

**СРЕДНЕЕ  
ПРОФЕС-  
СИОНАЛЬ-  
НОЕ ОБРА-  
ЗОВАНИЕ**



**С.И. ГАРАГУЛЯ**

**АНГЛИЙСКИЙ**  

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**ЯЗЫК** для студентов  

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**ТЕХНИЧЕСКИХ КОЛЛЕДЖЕЙ**  

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**Ф Е Н И К С**

*Серия «Среднее профессиональное образование»*

**С.И. Гарагуля**

**АНГЛИЙСКИЙ ЯЗЫК**  
для студентов технических колледжей

**ENGLISH**  
for Technical College Students

*Рекомендовано Научно-методическим советом  
Международного научного общественного объединения «МАИТ»  
в качестве учебника для студентов образовательных учреждений  
среднего образования, обучающихся по укрупненным группам специальностей  
08.00.00 Техника и технологии строительства,  
21.00.00 Прикладная геология, горное дело, нефтегазовое дело и геодезия,  
23.00.00 Техника и технологии наземного транспорта  
(рецензия РЭЗ 16-18 от 23.05.2016 г.)*

Ростов-на-Дону  
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Учебник представляет собой курс английского языка, направленный на обучение различным видам чтения, овладение общеупотребительной и общетехнической лексикой в соответствии с отобранными темами и сферами общения, а также формирование навыков устной речи, аудирования и письма. Особое внимание уделяется грамматическим явлениям, характерным для чтения и перевода общетехнических текстов, и их тренировке.

Предназначен для студентов технических колледжей. Может быть использован учащимися гимназий и лицеев, студентами первого курса бакалавриата технических вузов, а также специалистами-практиками, изучающими самостоятельно английский язык.

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# Предисловие

Настоящий учебник адресован студентам технических колледжей, уже владеющих английским языком в пределах программы основного общего образования (9 классов). Он может быть рекомендован учащимся гимназий и лицеев, студентам первого курса бакалавриата технических вузов, а также специалистам-практикам, изучающим самостоятельно английский язык. Возможность использования учебника обучающимися, независимо от области их специализации, обеспечивается тем, что представленный в нем языковой материал не содержит узкоспециальной лексики.

Учебник построен на основе Федерального государственного образовательного стандарта среднего профессионального образования в соответствии с программой курса иностранного языка для технических колледжей.

Основная цель учебника, имеющего практическую направленность, — обучение различным видам чтения, овладение общеупотребительной и общетехнической лексикой в соответствии с отобранными темами и сферами общения, а также формирование навыков устной речи, аудирования и письма. Особое внимание уделяется грамматическим явлениям, характерным для чтения и перевода текстов профессиональной направленности, и их тренировке.

Учебник состоит из 20 тематических уроков (*Units*) и двух приложений (*Appendixes*) — *Supplementary Reading* («Дополнительное чтение») и *Tapescripts* («Тексты, записанные на аудионосители»). Все уроки имеют единую структуру построения, включающую шесть разделов (*Sections*) — *Vocabulary and Word Study*, *Grammar*, *Reading and Discussion*, *Speaking*, *Listening* и *Writing*, в каждом из которых реализуются определенные цели и задачи, установленные программой курса иностранного языка для технических колледжей.

Раздел *Vocabulary and Word Study* предусматривает работу над активным словарем, который отражает наиболее частотные

слова и словосочетания, представленные в публицистической, научно-популярной и общетехнической литературе. На осмысленное закрепление активной лексики нацелена соответствующая система упражнений, которые построены и расположены по принципу «от простого к сложному» — от уровня слова, словосочетания, предложения до уровня сверхфразового единства. Имеются упражнения на многозначность, нахождение синонимов и антонимов, определение значений именных словосочетаний с препозитивными определениями, узнавание интернациональных слов и терминов, словообразование и т.д., что способствует выработке у обучающихся языковой догадки. Для снятия произносительных трудностей активная лексика снабжена транскрипцией. Выполнение данных заданий обеспечивает усвоение активного словаря в полном объеме.

В разделе *Grammar* представлены коммуникативно-ориентированные задания, нацеленные на развитие базовых грамматических навыков понимания и перевода общетехнических текстов, создание и воспроизведение высказываний на английском языке. Грамматический материал включает явления, характеризующиеся высокой частотностью употребления в научной речи. Прежде всего это относится к структуре предложения, видоременным формам глагола в действительном и страдательном залоге, модальным глаголам, неличным формам глагола и др. К большинству упражнений даны образцы их выполнения.

Каждый раздел *Reading and Discussion* содержит два текста, тематика которых отражает различные стороны академической и профессиональной деятельности будущих специалистов среднего звена, социокультурную специфику родной страны и стран изучаемого языка, достижения современной науки и техники, включает биографии выдающихся ученых, описания научных открытий и т.д. Первый текст (*Text A*) рассматривается в качестве основного текста урока и предназначен для изучающего чтения. К нему даются предтекстовые и послетекстовые упражнения. Предтекстовые задания преследуют цель формирования навыков прогнозирования и умения вести беседу общего содержания по проблематике урока. Упражнения послетекстового этапа способствуют развитию монологической речи в виде сообщения или доклада — констатировать факт или обосновать и выразить собственное мнение, сделать короткое сообщение или

обобщение. Второй текст (*Text B*) предназначен для развития навыков ознакомительного, просмотрового или поискового чтения. Упражнения к этому тексту направлены на осуществление контроля понимания, определение его основной темы или идеи, поиск конкретных данных, применение определенной информации в соответствии с коммуникативными задачами. Данный текст также может быть использован для пересказа. Дополнительной целью работы над текстами *A* и *B* является расширение общеупотребительного и общенаучного вокабуляра обучающихся, а также тренировка грамматических структур урока.

Раздел *Speaking* включает диалоги, содержащие устойчивые выражения, речевые модели и клише, характерные для неофициального и официального общения в бытовой, социокультурной и учебной сферах: знакомство, представление себя и коллег, семья, описание людей, учеба в колледже, будущая профессия, досуг, спорт, обычаи и праздники, научно-технический прогресс и др. Задания, составленные к диалогам, построены по принципам моделирования различных жизненных ситуаций, в которых могут находиться студенты.

В разделе *Listening* представлены задания к двум аудиотекстам, которые приводятся в приложении 2 (*Appendix 2. Tapescripts*). Они могут быть прочитаны преподавателем или звучать в записи. Небольшие по объему тексты монологического характера непосредственно связаны с темой урока. Контроль их понимания осуществляется с помощью вопросно-ответных упражнений, путем заполнения таблиц/схем и др. Цель заданий состоит в понимании общего смысла прослушанного текста, нахождении или извлечении конкретной информации, которые служат основой для краткого изложения содержания аудиотекста, дискуссии по теме и т.д. К приложению *Tapescripts* обучающиеся обращаются на заключительном этапе работы над разделом *Listening*, что позволяет им проверить правильность понимания текста, а также выявить непонятные фрагменты, выписав и выучив незнакомые слова.

Упражнения раздела *Writing* направлены на развитие навыков передачи на английском языке и правильного оформления информации в соответствии с коммуникативными целями и с учетом адресата — написание личных, деловых и электронных писем, факсов, изложение сведений о себе, заполнение наиболее распространенных анкет и бланков, оформление резюме, составление рефератов и др.

Приложение 1 *Supplementary Reading* включает тексты для дополнительного чтения с последующим написанием реферата. Они способствуют расширению не только лингвострановедческого, но и профессионального кругозора студентов. Данные тексты могут быть использованы как для работы в группе, так и для самостоятельной работы студентов с последующим обсуждением содержания текстов в аудитории или в виде индивидуальных устных сообщений.

Автор выражает глубокую признательность рецензентам — доктору филологических наук, профессору Ирине Анатольевне Куприевой и преподавателю Наталье Владимировне Петровой за детальный анализ рукописи и ценные критические замечания, высказанные при рецензировании учебника.

*Автор*

# UNIT 1.

## The College I Go To

### SECTION 1

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#### VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the text "A Technical College" and translate the given sentences.

