convincing. She paid great attention to detail and spent ... lot of money on ... right clothes and effective lighting. And Madame Tussaud's portraits were always up to date and topical. Thousands of people still queue up to look at these portraits of ... famous and ... infamous.

13. Read the dialogue. Pay attention to the phrasal verbs. Replace the underlined word in text B with a phrasal verb expression based on the word in brackets:

A.

Interviewer: Why did you decide to **stand for** Parliament?

Politician: Well, I've been a social worker for a number of years and that had opened my eyes to the huge social divisions in the country. I firmly believed that these were wrong. I wanted to help **bring in** laws that would lessen the divisions between the rich and the poor. I wanted to **do away with** taxes for the poorest members of society and to **clamp down** on rich people who were attempting to avoid paying tax. In short, I wanted to do everything I could to **stand up for** principles that I believe in.

Interviewer: So, once you were elected, how did you **go ahead** with your plans for social change?

Politician: Well, although some other members of Parliament from my party **backed me up**, the more influential ones told me not to be too hasty. I learnt then that our party had **entered into** an agreement with the country's top business leaders and had promised not to increase taxes for the wealthy for the time being.

Interviewer: Did you **stand up** those influential MPs?

Politician: Yes, I told them I was not in Parliament to **carry out** the wishes of big business.

Interviewer: Did other MPs in your party still **stand by** you at this point?

Politician: Not all of them, but a few very good people did **stick by** me and we eventually decided to **break away** and form our own new party.

Interviewer: So, what happened next?

Politician: Unfortunately, none of us were re-elected at the next election but we have been continuing with our campaigns and hope that at some point in the not too distant future we may be able to **carry out** our plans to make society a better and fairer place.

B.

1. The People's Purple Party believes that the monarchy should be abolished. (do)
2. The PPP aims to introduce legislation banning fox hunting. (bring)
3. The PPP is determined to restrict smoking in public places. (clamp)
4. The leader of the PPP says nothing will stop the Party fulfilling its aims. (carry)
5. He swears he will do all he can to defend the principles the PPP supports. (stand)
6. The PPP has got the permission to hold a demonstration next week. (go)

14. Translate into English:

1. Великобритания отделена от континента проливом Ла-Манш. 2. Власть монарха в Британии ограничена парламентом. 3. Члены Палаты Общин избираются народом. 4. Главой правительства в Британии считается премьер-министр, да? 5. На английском языке говорят во многих странах мира. В Канаде говорят на английском и французском. 6. В Вестминстерском аббатстве короновали многих королей и королев, они похоронены здесь же. 7. Уайтхолл – это улица, где расположены правительственные учреждения. 8. Что я могу увидеть за один день в Лондоне? – А что вас интересует? – Меня интересуют исторические места. – Тогда вам следует поехать в центр Лондона. 9. Вы никогда раньше не были в Вашингтоне, да? – Да, не был. – Тогда вы должны поехать на экскурсию по городу. Вам покажут все достопримечательности. 10. Красную площадь посещает множество туристов не только из зарубежных стран, но и из других городов России. 11. Мне бы хотелось, чтобы вы рассказали о своей поездке в США. 12. Президента США избирают каждые четыре года. 13. Город Вашингтон был назван в честь первого президента США Джорджа Вашингтона. 14. Большинство пьес Шекспира было написано в Лондоне. 15. Москва была основана в 1147 г. 16. Около половины всей территории Австралии занимают пустыни. 17. Старое здание Собора Святого Павла было разрушено во время пожара в Лондоне. 18. Музей Метрополитен в Нью-Йорке известен во всём мире. 19. Королева Елизавета 2 получила частное образование. 20. В США федеральные законы издаёт Конгресс.

Unit 16

HOLIDAYS. TRADITIONS AND CUSTOMS

Grammar: Passive Voice (continued).

The Article.

Vocabulary: custom, pub, race, peculiarity, greetings, records, duty, reunion, goodwill, origin, occasion, New Year's Eve, Easter, pancakes, ancient, religious, to celebrate, to mark, to hold, to observe, to keep up, to award a prize to smb., to play an important part, to paint, to greet, to offer, to devote to, to attend, to guard, to knock at the door, to decorate, to cover with, to depend on, to dedicate to, to play a trick on smb., to be proud, to be struck, to be rich in smth., to involve, occasionally, for some reason.

Text 1

Every nation and every country has its own customs and traditions. In Britain traditions play a more important part in the life of the people than in other countries.

Englishmen are proud of their traditions and carefully keep them up.

Foreigners coming to England are struck at once by a quite number of customs and peculiarities in English life. Some ceremonies are rather formal, such as the Changing

of the Guard at Buckingham Palace, Trooping the Colour, the State opening of Parliament. Sometimes you will see a group of cavalymen riding black horses through the streets of London. They wear red uniforms, shining helmets, long black boots and long white gloves. These men are Life Guards. Their special duty is to guard the king or the queen of Great Britain and very important guests of the country.

To this day an English family prefers a house with a fireplace and a garden to a flat in a modern house with central heating. Most English love gardens. Sometimes the garden in front of the house is a little square covered with cement painted green in imitation of grass and a box of flowers. They love flowers very much.

The English people like animals very much, too. Pet dogs, cats, horses, ducks, chickens, canaries and other friends of man have a much better life in Britain than anywhere else. In Britain they have special dog shops selling food, clothes and other things for dogs. In recent years the English began to show love for more "exotic" animals such as crocodiles, elephants, tigers, cobras, camels.

Holidays are especially rich in old traditions and are different in Scotland, Ireland, Wales and England. Christmas is a great English national holiday and in Scotland it is not observed at all. But six days later, on New Year's Eve the Scots begin to enjoy themselves. All the shops and factories are closed on New Year's Day. People invite their friends to their houses. Greetings and presents are offered.

A new tradition has been born in Britain. Every year a large number of ancient motorcars drive from London to Brighton. Some of these veteran cars look very funny. This run from London to Brighton is a colourful demonstration. People are dressed in the clothes of those times. It is not a race, and most of the cars come to Brighton, which is sixty miles from London, only in the evening.

Text 2

Americans are very punctual. It is important to be on time at business, social and public events. If you must miss an appointment for any reason telephone ahead to the person you were supposed to meet, saying that you won't be able to come.

When you are invited to a home where food will be served, it is best to let your host or hostess know in advance if you are on a diet. It is all right, however, to say, "No, thank you," if you would rather not eat or drink what is being served. No further explanation is needed, but if you would like to explain, people are interested.

In some homes the atmosphere is quite formal. In others, it is informal and you may sit at the kitchen table to eat dinner. Informality is a way of taking you into the warmth of the family circle.

It is not always customary to sit at dinner table as we do in Russia. When you are at a party you may be walking from one sitting room to another, talking to the guests with a glass of wine in hand. Food is served in one of the rooms and you can help yourself to whatever you like and whenever you like.

The Americans may have a party on one occasion in several houses at a time. The party starts in one house where they have some light wine and snacks, and then move on to another house and still another, travelling from house to house, taking drinks and food with them; and previous arrangements are made about what food each family cooks. Normally three or four houses are involved. Such a party is called progressive dinner.

Generally Americans tend to be fairly informal. They often (but not always) address each other by their given names on first meetings. They also tend to abbreviate a lot. For example, Mass. Ave. means Massachusetts Avenue. Do not be surprised and ask what these abbreviations mean.

New Year's Day has traditionally been the occasion for starting new programmes and giving up bad habits. People talk about "turning over a new life". Many Americans make New Year's resolutions, promising themselves and their families to improve their behaviour. Typical

New Year's resolutions are to spend less money, give up smoking, begin a diet, or control one's temper. To Americans the closing of one calendar year and opening of another is a serious, yet happy occasion.

Dialogues

1.
 - What holidays are the most popular in Great Britain?
 - I think Christmas and Easter. But **it depends upon** the part of the country, age group, and so on. Most of the holidays **are of religious origin**, such as Christmas, Easter, Good Friday, Easter Monday, Pancake Day. But there are some national holidays which are not connected with religion.
 - What are they?
 - Burns Night in Scotland, for example. This holiday **is dedicated to** the memory of the great Scottish poet Robert Burns.
2.
 - What is Christmas to the British?
 - Christmas means peace, goodwill, family reunion, Christmas presents – **and all that kind of thing**.
 - Christmas time is a season of good cheer, isn't it?
 - A good cheer? That means, does it not, a lot of eating and drinking?
 - And **what's the harm**? We do like the old ways, the old traditional festivities.
 - The British! They are so sentimental!
3.
 - Do you know any holidays which **are popular with** children?
 - I believe, Christmas with its Christmas tree and presents, perhaps, and Halloween are especially popular.
 - When is Halloween celebrated?
 - On the last night in October.
 - How is it celebrated?
 - The children cut holes in a pumpkin to imitate a nose, mouth and eyes and put a lighted candle inside.
 - And what do they do with them then?
 - Then the children put the pumpkin on the porch of their house. And after that they take a big empty bag and walk around the house and knock at the door.
 - And so what?
 - Then they ask a traditional question: "**Trick or treat?**"
 - What does it mean?
 - It means "Give me a treat – an apple, a sweet, some candies or I'll **play a trick on you**".

Exercises

1. Finish the following:

1. Great Britain has very many 2. Foreigners coming to England are struck by 3. The special duty of Life Guard is to 4. Englishmen prefer their own house with 5. Pet dogs, cats, horses and other friends of man have 6. Christmas is a great 7. In Scotland on New Year's Day 8. Every year a large number of old cars drive 9. Many English-speaking countries have similar 10. Most of all children like 11. I like Mother's Day because

2. Use the right word:

Dates back; hold; painted; pancakes; sell; holiday (3); events; horse-racing; celebrated (2); connected; dress up; celebrations; traditional; Christmas tree; decorate; traditions; presents (2); Santa Clause; desert; eat; games.

Pancake Day. Ash Wednesday is the day in February when the Christian period of Lent begins. It ... to the time when Christ went into the ... and fasted for forty days. On Pancake Tuesday, the day before Ash Wednesday, they ... lots of pancakes. These are made from flour, milk and eggs, and fried in a hot pan. Some towns also ... pancake races on that day. People run through the streets holding a frying pan and throwing ... in the air. Of course, if they drop the pancake they lose the race!

Easter eggs. At Easter time, the British celebrate the idea of new birth by giving each other chocolate or ... Easter eggs which are opened and eaten on Easter Sunday. On Good Friday bakers ... hot cross buns, which are toasted and eaten with butter. Easter Monday is a ... and many people travel to the seaside for a day or go and watch one of the sporting ... such as football or

Ghosts and witches. Halloween means "holy evening", and is ... on the 31st of October. Although it is a much more important ... in the United States than Britain, it is ... by many people in the UK. It is particularly ... with witches and ghosts. At parties people ... in strange costumes and pretend they are witches. They cut horrible faces in pumpkin and other vegetables and put a candle inside, which shines through the eyes. People may play funny ... such as trying to eat an apple from a bucket of water without using their hands.

Christmas. This is a day when people are travelling home to be with their families on Christmas Day, 25th December. For most British families, this is the most important ... of the year, it combines the Christian celebration of the birth of Christ with the ... festivities of winter. Most families ... their houses with brightly-coloured paper or holly, and they usually have a ... in the corner of the front room, glittering with coloured lights and decorations. There are a lot of ... connected with Christmas but perhaps the most important one is the giving of ... Children leave a stocking at the end of their bed on Christmas Eve, hoping that ... will bring them small ..., fruit or nuts.

3. *Translate into Russian paying attention to the use of the Passive Voice:*

A. 1. Christmas Day has been celebrated since ancient times. 2. Many old Russian traditions have been revived in our country. 3. The birthday cake with 20 candles has been brought in. 4. His anniversary has been celebrated throughout the country. 5. Easter eggs have been painted. 6. The pie has been eaten, speeches have been made and wedding presents have been opened. 7. Have you been asked this question? 8. The newspapers haven't been delivered yet.

B. What is being done in the house for the guests? – The whole house is being decorated; the guest room is being washed and cleaned; in the sitting room the TV set is being fixed and big dinner is being cooked, a cake is being baked and celebration cards are being written for the guests. What else can be done? – Some flowers can be cut and brought in from the garden. – Is the table being laid? – Yes, it is.

C. 1. The second course was followed by fruit salad. 2. His name is often referred to in the articles. 3. He is such a bore. He is never listened to. 4. The policeman has been sent for. 5. This film was much spoken about. 6. We were treated to ice cream. 7. If you wear this hat you'll be laughed at. 8. We were shown around the building. 9. Your luggage will be looked after.

4. *Use the verbs in the Passive Voice:*

1. They have decorated a huge New-Year tree in the centre of the square. 2. We had taken out our luggage before the car arrived. 3. What music are they playing? 4. They are speaking on educational problems. 5. I hope that he will have received my letter by Saturday. 6. I have cooked the dinner and laid the table. 7. They were singing folk songs. 8. Don't worry, we'll look after your children. 9. I have made a few New Year's resolution. 10. Nobody has lived in this house for a long time. 11. She opened the door and let him in.

5. *Open the brackets using the right form of the verb in the Passive Voice:*

1. Six public holidays (to celebrate) in Great Britain. 2. Song festivals (to hold) in Wales every year. 3. His next birthday (to mark) at a restaurant. 4. Many social customs (to connect) with the celebration of Christmas in Great Britain. 5. A big Christmas tree (to put up) in Trafalgar Square a week ago. 6. The Christmas tree (to decorate) brightly by children tonight. 7. On boxing day children and other members of families (to give) presents. 8. An exciting lecture on British history (to give) in our club. 9. The First of May (to celebrate) as the holiday for Labour in 1889 first. 10. Easter Peace Marches always (to organize) in many European countries. 11. He (to elect) President 3 years ago. 12. London (to divide) into two parts by the river Thames. 13. The financial and business part of London (call) City. 14. A very beautiful folk song (to sing) when I came into the hall. 15. He (to award) the first prize for his poems.

6. *Use the verbs in brackets in the correct tense form (Active or Passive):*

A. The six ravens (to keep) in the tower of London for centuries. They used to come in from Essex for food cracker when the Tower (to use) as a palace. Over the years people (to think) that if the ravens ever left the Tower, the monarchy would fall. So Charles 2 (to decree) that six ravens should always (to keep) in the tower and should (to pay) a wage from the treasury. Sometimes they (to live) as long as 25 years but their wings (to clip) so they can't fly, and when a raven (to die), another raven (to bring) from Essex.

B. The ceremony of Trooping the Colour (to be) one of the most fascinating. It (to stage) in front of Buckingham Palace. It (to hold) annually on the monarch's "official" birthday which is the second Saturday in June. Her Majesty Queen Elizabeth 2 (to be) Colonel-in-Chief of the Life Guards. She (to escort) by Horse Guards riding to the Palace. The ceremony (to accompany) by music of bands. The procession (to head) by the Queen.

7. *Read the text (A) and complete the text below (B) using the correct particles from the phrasal verbs of text (A):*

A. Amelia has been **going through** a difficult time at work, so she decided to cheer herself up by **going in for** competition on the New Year's Eve. The prize was a luxury holiday in the Caribbean. Amelia has had to **go without** a holiday for several years now, so she really wanted to win. The competition was to write a story beginning "Suddenly the lights **went out** ...". The problem was that Amelia couldn't think of an idea for her story.

"How can I **go about** getting a good idea?", she asked me. "It must be something special so that the judges **go for** my story over all others". I suggested she went to the library to **go through** some books of short stories – she might get some ideas there. So she **went off** to see what she could find.

She soon found some great stories. She read one and then another and she **went on** reading all afternoon. Then she noticed a strange smell and suddenly the lights **went out**. She looked up and saw that the library was on fire. Of course, that gave her the idea for her story. I hope she wins.

B. I was going ... some old letters the other day when I found one from my friend Nancy. After high school she had gone ... to train as a doctor and ended up in Africa. She had to go ... years of very hard study before she qualified. Life in Africa was not as comfortable as it was in our hometown, and there were many things she had to go ... which the rest of us think of as necessities in our daily lives. But despite all the hardships, she went ... working and helping people less fortunate than herself. I admire her so much. I wondered how I might go ... making contact with her again, as I have no idea where she is living now.

8. *Use prepositions or adverbs:*

A. There are hundreds ... Burns Clubs ... the world, and ... 25th January they all hold Burns Night celebrations to mark the birth ... Scotland's greatest poet. The first club was founded ... Greenock, Renfrewshire ... 1802. The traditional menu... the suppers is chicken broth, boiled salt herring, haggis with turnips and mashed potatoes. The arrival ... the haggis is usually heralded ... the music ... bagpipes. "The Immortal Memory" is toasted, and the company stands ... silent remembrance. Then follows dancing, pipe music, and selections ... Burns' lyrics, the celebration finishes ... the poet's "Auld Lang Syne".

B. In Europe and North America, February the 14th is famous ... St. Valentine's Day. It is customary ... that day to send a Valentine, a card ... an affectionate message ... someone you love, or ... your best friends. You don't sign your name, and ... the person whom you send this card it's interesting to guess who has sent the card. Of course, it's particularly young people who look forward ... Valentine's Day, hoping to receive many cards. The cards may be happy or sad, romantic or humorous, serious or ridiculous, and may be sent ... all people you know.

C. Once ... a time there was a big forest ... which many travelers went to get ... the town ... the other side. The forest was so big and dark that the travelers often got lost. They tried to find their way and finally came to a pretty little cottage where a witch tricked the poor travelers ... placing a magic spell ... them. One day a poor little girl got lost ... the forest. It grew very dark and the girl was frightened. She tried many times to light the candle but couldn't. Then the poor girl walked ... a big nut tree but the witch turned the nut ... the little girl's head ... a pumpkin. The girl felt ... the dark and found ... a pumpkin. She hollowed it and put the candle ... the pumpkin, and then put it ... her head. ... a while she came to the witch's cottage. ... seeing a horrible two-headed monster the witch fell ... the stone floor and soon died. The magic spell was lifted and the travelers were saved.

9. Use articles if necessary:

A. Most people in ... Britain see Christmas as ... major festival of ... year – when parties are given and gifts are received. Almost all people are having fun on Christmas Eve, especially children. On Christmas Eve, children hang ... stockings at ... end of their beds or over ... fireplace. They are told that Father Christmas, or Santa Clause, arrives at ... night from ... North Pole and fills each stocking with ... presents. The children open their presents – put there secretly by their parents – on Christmas morning.

Lunch is ... most important point of Christmas Day. ... traditional lunch consists of ... roast turkey with vegetables, followed by Christmas pudding, which is made with ... dried fruit and ... brandy. Sometimes ... coin is put into ... pudding as ... surprise.

... day after Christmas is called Boxing Day (after the church box which was opened for ... poor on that day) and this too is ... public holiday.

B. People all over ... Britain celebrate ... passing of ... old year and ... coming of ... new. In Scotland, Hogmanay – as it is called there – is almost as important as Christmas. ... Scots take New Year's Eve very seriously. There is a New Year Eve Fire Festival; ... men parade with blazing tar barrels, they throw them into ... great bonfire. The "First Foots" then set out. In Scotland "first footing" is ... common custom; it's considered lucky if ... dark-haired man is ... first to set foot in ... house after midnight on Hogmanay, bringing ... coin, ... piece of ... bread, or ... lump of ... coal as ... symbol of plenty for ... coming year.

C. It is generally believed that Robin Hood was ... man who fought for ... better life of ... poor people. How old ... story about Robin Hood is nobody knows. ... oldest ballads about him were written down after 1400. One of ... ballads that comes from those distant times says that Robin Hood was ... Yorkshire man. ... ballad says, "For he was ... good outlaw and did poor men

much good.” Did such ... Robin ever live? His name is first mentioned in Government documents of ... 13th century.

So one can be sure that Robin Hood did live and was something like ... man described in these early ballads.

He became such ... popular hero that in many places there was ... special Robin Hood’s Day, attended by thousands of ... people.

In ... 16th century ... writer Anthony Munday decided to make ... nobleman out of Robin. Perhaps they thought that it was too dangerous for ... ordinary people to think that ... ordinary men could be ... heroes who tried to do “poor men much good”.

10. Read the text and say 1) how the festival appeared; 2) how it is celebrated in the USA and 3) in Canada.

Thanksgiving Day is a public holiday in the United States. It now comes on the fourth Thursday in November. This is a day for family reunions. Thanks are offered in the churches for the blessings of the year, and at home a big dinner that usually includes roast turkey and cranberry sauce is served.

Thanksgiving is a harvest festival, and is one of the oldest and most popular celebrations in the world. The original celebration in the United States was held in 1621 after the first harvest in New England. The Pilgrims had sailed across the Atlantic Ocean on the “Mayflower”, arriving December 21, 1620. Only half of the original band survived the cold winter. But the first harvest, fortunately, was good.

The date of this feast is not known and there is no record that it was called “thanksgiving”. But two years later the Pilgrims set apart a day of thanks for rain that put an end to a long dry period. Later, Thanksgiving days following harvest came to be celebrated in all the colonies of New England, but not on the same day. It was during the third year of the Civil War, October 3, 1863, that President Abraham Lincoln proclaimed a national Thanksgiving. In 1951, the United States Congress named the fourth Thursday of November a Thanksgiving Day.

Canada has long celebrated a Thanksgiving Day. It is now always the second Monday in October. They also like turkey, served with fresh vegetables and fruits. Many people go to church in the morning. The first annual Thanksgiving for all Canadian provinces was October 9, 1879.

11. Translate into English:

1. Национальная галерея в Лондоне была построена в период между 1832 и 1838 годами.
2. Иностранцев, приезжающих в Британию, поражает обилие традиций и обычаев.
3. В Шотландии рождество не отмечают.
4. Кроме праздников религиозного происхождения, есть праздники, которые не связаны с религией.
5. В России после реформы календаря Рождество отмечают после Нового года.
6. Рождественская ёлка уже украшена. Можно начинать праздновать, да?
7. Всё приготовили для приема гостей? – Индейка жарится в духовке, её подадут через полчаса.
8. Родители не ложились спать, пока не были упакованы подарки для всех детей.
9. Зал украшали для празднования юбилея. Никого не впускали.
10. Национальный день Благодарения провозгласил президент Линкольн в 1863 году, и с тех пор его отмечают в последний четверг ноября.
11. Если вас пригласили в гости, где будут подавать еду, следует заранее сказать, если вы соблюдаете диету.
12. В канун Нового года принимают решения начать новую жизнь, тратить поменьше денег, бросить курить и т.д., дают всевозможные обещания.
13. В последние годы во многих странах США устраивают бесплатные музыкальные концерты для публики.
14. В тыкве вырезают дырки для глаз,

носа и рта, а изнутри зажигают свечку. 15. Лохнесское чудовище видели и сфотографировали много раз с тех пор, как его впервые увидели в 1933 году. 16. Профессор рассердился за то, что 1 апреля над ним подшутили. 17. За праздниками последовали будни. 18. За что его критикуют? – Его лекции никто не слушает. 19. Надеюсь, что мою открытку получают до праздника. 20. Вы знаете, из чего делают йоркширский пудинг? Нет? Я тоже не знаю.

Unit 17

HISTORY OF ENGLAND

Grammar: Sequence of Tenses.

Vocabulary: swamp, troop, road junction, site, trade, castle, fort, spring, possession, lighthouse, temple, invasion, throne, battle, bodyguard, conqueror, origin, trace, century, taxes, evident, ancient, ignorant, agricultural, to denote, to owe, to possess, to depart, to establish, to assume, to invade, to claim (the throne), to strengthen (power), to arm, to withdraw, to conquer, to vote, rapidly.

BC (Before Christ), AD(Anno Domini)

Proper names: Julius Caesar, the Romans, Pharos, Dover, the Anglo-Saxons, Edward the Confessor, Stonehenge, the Normans, Harold, William the Conqueror, Duke of Normandy, Hastings, Roman Pope.

Text 1

Julius Caesar came to Britain in 54 BC. A hundred years later the Romans came again, and this time they stayed for four hundred years (43 AD until 410 AD).

When the Romans came to Britain, they found it a land of forest and swamp. In order to move their troops rapidly, they made roads. Camps for soldiers were constructed at road junctions. These sites of old Roman camps became centres of trade. Their houses and roads, castles and theatres can still be seen.

There are many examples of Roman influence, it is evident in names of towns ending with: -caster, -chister, because “castrum” in Latin denoted a fort, and “castra” – a camp. The Romans were fond of warm water baths, and the city of Bath owes its origin to the possession of naturally warmed spring.

The Romans didn't need carpets – they had central heating under the floors of their houses. So they decorated their floors with mosaics. The mosaic of a dancing girl was found in a Roman villa in Sussex. It is over 1,700 years old.

One of the oldest buildings of the Roman period is the lighthouse, or Pharos, at Dover.

When the Romans had departed (in 410 AD) the English swept over the country and destroyed almost all the civilization which Rome had established. The Anglo-Saxons disliked living in towns. They lived in small agricultural villages, and in houses mainly built of wood.

In the 11th century England was invaded by Normans. This was the fifth and the last invasion of England. The Norman invasion changed both the history and the language of Britain.

When King Edward the Confessor of England died, he had no sons, and the Anglo-Saxon Earl, Harold was chosen to the throne. William, the Duke of Normandy who was a distant relative of the late king also claimed the English throne. In 1066 he began to gather an army to invade Britain. At the end of September William's army set up a camp at Hastings. He promised land to all who would support him and many Englishmen joined his army. William also asked the Roman Pope for his support promising to strengthen his power over England. And the Pope gave his support.

The battle between the Normans and the Anglo-Saxons took place on the 11th of October at Hastings. The Normans outnumbered the Anglo-Saxon forces and were better armed. The Anglo-Saxons had a small cavalry, mainly Harold's bodyguard, and were poorly armed.

The battle lasted all day. The English fought hard but late afternoon the Normans were winning. Harold's two brothers died fighting and then Harold was killed. The battle ended, the English forces withdrew. William became King of England, and because he conquered England he is called William the Conqueror.

The Norman invaders brought with them Norman architecture (you can still see a number of Norman churches and castles), and the Norman-French language, which over the years mixed with Anglo-Saxon to form the modern English language.

2.

Two thousand years before the Romans came to Britain the ancient inhabitants started building Stonehenge in Wiltshire. The newest parts of it were built in about 1400 BC – more than three thousand years ago. It is the oldest of Britain's famous monuments. Nobody knows exactly what it was, or who built it, but it must have taken them a very long time. Huge stones weighing up to 30 tons were brought from hills 20 miles away and the smaller ones 200 miles from Wales. Archeologists used to think that Stonehenge was just a temple for religious ceremonies. Some people say it was a kind of clock, or calendar for working out the movements of the sun or the moon.

If Stonehenge and the many smaller stone circles in Britain and France really are calendars, we have to change our ideas about ancient people. They weren't primitive or ignorant as it is sometimes assumed.

Dialogues

Ann: This train's very crowded. I hope we don't have to stand in the corridor. We should have reserved seats.

Ted: **There'll be room** up the front. Come on up the platform. Look, there are two seats there. Let's get in.

Ann: Oh, but there's an umbrella on that seat. Excuse me, **is this seat taken?**

Passenger 1: So sorry, no. That's my umbrella. I'll move it.

Ted: Thanks. Phew, it's hot here. **Do you mind if** I open the window?

Passenger 1: **Not at all. Go ahead.**

Ted: Take your coat off, Ann. I'll put it up on the luggage rack. Excuse me, may I put this up on the rack?

Passenger 1: Of course, please do.

Ann: I suppose **we're on the right train**, Ted? (to passenger) Excuse me, do you know if this train **goes straight through to** Hastings, or do **we have to change?**

Passenger 1: I've no idea, I'm afraid. I'm only going to Tunbridge Wells.

Passenger 2: You're all right. **It's a through train. We're due** at Hastings at 10.30.

Ann: Oh, thank you. Actually, we want to see the Abbey on the site where the Battle of Hastings was fought. Do you know what time it opens?

Passenger 2: I'm sorry, I don't know at all. Battle Abbey is six miles from Hastings, you know. But this train stops at Battle. You should get out there. You can get a **later train** at Hastings – it's quite a nice seaside place even in winter.

Ted: Thanks, we'll do that, Ann, I think I've just got time to go and buy a paper.

Exercises

1. Answer the following questions:

1. When did the Romans invade Britain? 2. What traces did the Romans leave in Britain? 3. What place names in Britain today are examples of Roman influence? 4. What is the origin of the city of Bath? 5. What did the English do after the Romans had departed? 6. What kind of houses did the English prefer? 7. What is Stonehenge? 8. What was it used

for? 9. What was the reason for the Norman invasion of Britain? 10. Why did many Anglo-Saxons support William? 11. Why did the Anglo-Saxons lose the battle at Hastings? 12. What influence did the Normans have on Britain?

2. *Finish the following:*

1. Julius Caesar came to Britain 2. The Romans found Britain 3. To move their troops they ... and constructed 4. You can still see 5. The city of Bath owes its origin 6. The Romans didn't need carpet because 7. When the Romans had departed, the English destroyed 8. The oldest of Britain's famous monuments is 9. Some people say Stonehenge was 10. Archeologists thought it was 11. We have to admit that ancient people weren't 12. The Norman Conquest was the last 13. The Anglo-Saxon earl, Harold 14. William, a distant relative of the king 15. William promised the roman Pope 16. The battle took place 17. The Normans won the battle and William

3. *Use the right word:*

Invasion; invaders (2); invaded; influence; king; throne; a fight (2); duke; battle; customs; conquerors; claimed; promised; lasted; killed; won; withdraw; strengthen.