1. *range* ['reɪndʒ] *n v* — ряд, серия, диапазон, интервал, предел; колебаться в пределах, классифицировать, простираться

There is a wide *range* of opinions on this issue. The average age *range* is between 53 and 55. Prices *range* from £5 to £10. The conversation *ranged* widely.

2. *academic* [ˌækə'demɪk] *adj* — учебный, академический  
*academic building* ['bɪldɪŋ] — учебное здание  
*academic course* [kɔ:s] — учебный курс  
*academic year* — учебный год



She received awards for her *academic* achievements. This *academic building* was built in 1978 and expanded in 2012. The college offers a wide range of *academic courses*. The students return in September for the start of the new *academic year*.

3. **term** [tɜ:m] *n* — семестр

**end-of-term tests and examinations** --- семестровые зачеты и экзамены

Are there any exams at the end of this *term*? The students take *end-of-term tests and exams* twice a year.

4. **vocational** [vəʊ'keɪ(ə)nəl] *adj* — профессиональный

**vocational-technical college** ['teknɪk(ə)l] — профессионально-технический колледж

**go to a vocational-technical college** — учиться в профессионально-техническом колледже

The college also offers a wide range of *vocational* programmes. Another approach is to use simulation programs to make education more *vocational*, more practically orientated. To prepare for some technical jobs, you may need *to go to a vocational-technical college*.

5. **department** [di'pɑ:tmənt] *n* — отделение; кафедра

The chemistry *department* is situated on the first floor of the college.

6. **first-year student** — студент первого курса, первокурсник

**full-time student** -- студент очной (дневной) формы обучения

All *the first-year students* are required to attend this conference. She was *a full-time student*.

7. **attend** [ə'tend] *v* — посещать, присутствовать

**attend college** — учиться в колледже

**attend classes** — посещать занятия

**attend a workshop** ['wɜ:kʃɒp] **class** — посещать занятие в мастерской

**attend a lecture** ['lektʃə] — посещать лекцию

**attend a seminar** ['semɪnɑ:] — посещать семинар

Are you going to *attend* the meeting? He will *attend college* till he is nineteen. Students are expected to *attend classes* regularly. The students find it useful to *attend workshop classes*. You need to *attend* all the *lectures* and take notes.

8. **learning programme** — программа (форма) обучения  
**correspondence** [ˌkɔːriˈspɒnd(ə)ns] **learning programme** — программа (форма) заочного обучения  
**distance learning programme** — программа (форма) дистанционного обучения

A *learning programme* leads to the achievement of a particular qualification. The majority of colleges offering *correspondence learning programmes* also offer regular classroom-based learning. The University of London was the first university to offer *distance learning programmes*.

9. **train** [treɪn] *v* — обучать, готовить (к чему-л.)  
**training** *n* — обучение, подготовка, образование

The college *trains* specialists for the construction industry. He *is training* to be an electrician. Some colleges provide vocational *training*. On the course he received a thorough *training* of the job.

10. **employ** [ɪmˈplɔɪ] *v* — предоставлять работу, нанимать; использовать, применять  
**employer** [ɪmˈplɔɪə] *n* — работодатель, наниматель  
**employee** [ˌɪmˈplɔɪˈiː] *n* — служащий; работающий по найму  
**employment** [ɪmˈplɔɪmənt] *n* — работа, служба; занятость (рабочей силы); присм (на работу); применение, использование

How many people does the company *employ*? The statistical analysis *was employed* to obtain these results. He was sent to London by his *employer*. The company has over 50 *employees*. He couldn't find *employment*.

11. **occupation** [ˌɔːkjʊˈpeɪʃ(ə)n] *n* — профессия; занятие; род или вид деятельности, занятий  
**technical occupation** — техническая профессия  
**technician** [tekˈniʃ(ə)n] *n* — техник

Please state your name, address, and *occupation*. By *occupation* she is a secretary. The college trains students in *technical occupations*. The company is looking for a *technician* to work full time on a permanent basis in the laboratory.

12. **equip** [i'kwip] / (*syn.*) **fit** *v* — оборудовать, оснащать  
**equipment** [i'kwipmənt] *n* — оборудование, оснащение  
**up-to-date** [ʌptə'deɪt] **equipment** — современное (новейшее) оборудование

It is going to cost a lot of money *to equip* the laboratory. The rooms *were* all *fitted* with smoke alarms. The plant needed new *equipment*. This factory uses the most *up-to-date equipment*.

13. **provide** [prə'vaɪd] *v* — снабжать, обеспечивать

They *will not provide* us with any details. He course is free but you have to *provide* your own books.

14. **scholarship** ['skɒləʃɪp] *n* — стипендия  
**grant a scholarship** — давать (присуждать) стипендию

He receives *a scholarship*. He *was granted a scholarship*.

15. **borrow** ['bɒrəʊ] *v* — брать (на время); занимать, одалживать  
**borrow course books from the library** — брать учебники в библиотеке

Can I *borrow* your pen? He *borrowed* 100 roubles from his friend. They can *borrow* up to four *course books from the library*.

16. **facility** [fə'sɪlɪti] *n* — устройство, приспособление, оборудование; сооружение  
**sports facilities** — спортивные сооружения

This is a phone with a memory *facility*. The college has excellent *sports facilities*.

17. **hall of residence** / **hall** *n* — студенческое общежитие

Do you live in *the hall of residence*?

18. **accommodate** [ə'kɒmədeɪt] *v* — предоставлять жилье  
**accommodation** [ə,kɒmə'deɪʃn] *n* — помещение, жилье

The hall of residence can *accommodate* up to 500 students. Hotel *accommodation* is included in the price of your holiday.

19. **complete** [kəm'pli:t] *adj v* — полный, законченный, завершённый; заканчивать, завершать  
**complete education** — получить образование  
**completion** [kəm'pli:(ə)n] *n* — завершение, окончание

I collected the *complete* set. His work is now *complete*. He *completed* his first novel. Millions of girls and boys *completed* their secondary education last year. *Completion* of secondary education is the requirement for admission to higher education.

20. **curriculum** [kə'rikjuləm] *n* — учебный план, курс обучения

English is on *the curriculum*.

21. **take an exam(ination)** — держать (сдавать) экзамен  
**pass an exam(ination)** — выдержать (сдать) экзамен

How many students *are taking the* biology exam this term? I failed my physics exam, but I *passed* chemistry.

22. **carry out tests (experiments)** — проводить опыты/ испытания (эксперименты)

During the term, the students *carry out* a lot of laboratory tests.

23. **graduate (from)** ['grædʒueɪt] *v* — окончить (колледж, университет); ['grædʒuɪt] *n* — выпускник (колледжа или университета)  
**graduation paper** — дипломная работа  
**defend** [di'fend] *a graduation paper* — защитить дипломную работу

He *graduated from* college last year. I am a graduate of the construction department. I should explain something about my *graduation paper*. Students *will defend* their *graduation papers* in June.

24. **skill** *n* – мастерство, опыт, умение, квалификация  
**skilled** *adj* – опытный, умелый, квалифицированный

Ruth possessed great writing *skills*. We need *skilled* workers for this job.

2. Match the pairs of synonyms from A and B and translate them.

A	B
1. grant	a) academic
2. semester	b) skill
3. educational	c) fit
4. finish	d) provide
5. equip	e) up-to-date
6. worker	f) borrow
7. modern	g) scholarship
8. expertness	h) complete
9. take and return	i) vocation
10. appliance	j) facility
11. profession	k) term
12. give	l) employee

3. Match the verb on the left with a suitable item on the right. Use each item once only.

1. carry out	a) a college graduate
2. grant	b) course books
3. defend	c) tests
4. employ	d) in a hall of residence
5. take	e) a laboratory
6. borrow	f) a graduation paper
7. graduate	g) classes
8. equip	h) a postgraduate course
9. live	i) a scholarship
10. attend	j) from college

4. Make the following sentences complete by translating the words and phrases in brackets.

1. A (семестр) divides the (учебный год) into two periods. 2. The students (сдавать семестровые зачеты и экзамены) twice a year. 3. A (профессиональный) course teaches the skill necessary for a particular job. 4. There are three (отделения) in the college. 5. There are about 500 (студенты дневной формы обучения) going to college. 6. The

(заочная и дистанционная формы обучения) are ideal if you need to combine work and studies. 7. (Квалифицированные) mechanical (техники) play a vital role in the industry. 8. Many colleges (готовят) electricians. 9. The centre is responsible for the video presentation (оборудование) installed in the college rooms. 10. The college is adding more technical courses to its (учебный план).