1. In the second half of the 11th century England was ... by a Norman ..., William by name. He ... the English ..., and landed with his army in the South of England. The ... lasted all day, but finally the Normans ... and the Anglo-Saxons had to King Harold was ... and London was forced to open its gates to the William became ... of England and ... to give the old rights and ... to the Anglo-Saxons. But he did not keep his promise. Many Anglo-Saxons ran away into forests and started ... against the foreign It was the last ... of Britain and it had a great ... on the formation of the modern English language. The ... of the local population of England against the for several years, but William took measures to ... his power.

4. *Use the verb in the principle Clause in the Past Tense and make all the necessary changes:*

A. 1. She says that she works five days a week. 2. I know they love classical music. 3. We believe that it is true. 4. I'm afraid I don't understand the problem. 5. The guide says there is a medieval castle on the top of the hill. 6. She says he can't speak French.

B. 1. We know that we are going to begin our work tomorrow. 2. I think it is beginning to rain. 3. She says she is washing up and her sister is watching television. 4. They say it is snowing heavily and a strong wind is blowing. 5. He says they are going to Britain for summer holidays.

C. 1. I think they have returned from the trip. 2. They say they have made a lot of pictures of New York. 3. We know you have travelled all over America. 4. She says she has made some interesting new friends. 5. He is sorry he hasn't been able to pass the exam. 6. I'm sure they have received our letter. 7. She doesn't remember how long they have been learning English. 8. She says it has been raining ever since morning.

D. 1. He says he wrote the letter last week. 2. Mother says my brother returned an hour ago. 3. They say there were a lot of questions after the lecture. 4. I know he had an accident a couple of days ago. 5. I suppose I saw them at the theatre. 6. She writes that they visited Liverpool, the home town of the Beatles, last summer. 7. I'm sure you had a wonderful holiday in St. Petersburg. 8. The children say they had a very good time with their granny.

E. 1. I suppose my sister will meet me at the airport. 2. I'm afraid our plan won't work. 3. Mother says we shall have lunch in a few minutes. 4. The weather will change for the better next week. 5. We hope we'll be able to swim in the sea. 6. I'm sure you'll enjoy the

party. 7. She says her brother will graduate in a year. 8. I suppose the work won't take us the whole day. 9. They don't know when they will return.

F. 1. The teacher says the students will be writing their paper for an hour and a half. 2. I think I'll be looking through these papers after dinner tonight. 3. He says he'll be preparing for his report in the library. 4. I know you'll be watching television the whole evening. 5. I'm afraid they'll be quarrelling again. 6. I don't know what I'll be doing tonight. 7. We know they'll be waiting for us at the bus stop.

G. 1. She says she will have finished the translation by the evening. 2. Jane hopes her friend will have received her message by that time. 3. I'm sure the examination will have ended by two o'clock. 4. I promise we'll have cleaned the house by mother's return. 5. The repairmen say they'll have finished repairing the house by the end of the season. 6. The teacher says by the end of the year we'll have learned a lot.

H. 1. He says he will leave as soon as he gets the money. 2. I'm sure they'll come to the party if we invite them. 3. She says she'll go out only when she has done her homework. 4. Kate writes that she'll send us a card after she has had a sightseeing tour of London. 5. I'm afraid you'll not recognize me when we meet. 6. Mother says we'll go out to the country if it's not raining. 7. I hope she will help me if I ask her. 8. She is afraid she won't be able to marry him before he has found a good job.

5. *Use the correct tense and voice form of the verbs:*

The fourth of July (to be) the biggest national holiday in the USA. It (to celebrate) as the birthday of the country. On July the 4th, 1776, when the American colonies (to fight) against Britain, the Continental Congress (to adopt) a resolution which (to come) to be known as the Declaration of Independence.

In fact, the Declaration of Independence (to be) a letter of the Continental Congress to the King of Great Britain. Thomas Jefferson (to write) to the king that the people (not to want) to pay taxes if they (not to allow) to decide how to spend the taxes. But the Declaration (to be) just a letter, it (not to make) the American people independent of Britain. Though the Declaration (to adopt) by the 4th of July, it (not to sign) by the members of the Congress till August the 2d, 1776.

The Congress (to hold) its meeting in Philadelphia, Pennsylvania. The members (to meet) in Independence Hall. When the people of Philadelphia (to hear) that the Congress (to vote) to send the Declaration to the king they (to ring) a big bell on the Tower of Independence Hall – the "Liberty Bell" – and (to celebrate) their first "Fourth of July". The bell still (to ring) to celebrate Independence Day. The Americans (to march) in parades. They (to decorate) the graves of their dead soldiers. In the evening in parks and fields fireworks (to shoot off).

16. *Use prepositions or adverbs where necessary:*

A. The word "club" is used ... many languages. A club is usually connected ... some sport or ... social activities. But ... London it sometimes has peculiar English meaning. When you hear a man talking ... "my club", you can be sure he means one ... the West End clubs ... which he is a member. Most ... them are located ... the same small area which is known as St. James's.

Most ... the clubs are old. The oldest was opened ... 1693 and was a coffee house. ... the end ... the 17th century and ... the first half ... 18th century, coffee houses were visited ... people as places ... social meetings and they were ... Vienna and other European capitals. Coffee houses were also used as places ... gambling. This early type ... club was usually started ... one man as a money-making venture. The names ... some ... these club owners gradually disappeared and were replaced ... a new type where members themselves ran and financed their clubs. The development ... the social club was seen ... the 19th century. The new clubs were managed ... committees... members, and members ... all clubs had to be elected. All the clubs were very proud ... their history and traditions. Membership ... the clubs is carefully selected.

B. Oxford is one ... the oldest universities ... Britain. The first ... its colleges was founded ... 1249. The university has 34 colleges and ... twelve thousand students, many ... them ... other countries. There were no women students ... Oxford ... 1878, when the first women's college opened. Now women study ... most colleges.

Oxford is, of course, famous ... its first-class education as well as ... its beautiful buildings. Some ... the most intelligent men and women ... the country live and work here.

It is not easy to get a place ... Oxford University to study ... degree. But outside the university there are many private colleges ... which it is easy to enroll.

17. Use articles if necessary:

A. ... Washington, ... Lincoln, ... Eisenhower, ... Kennedy – some of ... great names of ... American history, ... names of her Presidents.

These days, ... American President is one of ... most powerful men in ... world. He can make ... war, or ... peace. He can touch ... lives of ... millions in many different countries. But ... President cannot do just what he wants. ... Congress must agree first.

... United States consists of 50 states. ... Government of ... whole country (... “federal” government) works from ... Washington, ... capital city. This is where ... Congress is based. ... Congress consists of ... Senate and ... House of Representatives.

... Americans choose ... new President every four years. ... election is ... great occasion. It is ... serious business, but ... Americans make sure it is ... fun too.

B. ... children throughout ... English-speaking countries look forward to ... April ... 1st, April Fool's Day. By ... tradition it is ... day on which ... jokes are played. ... children might decide to wake their parents with ... news that ... house is on ... fire, or that some other disaster has occurred. When they see ... looks of ... alarm on their victims' faces, they shout, “April Fool”.

At school serious work is practically forgotten as ... children try to pin ... notices on one another's backs. ... notices say ... things like “Kick me”, or “I'm fool”. ... teachers have to be particularly careful or they might find themselves walking around with ... silly sign on their backs.

On this day of national good humour, ... television and radio service join in ... fun. Once they told ... story of ... building that had been built upside down by ... mistake. They showed the example of ... modern architecture which actually did look better when it was turned ... other way. Many people must have been fooled, and perhaps ... architect himself was given ... food for ... thought.

18. Fill the gaps with the appropriate form of the phrasal verbs from below:

check up on come under draw on/upon (2) point out turn to
track down

Highland Tracks is an unusual book about the history of Scotland. The author has managed to ... a number of previously unpublished sources. He has ... these to argue that the current political situation in the United Kingdom owes a great deal to the separate histories of Scotland and England. After analyzing the historical relationship between these two countries, the author then ... the relationship between Scotland and France. He ... that traditionally they had a much warmer relationship than either country had with England. The writer ... his imagination quite freely and the book should really ... the heading of fiction rather than non-fiction. It is a very interesting work although anyone seriously wishing to investigate Scottish history should ... many of the facts presented by this author.

19. Read the text and render it in English:

Australia and New Zealand were discovered in 1642 by the Dutch explorer, Tasman. It was thought that they were part of a Great South Land in which civilized human beings lived.

Scientists in Britain wanted to find out if this land really existed, so in 1768 they sent an expedition to the southern seas to look for it. The leader of the expedition was James Cook, one of the greatest explorers of all time. He took with him on board his ship, “Endeavour”, scientists and artists whose job was to make a record of all the strange things they might discover on the voyage. Cook never discovered the mysterious South Land, but he discovered the east coast of New Zealand, and he raised the Union Jack to claim it for Britain.

Cook and his companions came face to face with the Maoris, the native people who had come to New Zealand from the South Pacific Islands in the 14th century.

After leaving New Zealand, Cook sailed northwest. He believed that with luck he might find another land, and he did it nineteen days later. It was Australia. They landed in a bay on the northeast coast which is today part of Sydney, and to their astonishment they saw plants and creatures that no white man had ever seen before: kangaroos and wombats and koalas, brilliantly coloured birds and butterflies, and grey-green eucalyptus trees of all kinds. Cook named the place “Botany Bay”. They also met the dark-skinned Aborigines. The crew was scornful of them and called them animals, but Cook admired their simple way of life. He wrote in his diary: “With all our possessions and comfortable way of life, we do not seem as happy as they are”.

Ten years later, Australia’s first settlers landed in Sydney Harbour, which was only a few miles up the coast from Botany Bay. Captain Arthur Phillip, the commander of the little fleet, wrote: “We had the satisfaction of finding the finest harbour in the world”. Not many people disagree with him today. These first settlers were convicts, women as well as men, who had been sent to this wild land as a punishment. There were also soldiers to guard them. Only 10 percent of Australians are descended from convicts, most of whom were not really criminals. There were rebellious Irishmen, English labourers who had formed unlawful trade unions, girls who had stolen half a loaf of bread for their starving children.

By 1840 the borders of six separate colonies had been decided. These colonies stretched right round the coast from Queensland in the northeast to Western Australia in the far southwest. Each colony was ruled by a governor appointed by the British Government. In 1902 the six colonies formed a confederation of states which was called the Commonwealth of Australia.

New Zealand was colonized much later. The first colony of British settlers did not arrive until 1840, and twelve years later they were given self-rule. Like Australia, New Zealand became an independent country within British Commonwealth and Empire.

20. Translate into English:

1. Стоунхендж был построен задолго до того, как римляне пришли в Англию.
2. Вильгельм обещал, что он даст землю всем, кто присоединится к его армии.
3. Древние люди верили, что небом, солнцем, луной, землёй и морем управляют боги.
4. После ухода римлян англосаксы разрушили почти все здания, которые построили римляне.
5. Гид объяснил нам, что битва при Гастингсе – одно из важнейших исторических событий Британии.
6. Америка была открыта задолго до знаменитого путешествия Колумба.
7. Бедняки знали, что Робин Гуд всегда их защитит.
8. Кук обнаружил, что местные жители Новой Зеландии прибыли когда-то с других островов в Тихом океане.
9. Капитан Артур писал, что Австралия – самое красивое место из всех, которые он когда-либо видел.
10. Она спросила, откуда произошло название этого города.
11. Мы спросили американцев, отмечают ли они День 8 Марта.
12. Он поинтересовался, сможет ли он купить диск с шотландской народной музыкой в этом магазине.
13. Студенты спросили, на какой улице расположен музей Шерлока Холмса.
14. Америго Веспуччи доказал, что земли, которые открыл Колумб, были частью Нового континента.
15. Туристы узнали, что на следующий день они поедут на родину Шекспира, в Стрэдфорд-на-Эвоне.
16. Я спросила, где я могу купить шотландскую юбку, и мне объяснили, что шотландские юбки носят только мужчины.
17. Нас просили не разговаривать громко в музее.
18. Мама не велела детям выходить на улицу, пока она не придёт.

19. Нас спросили, не хотим ли мы поехать с ними на экскурсию по городу. 20. Мы попросили лектора, чтобы он рассказал нам об истории этого города.

Unit 18

THE MEDIA

Grammar: The Conditional. (First Conditionals. Second Conditionals. Third Conditionals)

Vocabulary: audience, advert, article, brief, breaking news, celebrity, chat show, children's programme, current affairs programme, computer game, game show, reality TV show, email, journalist, laptop, nature programme, presenter, producer, programme, documentary, search engine, series, sitcom, soap opera, station, tabloid, variety show, view, webcast, world events, live, to broadcast, to subscribe.

Text 1

After a long flight, you finally arrive in your hotel room and throw your bag on the bed. You turn on the TV and watch an international news channel that probably comes from the UK or the USA.

The main international broadcasters are BBC World and CNN. With an audience of over 1,5 billion people, these are popular channels that offer good quality news programmes. In both companies, the journalists are experienced writers that produce journalism of a high standard.

However, there are alternative news channels which people watch because they want a less traditional or non-western view on world events.

Al Jazeera International is an Arabic television news company that started an English language international channel in 2006. With more than 15 offices and professional journalists all over the world, it says it gives a fresh view on the big stories and it shows the news that we don't normally see.

The Internet offers even more variety. One World is an Internet site which has stories about the developing world and human rights, rather than the usual stories about US politics and business. The writers for this company are often local people who write the stories for free. This non-professional journalism is increasing and it certainly offers more choice.

All Africa.com and WNN.com are also Internet news sites, but they don't produce the news stories. Instead, they have links to more than 4,000 news organizations across the world. On sites like these, with a click of the mouse, you select the news that you want to see.

So, next time you are in a hotel room, before you turn on the TV, perhaps you should turn on your laptop and discover the world's news yourself.

Text 2

- Hi, Callum Robertson.
- Hello Callum. Helen Francis, from *The Nation*.
- Hi. How are you? Thanks for email.
- I'm fine. Thanks for agreeing to do the interview. As I mentioned in the email, it's pretty simple really. Just a few questions about the media. You can say as much or as little as you like.
- Fine, go ahead.
- OK... first question: which newspaper do you read?
- I don't buy a newspaper every day because I don't really have time to read one. I cycle to work every day and it's a bit difficult to read a newspaper while you're cycling. If I travel by

train, I get one of the free newspapers, like the *Metro* that we have here in London. But when I get to work we have the daily papers here, so at lunchtime, I read *The Guardian* or I have a look at one of the tabloids.

- What about magazines?

- I subscribe to a computer magazine, *Mac World*, because I have a Mac at home and I like to keep up with what's going on with Macs. And at work I look at some of the trade magazines and some other computer and Internet magazines, but apart from that I don't spend a lot of time with magazines.

- Uh-Uh. What do you watch on TV?

- I watch a great deal of television. I probably watch too much television. I like documentaries and comedies. I like American drama series like *The Sopranos* and *ER* and things like that. But I do have square eyes, I think.

- Do you ever listen to the radio, apart from the programmes you make?

- I listen to the radio a lot. I think it's a great medium. When I'm cooking in the kitchen, I always have the radio on. When I'm in the bath, I have the radio on and when I go to sleep at night I have the radio on. And it's actually on throughout the night, and when I wake up in the morning I have the radio on. It's mainly talk radio; news station BBC Five Live is the station I tend to listen to, that or Radio 4, another BBC station. I don't listen to very much music on the radio, but I love the radio – it's great.

- Can I ask you how you use the Internet?

- I use the Internet a great deal. At work it's part of my job, and at home I use it a lot, obviously for email. And these days I use it for all my banking and a lot of my shopping and also it's indispensable tool for me now, the Internet, for business use and for personal use.

- OK, finally, do you think the Internet is changing the way we use media? For example, do you think newspapers have a future?

- I think the Internet allows people to get their news from different places and do research. Er, but I don't think the Internet will destroy newspapers, because having something physical in your hand, for reading and turning, is important. You can write on it, you can do the crossword on it. So, the Internet can give us a lot, but I don't think it can ever replace newspapers.

- Great! That's it. Thanks very much.

- My pleasure. I'm looking forward to the article!

- Well, we can send you a copy when it's ready.

- Thanks, Helen. Goodbye.

- Goodbye.

Dialogues

- Hi, Geoff. Can I talk to you for a minute?

- Sure, what is it?

- Well, yesterday I met a guy Steve Giles – you know, the one I thought was a possible presenter for our new reality TV show.

- Oh, yes. What's he like?

- Nice. He's very polite, and cheerful...

- Hold on, Sally, can he present a reality TV show? I don't think we want a nice, polite person for that!

- **Don't you?** Well, I'm not sure. I think the presenter has to be friendly so that the people want to watch him. He's really confident too.

- OK. What does he look like?

- He's good-looking. He's got short dark hair, lovely eyes. He's not very smart, though, his clothes, I mean.

- What, is he scruffy?

- No, no, not scruffy, casual. You know, he was wearing jeans and T-shirt. But we don't need a really smart person for this show. I think we need someone young and relaxed.
- Yes, **so do I**. A lot of young people will watch it.
- Exactly. **Why don't we** invite him to meet the celebrities in the show? You know, see **how they all get on**. **I think we should** arrange a meeting.
- I don't agree, Sally. It's too soon. We don't know enough about Steve yet. **What about** getting him to the studio for a camera test – see how he looks on screen?
- Oh, good idea. **Let's do that**. I'll ...

Exercises

1. Put these words into three groups: **A** for newspapers and magazines, **B** for television and radio, and **C** for computers and the Internet. Some words can go in more than one group: Advert, article, celebrity, comedy, computer game, reality TV show, drama, email, journalist, presenter, producer, programme, documentary, search engine, series, soap opera, station, webcast.

2. Do you know these words for TV programmes?
chat show, children's programme, soap opera, current affairs programme, drama, sitcom, documentary, game show, nature programme, news, variety show, series, quiz.

3. Match the phrases 1-8 with a-h to make sentences and questions:

- | | |
|-----------------------------------------|----------------------------------------------|
| 1. Did you play | a) on Channel 7 last night. |
| 2. It's a good advert but | b) she received 300 emails a day. |
| 3. Latin American soap operas | c) usually tell the truth? |
| 4. She left her job because | d) for his university newspaper. |
| 5. Do journalists | e) are very popular in Spain. |
| 6. He writes articles | f) I can't remember the name of the product. |
| 7. <i>Big Brother</i> is | g) a lot of computer games when you are 15? |
| 8. There was an interesting documentary | h) a reality show. |

4. Complete these definitions. Use a word or phrase from below:

A company, a website, a scientist, a computer, a journalist, a newspaper, a software, a person, a TV programme, a channel, a global organization, a type of writing:

1. A film critic is _____ who reviews movies.
2. A blog is _____ that is similar to a diary.
3. A chat show is _____ which shows interview with famous people.
4. An editor is _____ who decides the content of a newspaper.
5. A laptop is _____ that you can easily carry.
6. A broadcast is _____ which shows TV programmes.
7. John Logie Baird is _____ that invented television.
8. CNN is _____ which broadcasts all over the world.
9. A search engine is _____ that is used to search specified information.
10. Youtube.com is _____ that shows videos by ordinary people.
11. NewsAcademic.com is _____ for young people.
12. The United Nations is _____ that tries to solve world problems.

5. Answer the following questions:

1. How often do you watch the news on television? 2. What channels do you watch? 3. What are the big new stories at the moment? 4. What do you know about these companies: BBC World, Al Jazeera International, One world TV, All Africa.com, CNN, World News Network? 5. What do they mean by “breaking news”? 6. Do you ever watch any of the international news channels or get your news from the Internet? 7. Which news channels do you trust? 8. Is the increase in non-professional journalism a good thing? 9. What are the advantages and disadvantages of newspapers, TV and Internet news? 10. What is your favorite programme? 11. What do you think of the other programmes? 12. Do you find it interesting to read about celebrities? 13. Which is better in your country, TV or newspapers? 14. Which are you more interested in, international or national news? 15. What do you think about TV news presenters in your countries? 16. How important is radio these days? 17. Are there any types of programme that you often or never watch? 18. How do you usually use the media? 19. Tell about a TV programmes/series you watched recently. What was it about? Was it good? Why/Why not?

6. *Are these statements true for your country?*

1. Newspapers are boring.
2. There are a lot of magazines about celebrities.
3. Soap operas are all the same.
4. Journalists usually tell the truth.

7. *Read the text and complete the gaps in the text with these phrases:*

- a) I also watch a lot of TV
- b) I sometimes travel abroad (e.g. China, Brazil)
- c) Learn the phonetic symbols
- d) I started working for the BBC in 1998

I work on a BBC website for learners of English all over the world. I write material for the site. I also produce and present live websites and features for radio and online. I usually work in London but

I was an English language teacher and teacher trainer. I taught in Japan, Denmark, China, and England. ... when I wrote and presented a radio series called *English in Question*. The series lasted for 40 episodes.

As for my free time, most of all, I like playing racket sports, particularly badminton and squash. I enjoy scuba diving and I love hill walking. ... and spend a lot of time using my computer.

What's my best piece of advice for learners? Every learner is different so it's hard to give a single tip. However, in general, practice, practice, practice! You need to work hard, so study the irregular verb tables and

8. *Read the article (text 1) from a British in-flight magazine and find out more about the news companies.*

a) *Choose the best title for the text:*

The end of the TV news;
Choose the news;
World news, global lies;
Local news, real life.

b) *Complete these sentences with the names of the news companies in the text:*

1. _____ and _____ are traditional, western news broadcasters.

2. _____, _____ and _____ are not television companies.
3. _____ and _____ report some different stories from the main broadcasters.
4. _____, _____ and _____ employ well-trained, professional reporters.
5. _____ does not usually pay its reporters.
6. _____ has a special interest in poor countries and their problems.
7. _____ and _____ are Internet sites that provide links to many news producers.

9. Read text 2 again. Which of these different types of media does he use a lot: newspapers, magazines, television, radio, the Internet? Are these sentences true or false?

1. He doesn't buy a newspaper every day.
2. When he cycles to work, he gets one of the free newspapers.
3. The magazines that he reads are mainly computer magazines.
4. He likes a variety of different TV programmes
5. He listens to the radio when he's doing other things.
6. He only uses the Internet for business.
7. The physical feeling of holding a newspaper is important for him.

10. Read the programme development team brainstorm ideas for **Fame and Fortune**.

- OK then, Bill, Kyllie, you've read the brief for the new programme. To summarize, it's a magazine-style programme with a young adult audience and it's for the early Friday evening slot. The working title is **Fame and Fortune**. Now's the time to sort out some details. Any ideas? Kyllie?

- Well Geff, I think we should include some politics in the programme.

- Politics? Really?

- Yeah, I know politics is usually a turn-off for this audience, but I think we can do it in a new way.

- Oh yes, and how do we do that?

- Well, why don't we get some politicians on the programme? However, let's not interview them about politics. Instead ask them about their lives – you know, interests, family, perhaps their life before politics.

- OK, so, politicians without politics.

- Exactly.

- I like it.

- So do I. Anything else? Bill?

- What about music? We should have a live band on the programme.

- I agree, but, then again, so many programmes do that.

- That's true, but why don't we get the band to perform three or four songs, rather than just one?

- Nice idea, that way we get a much better idea about the band.

- Fine, but what about the fortune part of the programme? What about interviewing rich people?

- No, I ... I don't think that's a good idea. We don't need more interviews, and rich people are often really boring. I think we should do something about high profile businesses, you know, like Google, Sony, Apple. You know the big business that have all the exciting new ideas and products.

- Great idea. So, we've got some politics, music and business, all with a fresh angle. I think these things are good for the target audience, but the programme is an hour long. What else shall we put in the programme?

- What about something with animals? Animals!?

- And, just how are animals connected to fame and fortune exactly?

- Well, I thought that perhaps we could find pets that have unusual talents, you know, cats that can sing. And then we could have a competition, and, you know, make them famous.
- And you really think that young adults, after a hard week at work, are interested in that?
- Well, I don't know, well, perhaps not, perhaps that's not a good idea. Why don't we ...

a) *What ideas do they decide to include in the programme? What ideas do they decide not to include? What is the fresh angle for each idea?*

b) *Complete these sentences from the conversation:*

let's	any	about	don't	shall	anything	what	should	not
-------	-----	-------	-------	-------	----------	------	--------	-----

1. _____ ideas?
2. Why _____ we get some politicians on the programme?
3. Let's _____ interview them about politics.
4. _____ ask them about their lives.
5. _____ else?
6. We _____ have a live band on the programme.
7. What _____ interviewing rich people?
8. What else _____ we put in the programme?
9. _____ about something with animals?

11. *Read the dialogue and decide on who agrees with these statements: speaker 1 (S 1), speaker 2 (S 2) or both:*

1. *You can trust the news on TV more than the newspapers.*
2. *It's sometimes interesting to read about celebrities.*
3. *The British don't feel part of Europe.*
4. *There isn't any news about South Korea in the British media.*

S 1 - OK, so the question is: *Do you always believe the news?* Right ... do you want to start?

S 2 - Yes, all right. Well ... it depends. I believe most of the news on TV, especially the BBC or CNN news. They're big, international organizations and a lot of people trust them, including me! I believe their websites too.

S 1 - What do think about newspapers? Do you believe them?

S 2 - No, I don't believe newspapers so much. I think some of them write anything – just to sell. You know, stories about celebrities. ...

S 1 - Yes, but that can be interesting sometimes when you don't want really serious news.

S 2 - You're right actually. It *is* sometimes interesting to read those kinds of news stories. Anyway, another thing is ... the newspapers are often very political. Some are for the government, and others are against the government.

S 1 - Absolutely. And they try to influence you.

S2 - I think TV news is fairer. It's more balanced. Anyway, what do you think? Do you believe the news?

S 1 - Well, I think I agree with you, basically. I trust TV news more. But there's a special problem here in Britain, even on the TV news ... you know ... it's the way they talk about Europe They seem to tell British people what they want to hear ...

S 2 - Sorry, I don't really understand. What do you mean exactly?

S 1 - Well ... when they talk about Europe in the media ... it's like a bad thing, you know, like it's us and them ... Britain's good and Europe's bad. I'm Italian so that makes

me angry.

S 2 - So, are you saying that the British feel that they aren't really part of Europe?

S 1 - Yes, exactly.

S 2 - It's an interesting point. I'm not sure I agree with you, though. Anyway, at least the British media say something about Europe. I never see any news about South Korea at all. My country doesn't really exist for them.

12. You work in the programme development department of a TV channel. You are going to design a weekly television programme for the channel. Read the instructions below and prepare some ideas and suggestions.

1. Decide on the target audience for the programme, e.g. teenagers, young adults, elderly people, professional people, housewives, male or female ...
2. Decide on the day and time for the programme, e.g. a weekday lunchtime programme, a Saturday evening programme ...
3. Decide on the content of the programme, e.g. What topics should the programme cover? How can you make it interesting for your target audience? Can you think of any fresh angles for the topics? How many presenters should the programme have?
4. Decide on the name of the programme.
5. Write the presenter's introduction to the first programme.

13. Read this text from an information leaflet for parents. Fill in prepositions where necessary:

Keep your child safe ... the internet

It's a great way to have different kinds ... fun, keep ... touch ... old friends and make new friends. They can also find material ... homework and sometimes buy things like music, books or games.

Most material ... the Internet is legal but it is easy ... children to see images that are harmful ... them. Children need to feel that they can talk ... an adult when they see something they don't like.

Sometimes children want to meet their Internet friends. Because you can't see the people you contact online, you have no idea who they are. It is not a good idea ... children to meet people ... the Internet ... a responsible adult. Explain ... the child that the adult is not there to spoil their fun – it is just basic safety.

14. Four people are talking about the media.

Speaker 1

Well, I think it's very important for them to do that. They need to learn about the world and major events – I'm sure it helps them with their schoolwork. However, you need to be careful sometimes because perhaps a story is not suitable for kids, you know, murder stories and things like that.

Speaker 2

Oh, both. When I wake up I watch the breakfast news shows – I like to know what is happening right now and they also tell you about major travel problems. Then, I buy a paper for my journey to work. I travel by train so I can read the stories carefully and get more details than I can from the television programmes.

Speaker 3

Well, I often watch them and I think they're quite good usually. In Britain, they're about thirty minutes long so they can give you a lot of good information. Sometimes I think there are a lot of stories about celebrities and film stars – I don't like those kinds of story, you know, about their relationships and lives. But, there is also a lot on international news, which I think is very important.

Speaker 4

Personally, I get a lot of my news online now. I check the BBC website four or five times a day while I'm at work. It's good because the news is up-to-date, you get the latest news and I prefer that. You know, the morning paper can only tell you yesterday's news, and that's old news really. I know there more detail in the papers, but, I don't have time to read long articles.

A) Which question is each person answering? There is one question that you do not need.

B) Choose the best ending a) or b) for each sentence

A)

What's your opinion of TV news programmes?

Do you think children should watch the news?

Are 24-hour news channels a good idea?

Do you get your news from the newspapers or from TV?

Which is better for news – newspapers or the Internet?

B)

Speaker 1 thinks that news about serious crimes:

a) is okay for children to hear about.

b) isn't okay for children to hear about.

Speaker 2 thinks that he can get more information from:

a) newspapers than TV news programmes.

b) TV news programmes than newspapers.

Speaker 3 is pleased that there are stories about:

a) famous people from the entertainment world.

b) Stories from around the world.

Speaker 4 prefers:

a) to get the news immediately things happen.

b) to have stories with a lot of information and analysis.

15. Write four or five sentences about a TV advert you know.

16. Each condition will have a result. Match the condition with the appropriate result:

<u>Condition</u>	<u>Result</u>
1. If Dent wins, she	a. won't stay out of trouble.
2. If she lowers taxes, business people	b. won't have a say in the government.
3. If the education system improves, we	c. will have an educated work force.
4. Unless young people have hope for the future, they	d. won't be able to vote.
5. If crime decreases, this	e. will move their companies back to the city.
6. Unless you register, you	f. will lower taxes.

7. If you don't vote, you

g. will be a safer place to live.