### 5. Insert the correct word from the Active Vocabulary.

1. A \_\_\_\_\_ learning programme is an educational course that you take at home, receiving your work and sending it back by post or by email. 2. This college has a wide \_\_\_\_\_ of learning programmes. 3. He defended his \_\_\_\_\_ successfully. 4. The hall of residence can \_\_\_\_\_ about 300 students. 5. I go to a \_\_\_\_\_ college. 6. He will \_\_\_\_\_ his secondary education in 2016. 7. A freshman or a fresher is a \_\_\_\_\_ in secondary school, college or university. 8. Please let me know if you are unable to \_\_\_\_\_ a workshop class on Monday. 9. He managed to \_\_\_\_\_ all his examinations. 10. The college has the excellent \_\_\_\_\_ including a swimming pool, a fitness room, a sports hall, a tennis court and a gym.

**6. Read and translate the following international words which come from Text 1A. Look up their transcriptions in the dictionary if necessary. Mind the part of speech.**

Academic *adj*, department *n*, technical *adj*, resource *n*, style *n*, athlete *n*, organise *v*, general *adj*, special *adj*, specific *adj*, practical *adj*, laboratory *n*, design *n v*, creative *adj*, innovative *adj*, graphics *n*, technology *n*, fundamental *adj*, characteristic *n adj*, process *n*.

**7. Study the ways some nouns are formed from verbs. Form the nouns from the following verbs. Read and translate them into Russian. Use your dictionary to help you with the pronunciation.**

a) -er/-or (the suffixes are used for a person who does an activity and for things which do a particular job):

*Example:* build – строить → builder – строитель

Collect, compute, begin, farm, manufacture, produce, distribute, work, own, use, design, manage, direct, educate, translate.

b) **-ment** (the suffix is used for an act or result of something):

*Example:* achieve — достигать → **achievement** — достижение

Pay, govern, employ, agree, manage, establish, improve, advertise, require, involve, equip, arrange, adjust, accomplish.

c) **-ion/-ation/-ition/-sion/-tion** (the suffixes are used for an act, state, or result of something):

*Example:* construct — строить → **construction** — строительство

Create, complete, decide, educate, prepare, produce, compete, examine, distribute, graduate, pollute, define, locate, combine, limit.

8. Read and translate the following phrases using the above patterns. Look up the words in your dictionary if necessary.

The leader of the students' union, an observer of nature, a Nobel Prize winner, a tape recorder, laboratory equipment, some interests of investors, to reach agreement, people in employment, investment into the sphere of vocational-technical education, a graduation paper, a monthly payment, an end-of-term examination, the completion of education, his election to the post, a job-creation scheme.

## SECTION 2

### GRAMMAR

9. Study the forms and use of the articles.

Неопределенный артикль (The Indefinite Article)	Определенный артикль (The Definite Article)
<p><b>a (an) &lt; one</b>  <b>a</b> — перед словом, начинающимся с согласного звука: <i>a text, a fine day.</i>  <b>an</b> — перед словом, начинающимся с гласного звука: <i>an apple, an old hotel.</i></p>	<p><b>the &lt; that</b>  <b>the</b> [ðə] — перед словом, начинающимся с согласного звука: <i>the text, the next exam.</i>  <b>the</b> [ði:] — перед словом, начинающимся с гласного звука: <i>the apple, the open book.</i></p>

<p>Употребляется только с исчисляемыми существительными в единственном числе и обозначает:</p> <p>1. Одного представителя какого-то класса предметов или лиц: He is <i>a</i> student. It is <i>a</i> hotel.</p> <p>2. Любой предмет: Give me <i>a</i> pen.</p> <p>3. Упоминание слова в первый раз: He has <i>a</i> new car.</p>	<p>Употребляется как с исчисляемыми существительными в единственном и во множественном числе, так и с неисчисляемыми существительными, когда:</p> <p>1. Речь идет об определенном лице или предмете: <i>The</i> lecture was interesting.</p> <p>2. Слово упоминалось ранее: He has a new car; <i>the</i> car is very expensive.</p>
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### 10. Write a or an.

- |                      |                           |                     |
|----------------------|---------------------------|---------------------|
| 1. ___ academic year | 4. ___ employee           | 7. ___ university   |
| 2. ___ term          | 5. ___ first-year student | 8. ___ organisation |
| 3. ___ technician    | 6. ___ up-to-date system  | 9. ___ hour         |

### 11. Put a or the into each gap.

1. \_\_\_ college I go to offers \_\_\_ wide range of academic courses.  
 2. I have two children, \_\_\_ girl and \_\_\_ boy. \_\_\_ girl is four and \_\_\_ boy is seven.  
 3. \_\_\_ academic year runs from September to June.  
 4. At the end of \_\_\_ period of study, every student writes and gets ready \_\_\_ graduation paper.  
 5. Each classroom has \_\_\_ computer.  
 6. \_\_\_ college library provides \_\_\_ place to study, material for study and services to assist study.  
 7. \_\_\_ college has \_\_\_ canteen. \_\_\_ canteen is very big.  
 8. I must take \_\_\_ bus to get to my college.  
 9. I am \_\_\_ first-year student.  
 10. It is \_\_\_ easy test.  
 11. Give me \_\_\_ pen.

### 12. Study the rules for forming the plural of nouns.

Единственное число (The Singular)	Множественное число (The Plural)	Примечания (Notes)
a week a pen a bee a match	weeks [s] pens [z] bees [z] matches [iz]	после глухих согласных после звонких согласных и гласных
a city	cities [z]	после <i>-ce, -s, -se, -ss, -x, -sh, -ch, -tch, -ge</i>
a knife, a shelf	knives, shelves [z]	конечная <i>-y</i> после согласной буквы меняется на <i>-i</i> и добавляется <i>-es</i> перед <i>-s</i> конечные <i>-fe, -f</i> переходят в <i>-ve</i>



Особые случаи образования множественного числа существительных	
Единственное число (The Singular)	Множественное число (The Plural)
man [mæn] woman ['wʊmən] child [tʃaɪld] foot [fʊt] analysis [ə'næləsɪs] datum ['deɪtəm] phenomenon [fɪ'nɒmɪnən]	men [men] – мужчины, люди women ['wɪmɪn] – женщины children ['tʃɪldrən] – дети feet [fi:t] – ступни; футы analyses [ə'næləsi:z] – анализы data ['deɪtə] – данные, данные величины phenomena [fɪ'nɒmɪnə] – явления

13. Read the following plurals of the nouns. Remember the rules for the pronunciation of -s/-es at the end of a word.

Photos, trees, desks, brushes, workers, pages, lorries, toys, wives, chairs, places, computers, families, buses, knives, wishes, inches, monkeys.

14. The nouns in the box all appear in Text 1A of the Unit. Put them in the correct column to show their pronunciation.

students	colleges	resources	technicians
levels	needs	teachers	subjects
jobs	departments	occupations	athletes
programmes	ranges	books	offices
markets	instruments	classes	manuals
[s]	[z]	[ɪz]	

15. Write the plurals of these nouns ending in consonant + -y, vowel + -y and -f(e).

Activity, laboratory, day, leaf, activity, life, ability, play, bookshelf, half, facility, toy, guy, factory, loaf.

16. Write the irregular plurals of the following nouns. Use your dictionary in necessary.

a) man, foot, goose, child, man, woman, tooth, ox, mouse;

b) medium, phenomenon, crisis, basis, curriculum, radius, datum, spectrum, stimulus, axis, matrix.

17. Read and translate the following word combinations with nouns in the possessive case.

Общий падеж (The Common Case)		Притяжательный падеж (The Possessive Case)
Ед. число	Pete John George the student	Pete's [pi:ts] book – книга Пита John's [dʒɔnz] hat – шляпа Джона George's ['dʒɔ:dʒiz] father – отец Джорджа the student's ['stju:d(ə)nts] pen – ручка студента
Мн. число	the students children	the students' ['stju:d(ə)nts] address – адрес студентов children's ['tʃɪldrənz] toys – игрушки детей

Eve's friend, Mr Kelly's wife, James's party, Paul's house, the teacher's desk, my friend's party, the college students' course books, the schoolchildren's uniform, my parents' garden, my boss's car, fifteen minutes' break, the librarians' room, an hour's journey.