17. a) **First Conditional.** Read this interview between *Politics Today* (PT) and MP Daniel Baker (DB). Complete it with the correct form of the verbs in brackets and **if** or **unless**:

PT: What's the first thing you (do) (if/ unless) you (get) elected?

DB: Well, it's been a long, hard campaign. (if/ unless) I (win), I (take) a short break before I begin my new job.

PT: Sounds good. Where?

DB: Sorry, but I'd rather not say. (if/unless) I (be) elected, I (try) to keep my personal life private. Even politicians need privacy.

PT: I can understand that. Now, every election has a winner and a loser. What you (do) (if/unless) you (lose)?

DB: (if/unless) I (lose) this election, I (continue) to be active in politics. (if/unless) all parties (cooperate), this country (not be) as great as it can be. Finally, (if/unless) the people (not elect) me to office this time, I (be) back next time to try again!

b. **Second Conditional.** Translate into Russian:

1. He would buy this car, if he had more money. 2. If you didn't smoke so much, you would feel better. 3. Jack wouldn't be so tired every evening, if he had a short rest after dinner. 4. If it didn't rain, we should go for a walk. 5. She would be more attractive, if she paid more attention to her clothes. 6. Henry would be here now, if he knew we needed help. 7. If I knew, I would tell you. 8. If I were you, I would work much harder. 9. If you told truth, people would trust you more. 10. If you tried to hide anything, he would soon find out.

c) **Third Conditional.** George is thinking about the past. Complete his thoughts with the correct form of the words in brackets:

1. I didn't go into business with my friend Pete. If I (go) into business with him, I (become) a success.

2. I couldn't go into the army because I was deaf in one ear. I (go) into the army if I (not lose) my hearing in that ear.

3. Mary and I weren't able to go on honeymoon. We (can/go) away if my father (not become) ill.

4. Clarence showed me how the world would look without me. I (not know) that I was so important if Clarence (not show) me.

5. My old boss once made a terrible mistake. If I (not help) him, he (can/go) to prison.

6. Mary (may/not lead) a happy life if she (not marry) me.

7. Life here (be) really different if I (not live).

18. Which of these conditional sentences used to talk about

a) what will happen under certain conditions in the future

b) unreal, untrue, imagined or impossible conditions and their result in the present

c) past conditions and results that never happened:

1. They would see everything quite well now, if they had better seats. 2. If I had not been far from your house, I should have come to see you. 3. Mr. Brown would have spent more money on Christmas present, if he had been able to afford it. 4. Unless you try to hide anything, you'll have nothing to fear. 5. Mary would stay at home, if she didn't feel well. 6. I would go to the dentist if I were you. 7. When it is looked upon as vulgar, it will cease to be popular. 8. I think you would have got the permission if you had asked me. 9. Unless you don't vote, you won't have a say in

the future of our country. 10. If I had more money now, I would go on a trip round the world. 11. If the film had won an Oscar, it would have become famous immediately.

19. Translate into English:

1. Если бы я поехала в Санкт-Петербург, я пошла бы в Эрмитаж. 2. Если становится темно, мы зажигаем свет. 3. Если становилось темно, мы зажигали свет. 4. Если станет темно, мы зажжём свет. 5. Если он скажет мне вернуться, я вернусь. 6. Если бы вы остановили меня на улице, когда вы меня увидели, я пошёл бы с вами. 7. Если бы вы объяснили бы мне все ошибки, я бы их не повторил. 8. Если завтра будет хорошая погода, мы поедем за город. 9. Он не окончит свою работу вовремя, если не будет усердно работать. 10. Если бы у моего брата было бы сейчас время, он помог бы нам. 11. Я был бы разочарован, если бы они не пришли. 12. Мы будем очень сожалеть, если они не придут вовремя. 13. Ты бы не болел, если бы одевался теплее. 14. Я бы навестила тебя вчера, если была бы в городе. 15. Если бы он сейчас был здесь, он бы рассказал нам много интересного. 16. Я бы не беспокоился об этом, будь я на вашем месте. 17. Ты был бы более счастлив, если бы последовал моему совету. 18. Если в воскресенье пойдёт дождь, пикник придётся отложить. 19. Если бы для меня было бы возможным прийти в 6, это подошло бы мне значительно больше. 20. Если бы у меня было время вчера, я бы поехал туда.

Unit 19

NATURAL WORLD AND THE ENVIROMENT

Grammar: Gerunds

Vocabulary: beach, blizzard, cave, cliff, coast, damage, danger of extinction, derelict, drought, dump, field, forest, fossil fuels, glacier, global warming, graffiti, hill, jungle, island, landscape, lagoon, lake, mountain, rainforest, rock, rubbish, sand, sea level, surface, valley, waterfall, wave, wasteland, sea level, river, volcano, crab, deer, elephant, giraffe, gorilla, hedgehog, human, leopard, monkey, panda, polar bear, rabbit, snail, squirrel, spider, tiger, the Pacific Ocean, the Arctic Ocean, beautiful, calm, cheap, exciting, impressive, mysterious, peaceful, pleasant, romantic, wild, to be surrounded, to rescue, to melt, to cause, to harm, to destroy, to affect,

Text 1

Imagine you run a small shop in your local neighborhood. Suddenly, a giant supermarket opens for business opposite your shop. What happens to you and your business?

In the natural world, things are often the same. The red squirrel was living happily in England when, in the 1880s, many people brought grey squirrels from North America as pets. Since then, these pets have escaped into the wild. They now eat the same food as the red squirrels, and they eat it more quickly. Consequently, now there aren't many native squirrels in England and they are in danger of extinction.

There are many invaders that don't cause extinctions, but they do destroy plants and harm the economy. For example, European red deer are destroying the forests in South America because they eat the young trees. Rabbits have spread from Europe and now eat farmers' crops all over the world. These kinds of invaders are causing problems for humans, unlike the grey squirrels, which cause little damage to plants and don't damage the economy.

Few invaders are large land animals; most of them are fish or small animals like insects. There are thousands of these invaders and these smaller animals often mean farmers lose a lot of money. The apple snail from South America doesn't cause much damage in Europe, but it cause a lot of damage in south-east Asia because it loves to eat rice plants.

There are very few positive sides to these animal invasions. However, in Britain today, one invasion story offers some hope. Chinese mitten crabs first came on ships from China. These crabs destroy local environments and attack fish in fish farms. However, in China these crabs are an expensive food, so, now, Britain is selling them back to China. The crabs are travelling on ships again, but this time they are food, not invaders; and this time they are helping the British economy, not harming it.

Text 2

Presenter:

I've been a scientist for over 40 years and I've been making nature documentaries for the last twenty years and, to be honest, fifteen years ago I didn't believe that we were changing the world's climate. However, for the last ten years I've been travelling around the world to find out if, in fact, we are changing the world's climate. I've met many scientists and I've visited some of the world's most special environments and now, I've definitely changed my mind.

We can see the early effects of global warming in the polar regions – the Arctic and the Antarctic. John Watts is a polar scientist in the Arctic.

John Watts:

I've been working here since 1980, and, recently, things have been changing very quickly. The sea ice is melting earlier every year and this means that life for the polar bears is getting harder, because they can only find food when the ocean is covered with ice. There are now 25 per cent fewer polar bears compared to when I first came here.

Presenter:

Sea levels are rising because the polar ice and mountain glaciers are melting. This means that islands in the Pacific Ocean are disappearing under the sea. As well as this, the seas are also getting hotter. This is causing problems for both rainforests and the coral reefs.

The warmer seas mean there's less rain in the rainforests. In the Amazon rainforests, the larger trees are dying and there are serious droughts. As well as this, the warmer sea water is killing coral reefs in many parts of the world. Coral reefs are very sensitive to temperature changes and we're now losing some of the richest environments in the world. But, are we causing these changes or is it just a natural process? Bruce Sindall has a computer model that seems to answer this question.

Bruce:

With this programme, I can show how the temperature of the planet has been changing for the last 100 years and I can show what effect the burning of fossil fuels has on the temperature changes. The first line on the graph – the blue line – shows you the temperature changes because of natural process, such as volcanoes and the energy from the sun. As you can see, the temperature goes up and down without a strong trend. The second line shows you what happens when we include the CO² that is produced by the use of the fossil fuels. As you can see, the average temperature has been increasing very quickly since 1950, and this will continue. The increase in CO² in the atmosphere has been increasing the planet's temperature,

Presenter:

So, is this the end of the world?

Well, not yet. We have the power to slow, and possibly to stop, the rise in temperature. We have to produce less CO², and to do that we have to change the way we live our

lives.

Dialogues

Poppy and Rick (the members of funding committee) are discussing the project Wild City:

P: **Right then**, so, the next project is *Wild City*. What do you think of this one?

R: Well, the best thing is that it's **definitely** a green project. **I mean**, you can't get much greener than a wildlife park, **can't you?**

P: **Indeed**, you can't. And it **certainly** makes the local area a better place to live, **doesn't it?**

R: Urban wasteland areas really ruin any local area – they make the whole place feel run-down and scruffy.

P: **Exactly**. So, what about other points on the guidelines? The project solves a problem, **doesn't it?** Getting rid of the wasteland. And **of course**, it involves local people working together.

R: **Sure**. But there are a couple of points that it doesn't meet, **aren't there?**

P: Well yes, but that's quite normal, **isn't it?**

R: **Sure**, but this project needs £ 5,000 a year. And we can't **really** give them that much money.

P: No, **that's true**. What do you think they need that money for?

R: Well, **I reckon** it's to pay for the local people who'll look after the park.

P: **I guess** so. Well, they could do it unpaid, **couldn't they?**

R: **Perhaps**, but we've seen that fail before, **haven't we?** If no one gets any money at all, then things like parks soon get run-down. **You know**, there's more litter, you start getting graffiti, **that kind of thing**.

R: Yes, **that's fine**. **Right, well**, there's one more point that the project doesn't meet.

P: **Is there?** Which one?

Exercises

1. Complete these paragraphs (a, b) with the next words in an appropriate form:

a) continent, plant, billion, pollution, species, survive, damage, invader, destroy, harm, human.

There are a lot of animals that are ..., but perhaps there few, if any of them are worse than 2000,000 years ago there were very few humans. Now there are nearly six ... of them. Unfortunately, there isn't any information about the early history of this ..., but it seems certain that the first humans came from Ethiopia in east Africa. After many thousands of years (150-180) humans were living on every ... on Earth. How much ... have these invaders caused? They have ... native ... and animals. Before humans, there was little Now, there is much of it and it is causing ... to the global environment. It seems that humans need to change many things about their lifestyle if they want to

b) atmosphere, climate, fossil fuels, glaciers, global warming, polar bears, rainforests, sea ice, sea levels, temperature.

Although the Earth's ... has often changed for natural reasons, it has been changing more rapidly over the last hundred years. The rapid change is known as ... and it is caused by high levels of carbon dioxide in the ... due to the burning of Because of global warming, many ... are melting and there is less ... in the Arctic. This means that ... are in danger of extinction and also that ... are rising, which means some Pacific Islands will soon disappear. The sea is also

getting warmer, which is causing droughts in the As well as this, coral reefs are dying because they are sensitive to ... changes.

2. Read text 1 and a) answer the questions:

b) choose the best summary:

a)

1. What do you think happens to the small food shop when a supermarket starts business?
2. Is the red squirrel like the small shop or the supermarket?
3. Why did the grey squirrel come to Britain?
4. Do all invasive animals cause the extinction of native animals?
5. Are there more large animal invaders than small ones?
6. Why do you think the apple snail doesn't cause many problems in Europe?
7. Is it common to find good things about animal invasions?
8. Who is Britain selling mitten crabs?

b)

1. It is about the problems that new animals face in new environments.
2. It is about how foreign animals affect local animals and environments.
3. It is about the similarities between the natural environment and the business world.

3. Change these sentences so that they are true for the place where you live.

In my city ...

- 1 there's a lot of ugly graffiti.
2. most of the canals and ponds aren't very clean.
- 3 there are many empty and derelict houses.
- 4 there are some scruffy areas of wasteland.
- 5 my local park isn't very well-kept.
- 6 many streets are run-down.
- 7 people often dump rubbish in woods and green areas.

4. Circle the odd one out in each group:

- 1 squirrel / hedgehog / snail / rabbit
- 2 sea / forest / river / lake
- 3 beach / coast / hill / sand
- 4 lagoon / lake / river / rock
- 5 mountain / hill / wave / coast
- 6 crab / giraffe / gorilla / monkey

- 1 drought / glacier / extreme weather
- 2 Arctic / rainforest / rubbish
- 3 sea ice / graffiti / rubbish
- 4 coral reef / wasteland / glacier
- 5 well-kept / run-down / derelict
- 6 sea ice / sea level / rainforest

5. Write pairs of contrastive sentences using the linking word in brackets:

1 Spider crabs are 30 cms wide.

Pea crabs are 0.5 cms wide.

a) Spider crabs are 30 cms wide, whereas pea crabs are only 0.5 cms wide. (whereas)

b) Pea crabs are 0.5 cms wide. In contrast, spider crabs are 30 cms wide. (in contrast)

2 Blue whales weigh about 150 tons.

Grey whales weigh about 50 tons.

a) Blue whales _____ . (whereas)

b) Grey whales _____ . (but)

3 Ostriches are 2.5m long.

Hummingbirds are 7cms long.

- a) Ostriches _____ . (in contrast)
b) Hummingbirds _____ . (whereas)

4 Mayflies live for one day.

Giant tortoises live for over 100 years.

- a) Mayflies _____ . (in contrast)
b) Giant tortoises _____ . (but)

6. Look at the website.

Welcome to **Animal Aid International**

We work to save animals that are suffering, usually because of humans.

Our areas of activity

- A) Animal rescue:** We have teams of trained rescue workers in countries all over the world.
B) Animal hospitals: In Africa, we have five animal hospitals with experienced vets and modern medical equipment.
C) Animal hunting: We support the police in their fight against the illegal hunting of wild animals.
D) Animal sanctuaries: We provide safe places for animals to live, for a long or short period of time.
E) Animal captivity: Many zoos keep animals in awful conditions. We campaign to improve animal welfare.

a) Which link A – E do you click on for the following information:

1. people who kill animals illegally
2. special accommodation for animals
3. caring for ill animals
4. animals that are not free
5. saving animals from danger

b) Match the headings 1-5 with the sentences a-e:

- 1 animal captivity
- 2 animal hospitals
- 3 illegal hunting
- 4 animal sanctuaries
- 5 animal rescue

- a. We give wildlife a chance to live in safety, perhaps in a conservation park.
- b. We work to improve the treatment of animals in zoos.
- c. Our experienced vets carry out hundreds of operations a day.
- d. We save animals in emergency situations, perhaps after a ship sinks.
- e. We train wildlife officers to stop the people who shoot wild animals.

7. Find 12 animals in the wordsearch:

L	S	Q	U	I	R	R	E	L	T
H	E	H	U	M	A	N	L	E	Z
E	F	O	C	G	H	D	E	E	R
D	C	S	P	M	J	K	P	G	A
G	D	R	B	A	Y	B	H	I	B
E	Q	Y	A	E	R	E	A	R	B
H	W	U	K	B	X	D	N	A	I
O	S	N	A	I	L	R	T	F	T
G	O	R	I	L	L	A	L	F	A
M	H	U	O	P	T	I	G	E	R

8. Read this essay and choose the best title:

Discuss the good and bad features of volcanoes.

Compare and contrast two volcanoes.

Consider the problem of volcanoes, and what people can do about this problem.

Volcanoes are one of the most impressive features of the natural world. Everybody can recognize a volcano, but are they all the same? This essay looks at two famous volcanoes in different countries.

The largest active volcano in the world is Mauna Loa (4,170m) on Hawaii, in the Pacific Ocean. The last eruption was in 1984. Its sides slope gently, and this shape of volcano is less dangerous than other kinds.

Unlike Mauna Loa, Mount Fuji in Japan is a dormant volcano which last erupted in 1707. Mount Fuji (3,776m) is perhaps the world's most famous volcano because of its almost perfect shape – a cone with quite steep sides.

To summarize, Mauna Loa is higher than Mount Fuji but the sides of Mount Fuji are steeper. Mauna Loa is an active volcano. In contrast, Mount Fuji is dormant. Mauna Loa last erupted in 1984, whereas the last eruption of Mount Fuji was in 1707. In conclusion, we can see that these two volcanoes have more differences than similarities, but they both catch our imagination.

9. Read the text. Use the information to draw a map of Bora Bora.

Many people have called it the most beautiful island in the world – a paradise of clear blue water and white sandy beaches in the Pacific Ocean.

The main island is surrounded by a lagoon and a large ring of smaller islands. There are green hills and two impressive peaks. At 727m, Mount Otemanu is the highest point.

The lagoon is the most important feature of Bora Bora and is three times bigger than the main island. The water is calm, shallow and transparent, with an amazing range of different shades of blue. You can go on trips to feed the sharks and friendly rays.

You can drive round Bora Bora in about an hour (it's only 6kms long and 3.5kms wide) but it's better to travel by bike. When you're thirsty, stop for a coconut drink. A man cuts off the top of your coconut with a huge knife.

Are these sentences true or false?

There is a single mountain.

The water in the lagoon is very deep.

The colour of the water is the same everywhere.

You can drive round Bora Bora very quickly because it's a small island.

10. Read the text.

Islands have their own kind of magic, and *Greenland* is one of them all. During the summer months, it's daylight a lot of time – and it's hard to sleep! But that gives you more time to see this strange, wild and enormous place. Greenland is the biggest island in the world. It lies between the North Atlantic and Arctic Oceans, off the coast of North America. It's almost two-thirds the size of Australia; 2,655 kilometers from north to south, and 1,290 kilometers from east to west. So there's a lot of land, but it's not very green. In fact, Greenland is the least green of all the islands in the world. And that's because an icecap – a thick layer of ice – covers 85 per cent of Greenland. Snow falls on Greenland in every month of the year. The snow gets deeper and deeper and turns to ice. As a result, Greenland has the second largest icecap in the world, after Antarctica. On average, the ice is one and a half kilometers thick, but in some places it's thicker than that – more than three kilometers thick, in fact. And it's always moving. In large parts of the island, there are no people at all. About 55,000 people live around the coast, where the climate is less cold than in the center. Their main work is fishing.

Madagascar is a world apart. It's the fourth largest island in the world, and lies in the Indian Ocean. It split away from the rest of Africa about 100 million years ago. It's a land of contrast and surprises. There's rainforest on the east coast of Madagascar. In the south it's hot and dry, but the climate is cooler in the mountains that run down the middle of the island. So some parts are less tropical than others. Most of the people are farmers, and rice is the main food. The population is about 18 million. But what makes Madagascar special is that there are unusual types of animals and plants that you can't find anywhere else in the world. The island's most famous animals are lemurs – they look a little like monkeys and they've got long tails. But they're in danger now because people have destroyed the forests where they live. In all, 50 kinds of wildlife are at risk on Madagascar.

Yes, it probably looks familiar ... and of course it is. I'm in Trafalgar Square, in the heart of London. Sometimes it's easy to forget that *Great Britain* is an island, too. In fact, Great Britain is the eighth largest island in the world, and the largest in Europe. It's interesting, too, because it's actually three countries: England, Scotland and Wales. It's rich in history, and people come from all over the world to visit famous churches, museums and castles. Great Britain is more crowded than many of its European neighbors, and has a population of 60 million. But in parts it's also very beautiful. Mountains cover a lot of Scotland, where there are many long, deep lakes, called lochs. Wales and the north of England are hilly, while the south and east of England are flatter. The area around London is probably the least impressive part of Great Britain. In 1994, the Channel Tunnel opened. This rail tunnel is almost 50 kilometers long, and links England with France. It's the second longest tunnel in the world, after the Seikan tunnel in Japan. Because of the Channel Tunnel, some people think that Great Britain is no longer an island!

Read these statements. Which island do they refer to:

1. it's popular with tourists.
2. the nights are very short in summer.
3. the animals and plants are different from other places.
4. there's a tunnel connecting it to a continent.
5. there are big differences in climate between different parts of the island.
6. its name doesn't describe well.

11. Complete the sentences with a preposition:

1. Bora Bora is surrounded _____ a lagoon.
2. Greenland is one _____ the most magical islands _____ the world.

3. Greenland lies _____ the North Atlantic and Arctic Oceans.
4. It's 2,665km _____ north _____ south.
5. Madagascar lies _____ the coast _____ Africa.
6. Many animals _____ Madagascar are _____ danger.
7. Great Britain is rich _____ history.
8. Trafalgar Square is _____ the heart _____ London.

12. Talk about the four islands using some of the adjectives in the box:

beautiful	calm	cheap	exciting	impressive	strange	wild
mysterious	peaceful	pleasant	popular	romantic	interesting	

Example: Greenland is probably the least popular with tourists.

13. Read the text and name the island (or islands) which:

1. has different seasons _____
2. has a very small population _____
3. is near another country _____
4. has mountains _____
5. is between two continents _____
6. is never cold _____
7. is small _____
8. grows fruit _____
9. has a tourist industry that is developing _____
10. is a county _____

Singapore is a small flat island country in South East Asia, off the coast of Malaysia. The weather is always hot and sticky. But Singapore isn't typical tropical island, it's rich, modern island city, with a population of nearly four and a half million. Most of the people are Chinese, and they live in the city at the southern end of the island. Singapore is the largest port in South East Asia, and the second largest in the world. It has a good educational system and is clean and well-organized too!

St Lucia is a small island country in the West Indies, to the east of the Caribbean Sea. It's very green island, with mountains in the center and beautiful sandy beaches around the coast. Like many Caribbean islands, it has a warm climate and it's famous for bananas. About 150,000 people live on the island, and most of them are Afro-Caribbean. The tourist industry is growing fast and it creates jobs for local people, especially in hotels and restaurants, but also brings problems. Private companies are buying the land, and there is less room for small farms and local communities.

Sicily lies between Europe and Africa, and it is the largest island in the Mediterranean Sea. There are large areas of mountains in the north and east. The highest point is Mount Etna (3,320m), which is the highest volcano in Europe. Sicily is extremely hot in summer, but in spring and autumn the climate is very pleasant. It is part of Italy, but it is quite independent. Five million people live there. Sicily has a long and complicated history and a rich culture. Fruit (lemons, grapes, etc) is one of the main products, but tourism is becoming more important. Sicily is also famous for Mafia – an organization of criminals.

14. Complete the text with the phrases a-f:

- a) In contrast, the Red Sea is very hot.
- b) but it is very cold
- c) it is only 55m deep
- d) it is roughly 440,000km² in size
- e) and it is also one of the hottest (28°C)
- f) and there are many coral reefs
- g) They have also become major tourists destinations.
- h) particularly for people on diving holidays

The world's seas are an important part of the global environment. They are home to thousands of species, they affect the weather and they provide food. _____. This essay compares two seas in the northern hemisphere. The Baltic Sea, in Northern Europe, is part of the Atlantic Ocean. It is about 380,000km² in size, on average, _____. This sea is not very salty (one percent) _____. Because of this, sea ice often covers nearly 50 percent of the surface. This means that there are not very many different animals that live in the sea.

The Red Sea, between Africa and the Middle East, is part of the Indian Ocean. _____ and it has an average depth of 500m. This is one of the saltiest seas in the world (3.8 percent) _____. This warm environment is ideal for thousands of species _____ and tropical fish. This sea is very popular for tourists, _____.

To sum up, these two seas are similar in size but the Red Sea is deeper than the Baltic Sea. The Baltic Sea is a cold sea with a lot of ice. _____. The biggest difference concerns the biology of these seas. There are few species in the Baltic Sea, whereas there are many different species in the Red Sea. The warmer water also means that the Red Sea is a more popular tourist destination.

15. Read the text and underline information that you didn't know. Answer the questions:

1. What causes natural climate change and what causes global warming?
2. Is there anything good about CO₂?
3. Why is there more CO₂ in the atmosphere than ever before?
4. What problem does a thicker CO₂ blanket cause?

During the long history of our planet, the climate has often changed for natural reasons. This is because the energy that we get from the sun changes regularly. The planet was warmer during the time of the dinosaurs, and during the ice age it was four degrees lower than today. However, nowadays the climate is changing faster than ever before. The rapid change, known as global warming, is caused by the current high levels of carbon dioxide (CO₂) in the atmosphere.

There has been CO₂ in the atmosphere for millions of years. Animals produce CO₂ when they breathe, and plants use it to make energy and oxygen. The CO₂ that is not used by plants forms a blanket in the atmosphere. In positive way, this blanket traps the sun's energy and keeps the planet warm. However, CO₂ is also produced when we burn oil, coal and gas – the fossil fuels. Because of this, the amount of CO₂ in the atmosphere is now higher than at any time in the last 600,000 years. The CO₂ blanket is getting thicker and thicker, and this means the planet is getting hotter and hotter. This is causing the rapid climate change and it is a danger to life on this planet.

16. Answer the questions:

- a. Which of the animals do you have in you country?
- b. Which do you think are cute?
- c. Are any of them dangerous?

- d. Are any of them nearly extinct?
- e. Are there any problems with invasive species in your country?
- f. Are there any volcanoes in your country?
- g. Have you ever been up a volcano? Are they famous?
- h. What islands have you visited? Describe them.
- i. What do you think of when you thought of an island?
- j. What problems does the world face? What are the causes of these problems?
- k. What are the causes of global warming?
- l. What are the effects of global warming?
- m. Is climate change a new phenomenon?

17. Fill in prepositions if necessary:

K: ... my way home ... work yesterday, I stopped my local supermarket. ... other things, I wanted to buy a couple of coconuts. When I picked them ..., I was amazed that each coconut was wrapped ... clear, thin plastic. Isn't this the most stupid example ... packaging ever?

A: You've picked an unusual example ... packaging, but there is a reason ... this. Supermarkets want to make sure that coconuts reach ... the consumer ... very best condition. The packaging helps to keep the product fresh; it cuts ... the damage if the product gets broken; it stops coconut hairs ... getting ... other food during transport and it allows supermarkets to put ... an information label.

K: I see. However, the fact is that here in the UK, we throw a huge amount ... packaging ... - 4.6 million tonnes every year. All those cans, jars and boxes add about £ 480 a year ... the average food bill. The main supermarkets give 17 billion plastic bags ... a year. ... addition, our streets are full ... packaging rubbish such as water bottles, crisp packets, noodle pots and plastic bags. Isn't it your responsibility to do something ... it?

A: As a matter ... fact, we are doing something. A lot ... thought now goes ... the design ... packaging, so that ... many cases we use the minimum amount ... material. We're also using more biodegradable materials and these end ... mainly as water vapour. But people shouldn't just blame this problem ... the packaging industry. Consumers and governments also need to take action. The amount ... packaging waste that's recovered and recycled ... the UK has been going .. for some time. It now stands ... 63%, but this country's record is poor compared ... other European countries. What's more, even ... biodegradable materials, it's not enough just to put rubbish ... a hole ... the ground. ... sun, air and water, a rubbish bag that should break fifteen days could still exist hundreds ... years ... now. That's a problem ... planners. Remember too, that changes ... society are going ... which affect the amount ... packaging that's produced. People are buying more all the time. Also, more and more people are living alone and they're eating more convenience food. So everyone has to pull together ... this.

18. Translate the text into Russian:

Scientists are thinking the unthinkable: can engineering projects save the world from global warming? How can we save the planet if we can't reduce our production of carbon? There are two main approaches to this question.

One approach involves the removal of carbon from fossil fuels. There are two ways to do this. The first involves removing carbon from the fuel before it is burnt. Currently, this happens in Norway where CO₂ is removed from natural gas as it comes out of the ground. The second involves capturing the CO₂ when it is produced by power stations. Both of these methods are expensive, but they could reduce the CO₂ produced by 90 percent.

The other approach is to reduce the amount of solar energy which hits the Earth. Some scientists have suggested putting a giant mirror in space. Others have suggested increasing the number of clouds over the oceans because they reflect back the sun's rays. This last technique has the advantage of being easy to stop and start.

There are many unanswered questions about these ideas, but they must be safe and not cause more damage. Any large engineering projects mustn't harm the Earth or life on it. Otherwise, the cure for global warming might be worse than the original illness.

19. Complete the sentences with gerund form of the verbs in box:

a) eat, restrain, travel, lend, meet, smoke, speak, stay, follow

1. The prime Minister said he was looking forward to ... the U.S. President. 2. He should be accustomed by now to ... English food. 3. Do you think your father would object to ... me some money? 4. He said he wasn't used to ... in public. 5. Having almost run out of money, we were reduced to ... in a cheap hotel. 6. He tried to limit himself to ... ten cigarettes a day. 7. We shan't be going. My wife doesn't feel up to ... so far. 8. The committee could see no alternative to ... the plan in its original form. 9. The Government set up a Prices and Incomes Board with a view to ... both price rises and wage demands.

b) arrive, cry, laugh, lend, listen, lose, make, read, redecorate, speak, support, take, tell, travel, wait, take

The newspaper's financial editor advised his readers not to buy speculative shares unless they were prepared to risk ... their money. 2. This room will look very cheerful once you've finished ... it. 3. I wish you wouldn't keep ... me what I already know all too well. 4. It is difficult to see how the company can avoid ... another loss this year. 5. It was so ridiculous that I couldn't resist ... outright. 6. The secretary asked if I would mind ... for a few minutes. 7. The way to learn a language is to practice ... it as often as possible. 8. Everyone said how much they had enjoyed ... to the speech. 9. When you have finished the book, you can tell me if it is worth 10. She was so upset that she couldn't help 11. The job will entail your ... to different parts of the country, often at short notice. 12. The teacher said that he wouldn't tolerate my ... late every day. 13. The question is so trivial. It hardly justifies our ... up any more time discussing it.