18. Join two nouns as in the example. Use an apostrophe (') with or without s for people; of – for things.

*Example:* the bag/my friend – my friend's bag;  
the window/the room – the window of the room.

The birthday/Tom; the favourite team/Alice; the hall/residence; the son/Charles; the duration/ the course programmes; the books/the children; the telephone number/my sister; the end/the term; the name/this street; the key/the car; the bicycle/my brother; the career/Mr Fox; the engineer/the computer; the dog/the medal.

19. Translate the following word combination into English.

Сын моей сестры, профессия ее матери, учебный курс первокурсников, компания работодателя, преподаватели моего брата, отделения колледжа, комната Бесс, тетради студентов дневного отделения, классные комнаты колледжа, страница книги, имя сестры моего друга, слова урока 1.

20. Study the forms and uses of the personal and possessive pronouns.

Число	Лицо	Личные местоимения (The Personal pronouns)		Притяжательные местоимения (The Possessive Pronouns)	
		Именительный падеж	Объектный падеж	I форма (примыкающая)	II форма (абсолютная)
		Употребляется в роли подлежащего	Употребляется в роли дополнения	Употребляется перед существительными	Употребляется самостоятельно без существительного
Ед. число	1-е	I я	me <i>меня, мне</i>	my <i>мой</i> (-я, е, и)	mine <i>мой</i> (-я, е, и)
	2-е	you ты	you <i>тебя, тебе</i>	your <i>твой</i> (-я, е, и)	yours <i>твой</i> (-я, е, и)
	3-е	he он she она it <i>он, она, оно</i> (обозначает неодушевленные предметы)	him <i>его, ему</i> her <i>ее, ей</i> it <i>его, ему, ее, ей</i> (обозначает неодушевленные предметы)	his <i>его</i> her <i>ее</i> its <i>его, ее</i> (обозначает неодушевленные предметы)	his <i>его</i> hers <i>ее</i> its <i>его, ее</i> (обозначает неодушевленные предметы)
Мн. число	1-е	we <i>мы</i>	us <i>нас, нам</i>	our <i>наш</i> (-а, е, и)	ours <i>наш</i> (-а, е, и)
	2-е	you <i>вы</i>	you <i>вас, вам</i>	your <i>ваш</i> (-а, е, и)	yours <i>ваш</i> (-а, е, и)
	3-е	they <i>они</i> (обозначает одушевленные и неодушевленные предметы)	them <i>их, им</i> (обозначает одушевленные и неодушевленные предметы)	their <i>их</i> (обозначает одушевленные и неодушевленные предметы)	theirs <i>их</i> (обозначает одушевленные и неодушевленные предметы)

Examples:	
Личные местоимения (The Personal pronouns)	
I am talking to <b>him</b> .	Я разговариваю с <i>ним</i> .
<b>He</b> is talking to me.	Он разговаривает со <i>мной</i> .
You see <b>them</b> .	Вы ( <i>ты</i> ) видите ( <i>видишь</i> ) <i>их</i> .
<b>They</b> see you.	Они видят <i>вас (тебя)</i> .
<b>She</b> visits <b>us</b> every Sunday.	Она навещает <i>нас</i> каждое воскресенье.
<b>We</b> visit <b>her</b> on Saturdays.	Мы навещаем <i>ее</i> по субботам.
You live with <b>them</b> .	Вы ( <i>ты</i> ) живете ( <i>живешь</i> ) с <i>ними</i> .
<b>They</b> came to see you.	Они пришли повидаться с <i>вами (тобой)</i> .
The key is on the table. It is on the table.	Ключ на столе. <i>Он</i> на столе.
The book is interesting. It is interesting.	Книга интересная. <i>Она</i> интересная.
The letter was received. It was received.	Письмо было получено. <i>Оно</i> было получено.
I don't want this book. You can have it.	Мне не нужна эта книга. Ты можешь <i>ее</i> взять.
Притяжательные местоимения (The Possessive Pronouns)	
I know Nick but I don't know <b>his</b> wife.	Я знаю Ника, но не знаю <i>его</i> жену.
It's <b>my</b> favourite sport.	Это <i>мой</i> любимый вид спорта.
It is <b>her</b> husband's house.	Это дом <i>ее</i> мужа.
I can give you <b>my</b> pen.	Я могу дать вам <i>свою</i> ручку.
<b>You</b> can give me <b>your</b> pen.	Ты можешь дать мне <i>свою</i> ручку.
Oxford is famous for <b>its</b> university.	Оксфорд известен <i>своим</i> университетом.
This is your pen and that is <b>mine</b> .	Это <i>твоя</i> ручка, а то — <i>моя</i> .
"Is this your pen?" "No, it's <b>yours</b> ".	«Это <i>твоя</i> ручка?» — «Нет, это <i>твоя</i> (ручка)».
These pens are <b>ours</b> .	Эти ручки — <i>наши</i> .
Сравните:	
Я знаю <i>его</i> . (личное местоимение)	I know <b>him</b> .
Я знаю <i>его</i> сестру. (притяжательное местоимение)	I know <b>his</b> sister.
Я видел <i>их</i> . (личное местоимение)	I saw <b>them</b> .
Я видел <i>их</i> родителей. (притяжательное местоимение)	I saw <b>their</b> parents.

21. Complete the sentences using the correct form of the personal pronouns in brackets.

1. ... are full-time students (us, we). 2. Tell ... about your college (us we). 3. We saw ... in the college library (she, her). 4. Jane gave

... those books (I, me). 5. Show ... your graduation paper (he, him). 6. Where is my money? – I put ... on the table (it, them). 7. ... am a first-year student (I, me). 8. ... are fitted with up-to-date equipment and instruments (they, them). 9. Talk to ... after classes (they, them). 10. Look at my new book. ... is very interesting (she, it).

**22. Complete the sentences using the correct form of the possessive pronouns in brackets.**

1. ... college is old (our, ours). 2. Whose map is this? – It is ... (our, ours). 3. ... department is on the third floor (your, yours). 4. Is that ... car? (your, yours) 5. Is it your idea? – Yes, it's ... (my, mine). 6. ... favourite subject is English (my, mine). 7. Are you Jane's friend? – Yes, I'm a friend of ... (her, hers). 8. Ann is going out with ... friend this evening (her, hers). 9. This is a beautiful tree. ... leaves are a beautiful colour (his, its). 10. I want to phone Pete. Do you know ... phone number? (his, its) 11. Tell me about ... college (their, theirs). 12. My room is bigger than ... (their, theirs).

**23. Make the following sentences complete by translating the personal and possessive pronouns in brackets.**

1. (Наш) college was founded in 1970. (Он) has grown significantly since that time. 2. (Он) is a second-year student. 3. Show (мне) your new computer classroom. 4. (Их) academic course is very interesting. 5. These computers are (их). 6. She is doing (свою) work. 7. The robot is doing (свою) work. 8. He is doing (свою) work. 9. (Оно) (общезитие) is in Pushkin street. 10. (Ее) brother is also a college student. 11. Give (мне) another example of this grammar rule. 12. (Я) ask (тебя) to explain this rule. 13. This house is (наш). 14. Can I introduce (тебя) to a friend of (мой)? 15. I know (вас) but I don't know (вашего) son. 16. Now this book is (ваша). 17. I saw (его) new bicycle. 18. I saw (его) in the college canteen yesterday. 19. This is a very old table. (Его) legs are broken. 20. Tell (нам) about your lectures.