20. Translate into Russian:

A) 1. I like swimming. 2. Tom likes lying in the sun. 3. His car needs repairing. 4. Thank you for calling. 5. Let's go fishing. 6. Jane Eyre was fond of reading. 7. Seeing is believing. 8. They suddenly stopped talking. 9. He gave up smoking last year. 10. She regrets leaving us so soon. 11. He disliked being disturbed after dinner. 12. You must begin working hard. 13. The man kept glancing at his watch. 14. My father was angry at my being late. 15. It is no use trying to look for my purse as I seem to have lost it. 16. It is no use crying over spilt milk. 17. I don't mind giving him the magazine. 18. He couldn't afford living at such an expensive hotel. 19. I intend writing him tomorrow. 20. He didn't put off visiting the patient as the case seemed urgent. 21. He disliked being suddenly awakened in the middle of the night and taken to persons whose illnesses were purely imaginary. 22. His coming so late seemed most unusual. 23. His friend's falling ill upset all his plans. 24. He regretted our informing him so late. 25. This event prevented his arriving in time. My not writing this letter caused me much trouble. 26. Driving a truck in the city is difficult. 27. I don't advise you seeing him now.

B) 1. He left without having seen the director. 2. On hearing this she fainted. 3. On finding his purse he was very glad. 4. In doing so she overturned the chair. 5. He convinced us by proving that he had been there. 6. After having repaired the motor we started. 7. Don't go south without

consulting your doctor. 8. I cannot tell him such a thing without being rude. 9. By listening attentively she at last understood everything. 10. On arriving at the station we learnt that the train had already left. 11. They came without being invited. 12. I hurt my friend without being knowing. 13. Before going home I talked over with an engineer. 14. You will gain nothing by telling lies.

C) He insisted on my accepting the offer. 2. He referred to our having come to an agreement. 3. This discussion ended with our coming to an agreement. 4. Martha earns by painting. 5. I am astonished at your putting at this way. 6. You really have no excuse for your not answering my letters. 7. There were many reasons for his having acted in this manner. 8. He spoke about being prevented from coming. 9. He objected to my being appointed to this post. 10. I am surprised at seeing you. 11. I am very interested in listening to jazz. 12. I am really looking forward to staying at home. 13. I love languages but I'm not good at learning them. 14. He never thought of marrying her. 15. Last night he spoke of going to the theatre. 16. I wish you'd do something to help instead of standing there giving advice. 17. I lost much time in looking for her.

21. *Translate into English:*

1. Он любит читать. 2. Ребёнок не любит одеваться. 3. Твою обувь нужно починить. 4. Он часто ходит на охоту. 5. Я помню, что видела этот фильм в прошлом году. 6. Сидеть в парке на скамейке его любимое времяпрепровождение. 7. Когда они услышали этот странный звук, они прекратили разговор. 8. Она сожалела, что сказала неприятную новость. 9. Он бросил курить. 10. Всё время ушло на то, чтобы ответить на письма. 11. Я продолжал писать, как будто ничего не произошло. 12. Профессор ненавидел, когда его тревожили во время работы. 13. Мне нравится, что мой сын увлечён спортом. 14. Сильный холод помешал исследователям углубиться вглубь региона. 15. Я не советую вам встречаться с ним сейчас. 16. Услышав новость, она побледнела. 17. Узнав правду, он разозлился. 18. Она зарабатывала, давая частные уроки. 19. Урезав доходы, ему удалось свести концы с концами. 20. Невозможно знать хорошо иностранный язык без каждодневной практики. 21. Она не могла не рассмеяться. 22. Вы не возражаете, если я открою окно? 23. Извините, что я опоздал. 24. Бессмысленно даже пытаться уговорить её. 25. Этот фильм стоит посмотреть. 26. О том, чтобы пойти с вами не может быть и речи. 27. Вместо того, чтобы бездельничать, помыл бы посуду.

Unit 20

SCIENCE, WORK AND INDUSTRY

Grammar: Infinitives

Make and let.

Vocabulary: astronomy, biology, chemistry, economics, genetics, history, mathematics, medicine, physics, investigator, evidence, scientist, employer, employee, industry, laboratory, research, equipment, expert, career, technology, technique, stage, field of science, theory of relativity, infinity, invention, device, discovery, conditions, colleague, staff, lunch break, promotion, bargain, quantity, negotiation, to analyze, to effect, to develop, to depend on, to consist of, to prevent, to produce, to success, to solve, to increase, to maintain, to achieve, to obtain, to supply, in contrast.

Text 1

The invention that I think is the most important is the Internet. It has led to great changes in our lives, particularly in the areas of communication, information, creativity and business.

First of all, email means that we can communicate very quickly, efficiently and cheaply. This is connected to the globalization of business because doing business is now much easier and quicker. It has also led to people having personal relationships across the world. We can see this in the multi-national chat rooms.

Secondly, the Internet is a great library of information. This means that people do not depend on the few hundred books in their local library, instead they can read billions of documents and files. People can find out about history, entertainment and their holiday destinations at the click of a button.

Thirdly, the Internet has led to the development of a new type of business: E-business. Nowadays, a business does not need to have a building, and so it is easier and cheaper to start a business. Also, on an individual level, it is very convenient for the customers who can now shop from their home.

Finally, the Internet has caused a great increase in creativity. For example, people put videos on-line, they write blogs or start their own websites. This shows that the Internet has led to positive or active changes in people's lives, whereas inventions like the television are less positive and more passive.

Text 2

My talk today is going to focus on the South African economy, but I'll also say something about politics and society. In the last 50 years, South Africa has developed into a modern industrial country. Today, South Africa is one of the richest and most industrialized countries in Africa, and produces about one fifth of the total production of the African continent. The South African economy is based on foreign trade and South Africa's main trading partners are the USA, the UK, Japan, China, Italy and Germany.

Mining is still an important industry, and South Africa's mining operations are concentrated in the north-east of the country. Gold, diamonds, and valuable metals such as platinum are mined here. In fact, South Africa is the world's largest producer of gold.

However, gold mining is a complicated, expensive and sometimes dangerous business. Some of the mines are very deep – about 4,000 metres deep, and as you go down the temperature rises. It's very hot and dangerous working so deep. You also need a lot of water and electricity to make gold. On average, you need about 5,000 litres of water and 600 kilowatt hours of electricity to make about 28 grams of gold. So gold mining's an expensive business. And there's another problem for this industry in South Africa. In recent years, the country has faced strong competition from Russia and Australia, where gold mining is easier and cheaper.

For these and other reasons, over the last few years, South Africa has developed other parts of its economy. One of these is tourism and South Africa is now the most popular tourist destination in Africa. Tourists are attracted by the wonderful landscapes and wildlife, and about a million people are now employed in the tourist industry, by airlines, car hire companies, hotels, restaurants, etc.

A lot of products are made in South Africa. Cars, buses and other vehicles are exported to many African countries. Ships, building materials and electronic equipment are also produced here. Food is an important product, too. South African fruit and vegetables are exported all over the world.

So you can see that South Africa offers a lot of business opportunities in areas of mining, tourism, and the manufacturing and food industries.

Dialogues

1. Consultant, Shami

C: Come in. Hello. It's Shami, isn't it?

S: **That's right.**

C: OK, let **me just have a look at** the information here ... you work in the Marketing Department?

S: Yeah.

C: And ... you've been with the company for six years.

S: That's right.

C: Alright, **first of all** let's talk about your general feelings about your job. **Do you feel the same way** now as you did six years ago?

S: Well, no, not really. I mean, I think **I used to be** more enthusiastic. Maybe it's because I'm older now.

C: Well, you're still only 28. That's not exactly old!

C: What else has changed?

S: I work longer hours now. When I started, **I didn't use to** finish work so late. Now, I go home after seven nearly every day, but I don't think I really achieve any more.

C: I see. What about the company? Is it helping you **to develop new skills**?

S: Yes, **up to a point.** I've done one or two management training courses in the last couple of years. I think I'm ready for **promotion** now.

C: What about other aspects of the job? Do you get the opportunity to travel much?

S: No, not much. But **I don't really mind that.** You see, I have to look after my mother and ...

2. Consultant, Rory

R: Good morning! I'm Rory Carroll.

C: Hello Rory. **Have a seat.** Well, you seem to have the longest service record – seventeen years!

R: That's right.

C: Well, you're obviously happy here!

R: I am, yes, although **it used to be** more fun.

C: Why's that?

R: Well, it was more sociable. **I used to** go out more with my colleagues, after work and for lunch. When I first started here, we had very long lunch breaks, sometimes for two hours. Now it's more like thirty minutes. And we **all used** the gym together. **That doesn't happen much now.**

C: **Did you use to work** more as a team?

R: Yes, I suppose we did. It's interesting you mention that. We're more **on our own** now. I also used to travel a lot more too. They've cut down on that.

C: Has anything changed for the better?

R: Yes, there are more opportunities to learn new skills and **develop your career.** It's more professional now. Also, **they didn't use to** pay you properly. The money's much better now! That's probably why I'm still here!

C: What about yourself? Have you changed at the same time as the company?

R: No, I don't think so. I think I'm pretty much the same person I was all those years ago.

Exercises

1. Read the business presentation about South Africa (**text 2**).

a) Which areas of the economy does the speaker talk about? Which are described in the most detail?

Banking, chemicals, communication, energy, food, mining, production of cars, ships, tourism, transport.

b) *Correct the mistakes in these sentences:*

1. In the last 20 years, South Africa has developed into a modern industrial country.
2. South Africa's main trading partners are the USA, the UK, Japan, China, France, Germany.
3. South Africa's mining operations are concentrated in the north-west of the country.
4. Some mines go down 2,000 metres.
5. South Africa has faced growing competition from Russia and America.
6. South Africa is now one of the most popular tourist destinations in the world.
7. South Africa cars and buses are exported to many Asian countries.
8. South Africa exports fruit, but not vegetables, all over the world.

2. *Find words for these definitions:*

a) *Astronomy, Biology, Chemistry, Economics, History, Mathematics, Medicine, Physics:*

- 1 the study of living things
- 2 the study of the past
- 3 the study of illnesses and injuries
- 4 the study of the stars and planets
- 5 the study of natural forces, e.g. light and movement
- 6 the work of chemicals and how they change and combine
- 7 the science of numbers and shapes
- 8 the study of production and use of money

b) *colleague, employee, industry, long service, market leader, promotion, staff, buyer, delivery, manufacturer, quantity, retailer, supply:*

- 1 the person or people who make the products
- 2 the people that you work with
- 3 one person who works for a company
- 4 the person who sells the products
- 5 the person who finds the products for a shop to sell

3. *Complete the sentences with the words in the box:*

a)

supply	import	buyers	export	manufacturers	retailers
--------	--------	--------	--------	---------------	-----------

1. We have to _____ these machines because we can't find them in our country.
2. Coffee is one of our main _____. We sell a lot to Europe.
3. We are _____ of clothes that are sold abroad.
4. We sell car parts to Ferrari and Fiat. They are our most important _____.

5. "Tesco" and "Marks and Spencer" are British _____ that have shops abroad.
6. We _____ electrical items to shops and supermarkets; we don't sell to the general public.

b)

electricity	genetics	vaccination	infinity	levers and pulleys	molecules
printing press	psychoanalysis	refrigerators	theory of relativity		

1. Einstein published his _____ in 1905.
2. In 460BC, the Greek philosopher Leucippus proposed the existence of atoms and _____.
3. In 400BC, Indian mathematics wrote about the concept of _____.
4. The discovery of the structure of DNA in 1953 led to great advances in _____.
5. Edward Jenner and Louis Pasteur were pioneers of _____ techniques.
6. Guttenberg, of Germany, invented the _____ in 1445.
7. Sigmund Freud was the founder of _____.
8. The Greek philosopher Archimedes (287-212BC) is famous for engineering inventions that used _____.
9. In 1750, the American scientist Benjamin Franklin showed that lightning is _____.
10. People first used _____ in their kitchens at home in the 1920s.

4. Match the two parts of these sentences:

- | | |
|---------------------------------|--------------------------------------------|
| 1 I've always been afraid | a) from the rest of the school. |
| 2 He's studying the history | b) in talking to a man at the crime scene. |
| 3 The police are interested | c) of flying. |
| 4 They received the report | d) of the United States. |
| 5 The chemistry lab is separate | e) in solving difficult crimes. |
| 6 She's always been successful | f) from the forensic lab. |

5. Choose the correct prepositions to complete the sentences:

1. She wasn't interested *in / of / at* Chemistry at school.
2. I have a good relationship *of / for / with* my boss.
3. I'm afraid *to / of / by* snakes.
4. They're proud *of / with / in* their country.
5. Look at him! What's happened *at / to / with* him?
6. I spend all my money *to / on / in* computers.
7. They belonged *at / for / to* the college boat club.
8. They received their prizes *from / by / of* the Prime Minister.
9. Her last book was about the history *of / in / for* science.
10. Thanks *to / at / for* you, I understand the homework.

6. Which noun does not usually go with the verb:

1. To solve an exam / a problem / a crime
2. To discover an idea / a clue / the truth
3. To reveal the truth / a secret / a drama

4. To analyze some evidence / a witness / a problem
5. To commit a crime / a secret / suicide
6. To do a decision / a test / some research
7. To take a picture / notes / research
8. To interview a witness / an application / a suspect

7. *Translate into Russian. Do you agree with the statements? Give your explanation:*

- ✓ Most people don't know much about science.
- ✓ Because of their knowledge, scientists have a power that makes them dangerous.
- ✓ TV programmes about science are boring.
- ✓ I think experiments on animals are wrong and cruel.

8. *Which of these things do you prefer in a job? Choose one option in each sentence:*

- having long lunch breaks OR doing training course
- working long hours but getting good pay OR working shorter hours but getting less pay
- getting a payment for long service OR having a lot of staff parties
- running your own department in a small company OR working for a large market leader

9. *Ideas and Innovations* is an intellectual discussion programme on radio. For a special programme they are choosing the most important inventions and scientific discoveries of the last thousand years. Julian Blake thinks the printing press is one of the most important inventions. Which of the following reasons does he mention?

- a. People could make books and communicate ideas quickly.
- b. Education became possible for everyone.
- c. Libraries and universities increased in numbers.
- d. Writing became a way to earn money.

Presenter: So, Julian, could you tell us about one of your choice please, and please just give a few reasons for your choice? Unfortunately our time is limited...

Julian: Right, well, one of my choices is the printing press. Now, Guttenberg invented the modern printing press in 1457 and I think this caused a revolution in knowledge, society and well, in everything really.

Presenter: In what way?

Julian: Well, the main reason I think it's important is that the printing press meant we could produce books and newspapers in large numbers and very quickly. Before them writing was a slow process and each copy of each book took weeks to make. Suddenly, we could make a hundred copies of a book a day. This meant that ideas could spread much more quickly than before. This caused great changes in society, too many changes to talk about now. Another reason the printing press is important is that it led to education of everyone. This is connected to the fast production of books because if you have books, you can have a school. As well as that, the idea of education for all is also connected to the demand for reading skills. The written word became important at work, and so people had to read, and so they needed education.