**24. Study the forms of the verb to be (быть, находиться, пребывать где-либо) in the Present, Past and Future Simple Tenses.**

	Утвердительная форма	Вопросительная форма	Отрицательная форма
Present	I am = I'm He is = He's She is = She's It is = It's	Am I...? Is he...? Is she...? Is it...?	I am not = I'm not He is not = isn't She is not = isn't It is not = isn't
	We are = We're You are = You're They are = They're	Are we...? Are you...? Are they...? Where are they from?	We are not = aren't You are not = aren't They are not = aren't
Past	I was He was She was It was	Was I...? Was he...? Was she...? Was it...?	I was not = wasn't He was not = wasn't She was not = wasn't It was not = wasn't
	We were You were They were	Were we...? Were you...? Were they...? Where were they?	We were not = weren't You were not = weren't They were not = weren't
Future	I will (shall) be = I'll be	Will (Shall) I be...?	I will not (shall not) be = won't (shan't) be
	We will (shall) be = We'll be	Will (Shall) we be ...?	We will not (shall not) be = won't (shan't) be
	He will be = He'll be She will be = She'll be It will be = It'll be You will be = You'll be They will be = They'll be	Will he be...? Will she be...? Will it be...? Will you be...? Will they be...? Where will they be?	He will not be = won't be She will not be = won't be It will not be = won't be You will not be = won't be They will not be = won't be

25. Read the following sentences which are a) present, b) past and c) future. Put them into the negative and the question. Translate these sentences.

*Example:*

The report was ready yesterday. (When?)

The report *was not* (*wasn't*) ready.

*Was* the report ready yesterday?

*When was* the report ready?

- a) 1. We are future technicians. 2. My keys are on the table. (Where?)  
3. They are college students. 5. You are at college now. (When?) 6. He is fifteen years old. (How old?) 7. My father is a skilled worker. 8. It is our college. 9. His work is complete. 10. I am a college student.

b) 1. She was at the theatre yesterday. (Where? When?) 2. They were at home yesterday morning. (Where? When?) 3. He was my friend. 4. It was cold last week. (When?) 5. I was busy at 5 o'clock. (What time?) 6. The hotel was comfortable. 7. The idea was good. 8. Sue and Steve were at the party. (Where?) 9. You were on holiday. 10. The weather was fine.

c) 1. I will be an engineer. 2. My friend will be a fourth-year student next year. (When?) 3. It will be our new academic building. 4. He will be in class at 10 o'clock. (Where? What time?) 5. We will be at the exhibition tomorrow. (Where? When?) 6. They will be present at the lecture (Where?) 7. His scholarship will be 2000 rubles. 8. Tom will be late. 9. Next month I will be in Moscow. (When?) 10. He will be sixteen years old in a year. (How old? When?)

**26. Write positive and negative short answers (Yes, I am / No, he wasn't, etc.).**

1. Are you married? \_\_\_\_\_
2. Was it cold yesterday? \_\_\_\_\_
3. Will you be in class tomorrow? \_\_\_\_\_
4. Was your friend late? \_\_\_\_\_
5. Are your friends English? \_\_\_\_\_
6. Was it sunny two days ago? \_\_\_\_\_
7. Will you be a technician? \_\_\_\_\_
8. Is tennis your favourite sport? \_\_\_\_\_
9. Will your mother be at 5 at home? \_\_\_\_\_
10. Are your parents at work now? \_\_\_\_\_

**27. Complete these sentences. Use am/is/are, was/were or will be.**

1. I \_\_\_ Russian. She \_\_\_ American.
2. How old \_\_\_ you?
3. Today the weather \_\_\_ fine but yesterday it \_\_\_ cold.
4. George \_\_\_ not at college last week because he \_\_\_ ill.
5. We \_\_\_ in the classroom now.
6. We \_\_\_ hungry after the journey but we \_\_\_ not tired.
7. \_\_\_ you \_\_\_ at the seminar tomorrow?
8. "What colour \_\_\_ your car?" – "It \_\_\_ red."
9. Yesterday three students \_\_\_ absent at the English class. Today all \_\_\_ present.
10. Michael travels a lot. Today he \_\_\_ in Moscow. Tomorrow he \_\_\_ in Saint Petersburg. Next week he \_\_\_ in London.
11. I \_\_\_ late for my classes tomorrow.
12. A.S. Pushkin <sup>was</sup> born in 1799.
13. "\_\_\_ you a good student?" – "Yes, I \_\_\_."
14. My brother and I \_\_\_ at home now.

15. “ \_\_\_ your friend from Belgorod?” – “No, he \_\_\_ from Moscow?”  
 16. I \_\_\_ free now. 17. “ \_\_\_ you ready now?” – “Not yet. I \_\_\_ ready in ten minutes.” 18. Where \_\_\_ you at 10 o'clock yesterday? 19. “Where are my keys?” – “I don't know. They \_\_\_ on the table but they \_\_\_ not there now. 20. It's Nick's birthday next Friday. He \_\_\_ 17.

**28. Study the word order in affirmative sentences.**

Обстоятельство (Adverbial modifier)	Подлежащее (Subject)	Сказуемое (Predi- cate)	Допол- нение (Object)	Обстоятельство (Adverbial modifier)
	His file	is		on the desk.
	Peter	received	a letter	yesterday.
Yesterday	Peter	received	a letter.	
<p>Дополнения также располагаются в строго определенном порядке:            1) косвенное беспредложное (кому? чему?), 2) прямое (кого? что?),            3) косвенное предложное (с кем? для кого?).  <i>John gave me a book. = John gave a book to me.</i></p>				
<p>При наличии нескольких обстоятельств они располагаются за глаголом или дополнением следующим образом: 1) обстоятельство образа действия, 2) обстоятельство места, 3) обстоятельство времени.  <i>She translated that text with the dictionary at the college library yesterday.</i></p>				
<p>Определение может относиться к любому члену предложения, выраженному существительным.</p>				

**29. Arrange these words in the right order. Use a capital letter to begin each sentence.**

1. begins, in September, my term. 2. well, I, English, speak.  
 3. eleven, in his, he, college, is, till. 4. old, very, mathematics, science, is, a. 5. will, a technician, he, after, be, from, the graduation, college.  
 6. today, is, very, English, important, the knowledge, of. 7. begin, at 9 o'clock, in the morning, the lectures. 8. in, tomorrow, will, Rome, be, she. 9. every, year, leave, schools, millions, secondary, of, children.  
 10. the term, attend, during, and, lectures, seminars, students.

**30. Make general questions with these words in the correct order, using is/are/was/ were/will...be, and give short positive/negative answers to them.**

1. (your parents/well?) 2. (interesting last year/your job?) 3. (the shops/open next week?) 4. (interested in English at school/you?)  
 5. (near here/the college?) 6. (at college at 3 o'clock tomorrow/your classmates?) 7. (large/your college?) 8. (free tomorrow/you?)



**31. Make questions with what (what colour)/who/how much/how old/where/why/when, using is/are/was/were/will...be.**

1. \_\_\_ the bus stop? – At the end of the street. 2. \_\_\_ he \_\_\_ next week? – In London. 3. \_\_\_ the man in this photograph? – That's the head of the department. 4. \_\_\_ your favourite subject at school? – English. 5. \_\_\_ your friend \_\_\_ at five o'clock tomorrow? – At the university. 6. \_\_\_ your children last year? – Five, six and ten years old. 7. \_\_\_ your new shoes? – Black. 8. \_\_\_ your lecturer angry with you yesterday? – Because I was late.

### SECTION 3

## READING AND DISCUSSION

**32. What do you know about technical colleges? Read the statements given below and say if they are right or wrong. If the statements are not right, make the necessary corrections.**

- a) A technical college doesn't offer many academic courses.
- b) Distance learning programmes are for those who don't work.
- c) A technical college trains students for employment in engineering occupations.
- d) There are a lot of laboratories at a technical college.
- e) A technical college library provides students with learning resources online.
- f) College sports facilities only include gyms.
- g) Students studying away from home are accommodated in halls of residence.
- h) The academic year begins in September and ends in June.
- i) During the terms, students don't often do practical work.
- j) College graduates work at research institutes.

**33. Read Text 1A "A Technical College" to find out if you are right or wrong. The following phrases may be helpful:**

Quite so. Exactly. It's (partly) true. Just the opposite. I don't think so. That's right. That's wrong.

## Text 1A A Technical College

The college I go to was founded in 1970 and since that time it has grown significantly. Now it offers a wide range of academic courses at vocational-technical level, enabling students to be successful in the current job market.

The academic activity is conducted across five departments. There are about 1,500 full-time students attending college. The correspondence and distance learning programmes specifically tailored to the needs of those who work are also available.

The college is justifiably proud of its teaching. More than 80 teachers work at it. The college trains students for employment in technician occupations.

There are a lot of laboratories at the college. They are fitted with up-to-date equipment and instruments to provide a high level of training. They are of great help to the students.

The college library provides the students with access to thousands of learning resources in print and online. They can borrow course books, manuals and literature on the subjects they are interested in. There are some reading rooms suited to different styles of learning.

The students of all abilities, from complete beginners to athletes, make the most of the college sports facilities including a few large well-equipped gyms, sports grounds, and a swimming pool.

The students studying away from home are accommodated in the hall of residence located on the college campus. The students can organise most of their day-to-day needs without leaving the campus which also includes the library, the academic buildings and the canteen.

The academic year runs from September to June, and it is divided into two terms. The duration of the academic programmes is four years, following the completion of basic general education (nine years), or two years, following the completion of secondary (complete) general education.

According to the college curriculum the students have lessons in general and special subjects in addition to workshop classes and practical training, quite necessary for their future profession. The students take end-of-term tests and examinations twice a year. If the students who don't pay for their studies pass them successfully, they are granted monthly scholarships. During the terms, the students have to attend lectures and seminars, carry out laboratory tests and

do practical work. At the end of the period of study, every student writes and gets ready a graduation paper and then defends it in the presence of the examiners' body.

Every year a lot of young middle-level specialists graduate from college. They work at plants, factories, design offices and others.

The college is committed to producing the professionally minded and skilled graduates that employers want. It educates the students to be creative, innovative and well equipped for the 21st century.

**34. Answer the following questions.**

- a) When was the college founded?
- b) How many departments does the college have?
- c) How many students go to college?
- d) What can you say about the teaching staff?
- e) What are the college laboratories like?
- f) Where can the students borrow literature for their studies?
- g) Are there any facilities for the students to go in for sports?
- h) What does the college campus include?
- i) What are the periods of study for the academic programmes?
- j) When do the students take their end-of-term tests and exams?
- k) Are all the students granted monthly scholarships?
- l) What do the students do at the end of the period of study?
- m) What is the college committed to?

**35. Add some more sentences confirming the following statements.**

1. The college has grown significantly. 2. The college is proud of its teaching. 3. The laboratories are of great help to the students. 4. The college library is suited to different styles of learning. 5. The college students make the most of the sports facilities. 6. The students can organise their day-to-day needs without leaving the campus. 7. The academic year is divided into two terms. 8. The college educates the students to be creative and innovative for the 21st century.

**36. Find in Text 1A the paragraph about the college curriculum and translate it into Russian.**

**37. Read aloud paragraphs 2–4.**

**38. Explain the following references.**

a) Now *it* offers a wide range of academic courses... .

What does the pronoun *it* refer to?

b) *They* are fitted with up-to-date equipment and instruments... .

What does the pronoun *they* refer to?

c) *They* are of great help to the students.

What does the pronoun *they* refer to?

d) ...and then defends *it* in the presence of the examiners' body.

What does the pronoun *it* refer to?

e) *They* work at plants, factories, design offices and others.

What does the pronoun *they* refer to?

**39. Find in Text 1A the sentences with the verb to be and translate them into Russian.**

**40. Put the main ideas (a–l) in the same order as they are in Text 1A.**

a) College sports facilities.

b) College academic courses and programmes.

c) College curriculum.

d) Writing graduations papers.

e) College laboratories.

f) Graduates' employment.

g) Teaching staff.

h) Duration of the academic programmes.

i) College library.

j) Tests and examinations.

k) College campus.

l) Classes at college.

**41. Retell the text in English according to the above plan.**

**42. Skim Text 1B "College Facilities" and try to understand what it is about.**

**Text 1B**  
**College Facilities**

The college I attend is one of the best technical colleges in the region, providing excellent full-time and correspondence courses.

The college has first class facilities, and the students enjoy learning here, thanks to our inspirational teachers, great courses and modern, purpose-built learning areas.

The college has 30 general classrooms in addition to workshops, classrooms for technical drawing and graphics, metalwork, woodwork, craftwork, materials technology, construction studies, computer aided design. They are all well equipped with up-to-date equipment. Each classroom has a computer with the Internet access and a data projector. The college also has three science laboratories, two fully equipped computer rooms, a multimedia room and a demonstration room.

The library is central and common to all the academic activities of the college. It provides a place to study, materials for study and services to assist study. It has a wide selection of general reading materials for students of all ages. There are also books and journals for those involved in project work.

Physical education facilities include a large gym, some changing rooms, a basketball court, a sports ground and a swimming pool. Sports clubs and societies make up a large part of the college recreational and social activity.

The college has a modern canteen where breakfast and lunch are served every day. It is a large spacious area, with a view of greenery all around, and a variety of refreshments and meals available. It tends to be the most popular place on campus not only for having meals but also for student discussions and work on assignments and projects.

There are two halls of residence, which can accommodate students with all the facilities for study, recreation and common living. The rooms are all meant for two or three occupants each.

The college is a non-smoking campus and smoking is not permitted anywhere on the sites. To safeguard the health of all students and staff, smoking is strongly discouraged.

**43. Identify the topic of each paragraph of Text 1B and retell it in English.**

**44. Complete the sentences choosing the best variant corresponding to the contents of Text 1B.**

- 1) The college I go to provides ...
  - a) part-time courses;

- b) full-time courses;
  - c) full-time and correspondence courses.
- 2) The students enjoy learning at college thanks to ...
- a) teachers;
  - b) full-time courses;
  - c) technical drawing and graphics.
- 3) Each college classroom has ...
- a) up-to-date equipment;
  - b) a data projector with the Internet access;
  - c) a computer.
- 4) The college library provides ...
- a) academic activities;
  - b) materials for study;
  - c) up-to-date equipment.
- 5) The canteen is the most popular place on campus for...
- a) student discussions;
  - b) having a large spacious area;
  - c) greenery all around.

45. Make up a story about your college based on the information given in the above texts.

## SECTION 4

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### SPEAKING

46. When you meet someone new it is important to know how to address the individual standing in front of you. Properly addressing people in English in different situations shows you are respectful of their position and mindful of not offending them in any way. Study the following forms of address:

- a) **first name** – used to call friends, e.g. John or Mary;
- b) **Mr. (Mister) + last name** – used to address a man you know less well, e.g. Mr. Smith;
- c) **Mrs. (Misses) + last name** – used to address a married woman you know less well, e.g. Mrs. Smith;
- d) **Ms. [miz] + last name** – used to address a married or unmarried woman, e.g. Ms. Smith;

e) **Miss + last name** – used to address a girl or unmarried woman, e.g. Miss Smith;

f) **Sir (without a name)** – used as a form of polite address to a man who is clearly older and/or more senior than oneself;

g) **Madam (without a name)** – used to politely speak to a woman who you do not know.

#### 47. How would you address the following people?

a) your classmate (Philip/Phil/Philip Clark);

b) a married woman (Maria Brown);

c) an older man (Ernest Hardy);

d) a girl/unmarried woman you don't know well (Jane White);

e) a woman when it is not known whether she is married or not (Elisa Black);

f) a stranger (Peter Bradford and Katherine Jones);

g) a man, whose name you do not know;

h) a woman, whose name you do not know;

i) a teacher (Jane Smith, unmarried);

j) a friend of your age (Nicholas/Nick/Nicholas James).

#### 48. Learn some expressions to introduce yourself and others.

##### 1) *Introducing yourself:*

I don't think we've met before. I'm \_\_\_\_\_.

Let me introduce myself. My name is \_\_\_\_\_.

I'd like to introduce myself. I'm \_\_\_\_\_.

##### 2) *Introducing others:*

Let me introduce you. John, this is Martin Watson.

I'd like to introduce you to \_\_\_\_\_.

There's someone I'd like you to meet. This is \_\_\_\_\_.

I think you two have already met: John Craggs – Eve Smith.

Jerald, please meet Patrick.

Peter, have you met Thomas?

I'd like you to meet Anne.