Presenter: OK then. A key reason for choosing the printing press is that it meant that ideas could spread quickly and this caused many changes in society. Secondly, you claim that it led to education for all. Anything else?

Julian: Well, yes. The other thing is that the printing press means that writers can make money, which, as I'm a writer, is something I'm rather pleased about. But seriously, without the printing press, you can't make thousands of copies and therefore you can't make any money. The

printing press meant that people could become professional writers and journalists, which I think has been very good for society, don't you?

Presenter: Well, yes, I do, I suppose. However, I'm not completely convinced by your argument about education. After all, we didn't have general schools until about 400 years after the invention of the printing press. Is there really a connection?

Julian: Well, that's a fair point, although I still say that the mass production of books caused changes in the way people worked and this led to wider education.

Presenter: OK, we'll leave that discussion there for the moment and let's move on. Sandra, what have you chosen?

10. *Complete these sentences:*

- a. The car means that...
- b. The discovery of DNA led to ...
- c. Rapid global warming is connected to ...
- d. Television means people stay at home more, and so ...
- e. The discovery of nuclear energy caused ...
- f. The invention of the refrigerator meant that ...

11. *Read this company email. What do the managers of the company want to know? How will they get this information?*

At Maxicomp, managers welcome the views of staff on a wide range of company matters. We believe that listening carefully to our employees over many years has helped us to maintain our position as the market leader.

For this reason, we would now like to find out if, and how, staff think that Maxicomp has changed in the last few years. We want to know how staff used to feel about the company and their jobs, and how they feel now.

An external organization, Swift Consulting, will do the research, including interviews with a number of employees. All staff who have worked for the company for more than five years can take part. The discussions will be completely private, and Maxicomp will not be able to identify staff from their comments at any stage in the process. We will inform staff of the results in a future report.

If you are interested in taking part, please contact Melanie Chadwick of Swift Consulting.

These employees all quickly read the email. Who has not understood it?

1. I'm interested, and I can do it because I started here four years ago.
2. I don't want to do it, because I don't want to discuss these matters with the company. They might use it against me later.
3. There's no point because they never tell you the results of these surveys.
4. It sounds really interesting. I'll give Melanie Chadwick a call on Wednesday 12th.

12. *Read the interviews (dialogues) with two employees and choose the best answer:*

1 Shami thinks that she is less enthusiastic now because

- she started working for the company six years ago.
- she is older.
- she works longer hours.

2 The company has helped her to

- learn new skills.

- achieve more.
- travel.

3 Rory

- was more friendly in the past.
- ate more fifteen or sixteen years ago.
- doesn't have long for lunch these days.

4 Rory thinks that he is still working for the company because

- he can learn new skills.
- it is more professional.
- the pay is better.

13. Read the article. What is the main point:

- To explain the difference between self-employed people in the UK and the USA
- To show the difference between working for yourself and working for others
- To describe the results of a survey by Professor Simon Parker

Time for a change

Are you tired of travelling to the office every day? Are you bored with your _____ (1)? Do you hate your boss? Then perhaps working for yourself is the answer.

Professor Simon Parker from Durham University looked at information about both employed and self-employed people in the UK and the USA in 1990s. He found that people who run their own business enjoy high _____ (2) of job satisfaction. This is because of the flexibility and independence that working for themselves gives them. The ability to organize their own working hours is more _____ (3) to them than earning a lot of money. However, they usually work longer hours than employees. The survey showed that, on average, self-employed men work between 54 and 56 hours a week. Male _____ (4) work about 44 hours. _____ (5) who run their own business work about 17 hours a week more than female employees. Self-employed women work 47 hours a week, while female employees work about 30. Professor Parker said that people who run their own business worked longer hours because their financial situation is more _____ (6).

About one in ten people in Britain is now self-employed. Annette Fishburn used to earn £40,000 a year when she had a _____ (7) job. She used to run training courses for small businesses. A year ago, she _____ (8) to become self-employed and started her own travel business. Her company, *Spirit Lifestyle* organizes _____ (9) to Umbria in Italy. She now pays herself £25,000 a year. She sometimes works 100 hours a week, but she insists that it's worth it. "Although some days I work for 16 hours, other days I can go and meet a friend for coffee or go shopping." She says that she is able to _____ (10) her own time to suit her, and this flexibility means more to her than money.

At first, it was hard, but things have gone well. Mrs Fishburn now has more time with her _____ (11) Andrew, 44. The couple, who have no children, plan to _____ (12) more time abroad – thanks to the business. "My friends think I'm mad to work these hours," she says. "But I love my job."

a) Complete the text with the words in the box:

colleagues	decided	employees	full time	holidays	spend
------------	---------	-----------	-----------	----------	-------

husband	levels	manage	uncertain	valuable	women
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b) Put these statements in the order that they appear in the text:

- a) the number of people in Britain who are self-employed
- b) Annette Fishburn's previous job
- c) where Professor Simon Parker works
- d) the reasons why self-employed people work long hours
- e) what Annette Fishburn wants to do in the future
- f) which groups of people Professor Parker studied
- g) working hours for employed and self-employed men
- h) the name of Annette Fishburn's new company and what it does
- i) working hours for employed and self-employed women

14. Before you read the text about the history of the microscope, predict the order in which the information **a-e** will appear. Read the text to check your answers:

- a) The invention of the microscope
- b) The discovery of glass and early lenses
- c) Definition of a microscope
- d) Modern microscopes
- e) Later developments and improvements
- f) The pioneers – early users of the microscope

History of the Microscope

A microscope is a scientific instrument that reveals objects which are normally too small for the human eye to see. Microscopes use several lenses to provide a large image of a tiny object and they have been important in the study of Biology.

The discovery of glass over 2000 years ago led to early experiments with lenses. People noticed that single lenses could make objects larger and also that they could focus the sun's rays to start a fire. These early lenses were called "burning glasses". This led to the development of eye-glasses or spectacles in the early 1300s.

In the late 1500s, the two Dutch spectacle makers, Hans and Zaccarias Janssen, invented the first true microscope. They used several lenses together in a tube and discovered that they could make objects look many times bigger. Galileo, an Italian scientist, improved the quality of the lenses to produce better quality microscopes and telescopes.

Anthony Leeuwenhoek (1632-1723) and Robert Hooke (1635-1703) were two early users of the microscope who made many important discoveries. Leeuwenhoek discovered bacteria and showed how a drop of water is full of living creatures. Robert Hooke wrote a book *Micrographia* which described this new world of micro-organisms, with drawings that amazed the world.

For two hundred years, there was little development of the microscope until new industrial techniques produced accurate and powerful lenses. Before this time, people made lenses by hand and they were often inaccurate. In the early twentieth century, the USA and Germany produced powerful microscopes (x1000) in large numbers for export around the world.

Nowadays, scientists still use microscopes that use light to see small objects such as cells and micro-organisms. However, they also have extremely powerful microscopes that use a different technology. These electron microscopes have a magnification of a million times and now we can see molecules and atoms.

Answer these questions:

1. What do microscopes show us?
2. Which science has used microscopes a lot?
3. Why were early lenses called “burning glasses”?
4. When did people first use lenses to improve their eyesight?
5. How did Galileo make better quality microscopes?
6. What was the name of Robert Hooke’s book?
7. What was the problem with hand-made lenses?
8. Which countries became major industrial producers of microscopes?
9. What type of microscope lets us see the smallest things in the world?

15. *Answer the questions:*

1. Which of these subjects do you consider to be the most scientific? Put them in order (1 = the most scientific; 9 = the least scientific): Astronomy, Biology, Chemistry, Economics, Genetics, History, Mathematics, Medicine, Physics.
2. Is science is the most important school subjects?
3. Are most science lessons at school boring?
4. Would you like a career connected with science or technology?
5. What do you look for in a job? Put these things in order of importance (1 = the most important; 8 = the least important): a well-known company, pleasant working conditions, opportunities to travel, learning new skills, good pay, good managers, friendly colleagues.
6. Are you interested in the latest scientific developments?
7. Would you like to work for a company for a very long time?
8. Has science made modern life healthier and more comfortable?
9. Should the government spend more money on scientific research and less on other things?
10. Can science and technology solve any problem?
11. Should more women work in the field of science?
12. What, in your opinion is (are) the most important invention(s) or discovery of the last thousand years?

16. *Translate into Russian:*

1. She wants to give us some books. 2. She wants to be given some time to think. 3. It is hard to be treated in such a manner. 4. They are pleased to have been invited by you. 5. It is very hard to be lying in bed all day long. 6. He doesn’t want this picture to be shown. 7. We believe his statement to be worthy of serious attention. 8. I pretended to be very angry and left the room, slamming the door behind me. 9. At that time I was about to be sent to the Far East. 10. He fully deserved to be severely punished. 11. Provision of a wide range of attachments enables the machine to be used for such operations as grinding and cutting. 12. To be valued coldly by those eyes was an offence, and he felt antagonism rising within him. 13. She was thrilled not to have lost her watch, after all. 14. They’ll be angry not to have caught the bus. 15. Tom was amazed not to have passed his exams. 16. Mary was embarrassed not to have remembered his name. 17. They were disappointed not to find him at home. 18. They were anxious not to appear rude. 19. He is upset to have seen an accident. 20. I am sorry to be late. 21. I’m proud to be a member of this club. 22. They were afraid to go outside at night. 23. “You are to appear before the magistrate at 10 a.m. on Thursday,” the letter said. 24. The task of this gallery is to collect the best pictures by modern paintings. 25. The purpose of this article is to explain briefly the nature of the new process. 26. The new theatre to be opened on the first of March is the largest theatre

in the city. 27. The dwarf birches to be found in our northern barrens are extremely frost resistant. 28. The question still to be answered is whether the two states will come to an agreement. 29. I did everything I could to achieve my aim. 30. He is thought to live in Kiev. 31. This experiment is said to have been completed successfully. 32. She is believed to be one of the best dancers in this country. 33. You seem to be getting better. 33. It seems to be snowing in the mountains. 34. The weather seems to be improving. 35. I happened to be sitting there. 36. This explanation happens to be true. 37. To begin with, I shall tell you about the first stage of my research. 38. But to get on with the story, the weather was fine and there were no clouds in the sky. 39. My position was unusual, to say the least. 40. The enemy appeared to have obtained some information as to the coming offensive.

18. *Make up sentences according to the model:*

Arrange / meet / the following day

The two sides arranged to meet for further talks the following day.

1. afford / waste / time; 2. appear / understand; 3. decide / work / in time; 4. fail / complete / on time; 5. hasten / apologize for; 6. manage / avoid / accident; 7. offer / repair / damage; 8. refuse / listen to; 9/ proceed / make / long speech about; 10. undertake / finish / within six months.

19. *Complete the sentences using infinitive without to:*

1. I have no wish to make him ... if he doesn't want to. 2. It's no good. The car's broken down and I can't make it 3. My brother refuses to let problems 4. If you are not satisfied with the job, you should make the workman 5. Do you think it's wise to let your children ...? 6. Since the car was being driven erratically, the police made the driver 7. We shouldn't let one small setback 8. The Minister was accused of letting the situation 9. Many unions seem unable to do anything to make their members 10. The way the situation later developed made the Government

20. *Translate into English:*

1. Он хочет пригласить нас. 2. Как приятно весь день лежать на солнышке. 3. Они горды тем, что выполнили свой план в срок. 4. Я буду рад видеть вас. 5. Я не люблю, чтобы меня прерывали. 6. Он желает, чтобы его оставили в покое. 7. Я сожалею, что прервал вас. 8. Говорить по-английски бегло довольно трудно. 9. Его единственное удовольствие было курить свою старую трубку. 10. Он помог мне приготовить упражнение. 11. Дом, который будет построен на этой улице, будет очень комфортабельным. 12. Они рано уходят из дому, чтобы быть во время на занятиях. 13. Этой машиной легко управлять. 14. Конференция., которая состоится в понедельник, разрешит эту проблему. 15. Чтобы добиться таких результатов, им пришлось много поработать. 16. Он чувствовал, что это правда. 17. Мы видим, как они работают каждый день. 18. Он приказал отремонтировать машину. 19. Моя жена хочет, чтобы я не курил. 20. Думают, что они уехали в Москву. 21. Известно, что они живут в Сибири. 22. Ожидают, что она приедет сюда сегодня вечером. 23. Он, кажется, очень занят. 24. Мне довелось быть там в то время. 25. По – видимому, вы забываете, что у нас есть вся необходимая информация. 26. По меньшей мере, это очень необычно. 27. Для начала я сообщу вам хорошую новость.

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I.V. Makeenko

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И. В. Макеенко

АНГЛИЙСКИЙ ЯЗЫК. ЭКСПРЕСС КУРС

Учебно-методическое пособие для студентов-заочников филологического факультета, а также для широкого круга лиц, изучающих английский язык

ИЗДАТЕЛЬСТВО САРАТОВСКОГО УНИВЕРСИТЕТА
2010

РЕЦЕНЗИЯ

На учебно-методическое пособие И.В. Макеенко
«Английский язык. Экспресс курс»

Данное учебно-методическое пособие рассчитано на тех, кто начинает изучать английский язык, продолжает его изучать после долгого перерыва, на абитуриентов и всех желающих развить навыки устной речи. Пособие может быть использовано на курсах иностранных языков, на подготовительном отделении, в самостоятельной работе студентов-заочников гуманитарных факультетов.

Пособие способствует развитию базовых навыков и знаний английского языка. Учащиеся смогут читать и понимать тексты разговорно-бытового характера, делать краткие сообщения по предложенным ситуациям, вести беседу на английском языке на повседневные темы, адекватно переводить тексты среднего уровня сложности, кратко изложить основное содержание текста в пределах тем, предусмотренных пособием. Кроме того пособие знакомит с рядом реалий, характерных для быта, образа жизни и традиций англоговорящих стран.

Экспресс курс состоит из 17 уроков. В основу его положены ситуативно-коммуникативный и тематический принципы. Наряду с коммуникативными упражнениями в пособие также включены традиционные лексические и грамматические упражнения, направленные на формирование автоматизированных навыков, предупреждение и профилактику типичных ошибок и контроль усвоения материала.

Структура каждого урока идентична и представлена небольшим словарём, текстом, диалогами, лексическими и грамматическими упражнениями и упражнением на закрепление пройденного материала урока путём перевода предложений с русского языка на английский.

Список слов и словосочетаний включает лексические единицы, которые должны активно закрепляться в уроке. Весь активный словарь пособия шире, чем представлен в списке, с учётом разного уровня обучающихся.

Тексты представлены в диалогической и монологической формах. Они построены на лексико-грамматическом материале данного пособия и в то же время носят познавательный характер, пробуждают интерес к изучению языка. Тематика текстов бытовая, что способствует формированию навыков развития речи в условиях повседневного общения.

Наряду с коммуникативными упражнениями автор предлагает традиционные упражнения, направленные на отработку того или иного явления грамматики и закрепления активной лексики урока.

В пособии использована методика последовательности и учтена необходимость реализации комплексного подхода при формировании у обучаемого нужной компетенции.

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