Barbara, this is Christine. Christine, this is Barbara.

##### 3) *Expressing pleasure to have met someone:*

Nice to meet you.

Pleased to meet you.

Happy to meet you.

How do you do? (It is not a question, it means *здравствуйте*.)

It's a pleasure to meet you.

**49. Practise the following illustrative dialogues.****a) At work (formal).**

A.: Good afternoon, Mr. Gray. How are you?

B.: Fine, thank you. How are you?

A.: Very well, thank you. I don't think you've met our new manager. (To the manager) This is Mr. Gray. This is Mrs. Riddell.

B.: How do you do?

C.: How do you do?

**c) At a conference (semi-formal).**

A.: Good morning, David.

B.: Morning, Jenny. How are you?

A.: Fine, thanks, and you?

B.: Fine. Is that Mrs. Leyden over there?

A.: Yes, it is. Let me introduce you ... Excuse me, Mrs. Leyden. May I introduce you to David Sands?

C.: How do you do?

B.: How do you do? Pleased to meet you, Mrs. Leyden.

C.: Please call me Alice.

B.: And please call me David. Are you finding the conference interesting?

C.: Yes, there have been some very good papers. I also find the discussions very useful.

**d) At a party (informal).**

A.: Good evening, Nick.

B.: Good evening, Kate. Do you know Mike? Mike, this is Kate, a friend of mine from college.

C.: Hello.

A.: Hello, pleased to meet you.

C.: So are you a college student too, Kate?

A.: That's right. What about you?

C.: I'm in the third year at an industrial college.

A.: Oh, yes?

B.: Some Pepsi, Kate?

C.: Yes, please, Nick.

**50. Work with your classmate. Introduce yourself to each other.**

Hello / Hi, nice to meet you. / I'd like to introduce myself.

I'm \_\_\_\_\_. / My name is \_\_\_\_\_.

I'm from \_\_\_\_\_. I am a second-year student of \_\_\_\_\_.



**51. Make up dialogues of your own, using the above expressions and illustrative dialogues as models.**

*Situations:*

- a) in an office (formal);
- b) at a meeting (formal);
- c) in a library (semi-formal);
- d) at an exhibition (semi-formal);
- e) at your college (informal);
- f) at your place (informal).

**52. Practise Dialogue 1.**

*Dialogue 1*  
**Meeting a Friend**

*Peter:* Hello, Nick.

*Nick:* Hello, Peter. Haven't seen you for ages.

*Peter:* What are you doing here? Are you a student of this college?

*Nick:* Oh, yes. I've completed my basic general education this year and decided to go to college to do a civil engineering course here.

*Peter:* Glad to hear that. I'm a third-year student of this college.

*Nick:* What course are you doing?

*Peter:* I'm doing a mechanical engineering course. In a year, I'm going to become a mechanical technician. I like my future profession very much.

*Nick:* But I chose a course in civil engineering. I hope I'll graduate from college in four years and become a highly-qualified construction technician.

*Peter:* Do you live in a hall of residence? I haven't seen you there.

*Nick:* No, I live with my parents. Come to see me at my place some time.

*Peter:* Thank you. I'll come. Good-bye.

*Nick:* Good-bye.

**53. Make up dialogues of your own using dialogue 1 as a model.**

*Situations.*

You meet your friend and talk about:

- a) his/her first year of study at college;
- b) his/her qualification (s)he will obtain after graduating.

**54. Practise dialogue 2.**

*Dialogue 2*  
**Talking of Studying at College**

*Ivan:* Pete, I'd like to ask you about your college.

*Pete:* What are you interested in, Ivan? I am ready to answer all your questions. Do you want to go to the college I attend?

*Ivan:* Yes, I do. I want to know more about your college and then I will choose which course to take. How long does an academic course last?

*Pete:* It lasts for four years.

*Ivan:* What academic courses does the college offer?

*Pete:* You may choose any of the following courses: civil engineering, electrical engineering, mechanical engineering and others.

*Ivan:* What subjects are the most important ones for a future mechanical technician?

*Pete:* First of all you must be good at mathematics and drawing as you'll have to know technology of production, metal control and so on. And you'll have to know different types of machine tools.

*Ivan:* Oh, it is really interesting. Have you studied them yet?

*Pete:* No, I haven't, but I'm going to do it next term.

*Ivan:* OK, Pete, thank you very much.

*Pete:* Not at all. I'll be very glad to see you among the students of this college.

**55. Using dialogue 2 as a model, fill in the missing remarks of the dialogue given below and practise it.**

*Victor:* What are you doing at the college?

*Igor:* \_\_\_\_\_.

*Victor:* What academic course do you want to take?

*Igor:* \_\_\_\_\_.

*Victor:* You should be very good at physics.

*Igor:* \_\_\_\_\_.

*Victor:* The course lasts for four years.

*Igor:* \_\_\_\_\_.

*Victor:* Why did you decide to become an electrical technician?

*Igor:* \_\_\_\_\_.

*Victor:* Did your father take you to any plants?

*Igor:* \_\_\_\_\_.

*Victor:* I see. That's very nice.

*Igor:* \_\_\_\_\_.

*Victor:* I hope to see you among the students of this college.

## SECTION 5

### LISTENING

**56. Listen to the text "Technical Colleges". Answer the questions that follow.**

- How many colleges are there in this country?
- What education can you receive at a technical college?
- What learning programmes do technical colleges offer?
- What are these programmes?
- What qualifications/professions can college students get?
- Where do college students have their practical training?

**57. Check your answers with your classmates and Tapescript 1A of the text. Look up the words you don't know in the dictionary.**

**58. Retell the text about technical colleges.**

**59. Listen to the Text "College Classrooms". As you listen, fill in the chart according to the following headings.**

Language learning classroom	
Drawing classroom	
Classrooms on the third floor	
College library	

**60. Check your answers with your classmates and Tapescript 1B of the text. Look up the words you don't know in the dictionary.**

**61. Retell the text about the college classrooms.**

## SECTION 6

## WRITING

Text messaging and emailing are common ways of communication these days, but writing a letter still remains a traditional way to communicate effectively. An *informal letter* is usually between people who know each other fairly well. In addition to giving news, they are often used to request information, congratulate people, give advice and ask questions.

**62. Study some useful words and phrases for informal letters. Using them will help you organise your letter into clear paragraphs.**

Structure	Words and phrases
Address and date	They should be in the right hand corner: street name, building/flat number postal code, city country date
Salutation	Dear + the person's first name Hello + the person's first name Hi + the person's first name
Introduction	Thanks for your letter. Sorry I haven't written for ages. I'm glad to hear from you. How are you? How are things? Hope you're well. Hope everything goes OK with you. I'm sorry to hear/learn ... I'm so pleased to hear ... It's great to hear ... What wonderful news about ...
Letter Body	Anyway, the reason I'm writing ... I thought I'd write to tell/ask you ... Anyway, I was wondering ... Can you tell me a little more about ... I'd like to know ... Let me know if you'd like me to ...

<b>Closing / End</b>	Well, that's all for now.
	Write back soon.
	Looking forward to hearing from you again.
	Hope to hear from you soon.
	Once again, thank you for all your help.
	Send my love to ...
<b>Signing off</b>	Give my regards to ...
	All the best
	Best wishes
	See you soon
	Take care
	Yours
	Love
	Lots of love
	+ first name

**63. Read and translate this letter.**

	Pushkin Street, 15 308000 Belgorod Russia 20 December 2015
Dear Jane,	
I'm very glad that we're going to be penfriends. I'll tell you a little about myself, and you can do the same when you write to me.	
I live in the city centre. There is a big park nearby where I take my dog for a walk. I live with my parents and my younger sister, Diana. My father works as a technician for the cement plant and my mother works as a teacher at a secondary school.	
I go to a technical college, where I have a lot of friends. I like most subjects, but not all of them. In the evenings I sometimes visit my friends or stay at home and listen to music, and at the weekends I like going to the country.	
At the moment I'm working very hard because I have exams soon, so I'm spending a lot of time in the library.	
I'm looking forward to hearing from you!	
Write soon!	
Best wishes, Natasha	

**64. Write a similar letter to a penfriend in England. Write information about you, your family, where you live, what you do, etc.**

# UNIT 2.

## Student Life

### SECTION 1

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#### VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text "My Studies" and translate the given sentences.

1. **course programme** ['prəʊgræm] — специальность (в колледже)

**do (take) a course programme** — учиться по специальности (в колледже)

This four-year *course programme* is an excellent opportunity to develop the skills you need to become a technician. I *am doing (taking) a course programme* in building construction.

2. **enrol(l)** [in'rəʊl] **in / enter** ['entrə] **college** — поступать в колледж, зачислять в колледж

She decided *to enrol in* the power engineering course. If you want *to enter college*, you must pass examinations in mathematics and Russian at school.

3. **hold an exam(ination)** – проводить экзамен  
**school-leaving examination** – выпускной школьный экзамен  
**entrance** [ˈentrəns] **examination** – вступительный экзамен

The teacher decided to *hold a final exam* on Saturday. The period for *the school-leaving examinations* starts today at schools throughout Russia. *Entrance examinations* are the examinations that higher educational institutions use to select students for admission.

4. **mark** *n* – балл, отметка, оценка  
**receive a mark** – получить оценку

Mary's had very good *marks* in/for English throughout the year. What *mark* did you *receive* in the chemistry exam?

5. **last** *v* – продолжаться, длиться

The classes *last* an hour and a half.

6. **vacation** [vəˈkeɪ(ə)n] *n* – каникулы

We have a two-week *vacation* in February.

7. **subject** *n* – дисциплина, предмет; тема  
**take a subject** – изучать предмет

English was my favourite *subject* at school. I have nothing more to say on *the subject*. We *took* a lot of new *subjects* in the second term.

8. **draw** [drɔ:] (**drew** [dru:], **drawn** [drɔ:n]) *v* – чертить; рисовать  
**drawing** *n* – чертеж; рисунок; черчение; рисование

He *drew* a line. He did *a drawing* of me. She took lessons in technical *drawing*. Do you want to do some *drawing*?

9. **relate (to)** [riˈleɪt] *v* – относиться, иметь отношение (к)  
**be related (to)** – быть связанным (с)

Anything *relating to* mathematics is a complete mystery to me. The fall in the cost of living *is related to* the drop in the oil price.

10. **mean** [mi:n] (**meant** [ment]) *v* — значить; подразумевать  
**means** [mi:nz] *n* — средство, способ; ресурсы  
**by means of** — посредством  
**meaning** *n* — значение

The red light *means* "Stop". They didn't provide me with any *means* of transport. The tests were marked *by means of* a computer. (One word can have several *meanings*.)

11. **canteen** [kæn'ti:n] *n* — столовая, буфет  
**café** ['kæfeɪ] *n* — кафе

We usually have lunch in the college *canteen* (*café*).

12. **be in the habit of doing smth** — иметь обыкновение (привычку) что-л. делать

I'm *not in the habit of* lending money, but I'll make an exception in this case.

13. **classmate** *n* — одноклассник; сокурсник

Thomas is taller than most of her *classmates*.

14. **prefer** [pri'fə:] *v* — предпочитать

I much *prefer* jazz to rock music.

15. **diligent** ['dɪlɪdʒənt] *adj* — прилежный, старательный

He is a *diligent* student and should do well in the examinations.

16. **miss** *v* — пропускать, не посещать (занятия, лекции т.п.)

I had *to miss* my English class.

17. **do one's best** — сделать все от себя зависящее

We *did our best* to help him.

18. **proper** ['prɒpə] *adj* — надлежащий, подходящий  
**properly** ['prɒpəli] *adv* — должным образом, как следует



He was never having a *proper* job. Put things in the *proper* place.  
I'm learning English, but I still can't speak it *properly*.

19. **break** [breik] *n* – перерыв; перемена (в школе)  
**have (take) a break** – сделать перерыв

Let's *have a break*. I'm *taking a break*, I'm tired.

20. **it takes some time** – занимать (требовать) какое-то время

*It takes* thirty minutes to get to the college from here. *It takes* me two hours to do my English homework.

2. Match the pairs of antonyms from A and B and translate them.

## A

1. attend
2. terminate
3. dislike
4. graduate
5. continuation
6. wrong
7. study time
8. lazy

## B

- a) prefer
- b) break
- c) vacation
- d) miss
- e) proper
- f) diligent
- g) last
- h) enter

3. Match the English word combinations with the Russian equivalents. Use them to make sentences of your own.

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1. to do one's best            | a) изучать предмет               |
| 2. to hold an exam             | b) сделать перерыв               |
| 3. to take a subject           | c) сделать все от себя зависящее |
| 4. it takes some time          | d) иметь привычку что-л. делать  |
| 5. to take a break             | e) пропускать занятия            |
| 6. to receive a mark           | f) проводить экзамен             |
| 7. to miss classes             | g) быть связанным с чем/кем-л.   |
| 8. to enrol in college         | h) занимать какое-то время       |
| 9. to be in the habit of doing | i) получить оценку               |
| 10. to be related to sth/sb    | j) зачислять в университет       |

4. Replace the italicized words with the words below.

- |               |          |             |             |              |
|---------------|----------|-------------|-------------|--------------|
| a) marks      | b) cafés | c) drawing  | d) subjects | e) relate to |
| f) classmates | g) take  | h) properly | i) mean     | j) entrance  |

1. Starting an English club at college is a great way to get *fellow-students* involved in learning English. 2. I am interested in studying all the *disciplines* at college. 3. I'd like to *do* a course programme in electrical engineering. 4. What does this word *stand for*? 5. It's still not working *correctly*. 6. The builder followed the architect's *sketch*. 7. Steve never studies, but he always gets good *grades*. 8. He passed the *admission* examinations successfully. 9. Researchers are trying to *connect* low exam results *with* large class sizes. 10. The students are urging college *cafeterias* to serve healthier food.

5. Read and translate the following groups of sentences paying attention to the words in italics which can function as a noun and a verb, or a verb and an adjective, or a noun and an adjective, with the same form. They can have similar or different meanings. Look up the words in your dictionary if necessary.

1. a) Did you see the news on TV *last* night?  
b) I've finished my essay at *last*!  
c) The meetings usually *last* two hours.
2. a) You shouldn't *miss* the start of the exam.  
b) I really *miss* her when she goes away.  
c) That's all, thank you, *Miss* Lipman.
3. a) I got the highest *mark* possible in the spelling test.  
b) The surfaces are made from a material that doesn't *mark*.  
c) I hate to *mark* exam papers.
4. a) Hurricanes *subject* the islanders to devastating floods.  
b) Biology is my favourite *subject*.  
c) The article is ready to publish, *subject* to your approval.
5. a) The sign *means* that cars cannot enter.  
b) The quickest *means* of travel is by plane.  
c) We express our thoughts by *means* of thoughts.

6. Read and translate the following international words which come from Text 2A. Look up their transcriptions in the dictionary if necessary. Mind the part of speech.

Course *n*, seminar *n*, lecture *n*, correspondence *n*, programme *n*, test *n*, experiment *n*, examination *n*, grant *n v*, minute *n*, café *n*, trolley-bus *n*, residence *n*, finish *v*, dessert *n*, socialize *v*, professional *adj*, technician *n*, mechanical *adj*, electrical *adj*, comfortable *adj*.

**7. Study the ways some nouns are formed from verbs and adjectives and some adverbs are formed from adjectives. Form the nouns and adverbs. Read and translate them into Russian.**

a) **-ance/-ence** (the suffix is used for an action/quality of smth):

*Example:* accept — принимать → acceptance — принятие

convenient — удобный → convenience — удобство

Reside, depend, appear, assist, attend, maintain, perform, resist, correspond, exist, prefer, refer; enter, distant, elegant, important, significant, different, absent, present.

b) **-ure** (the suffix is used for an act or condition of something):

*Example:* fail — потерпеть неудачу → failure — неудача

Close, compose, depart, enclose, expose, mix, sculpt, please, precede, portrait, seize.

c) **-ly** (the suffix is used to form adverbs):

*Example:* exact — точный → exactly — точно

Successful, original, recent, regular, typical, proper, traditional, fundamental, clear, large, direct, easy, rapid, exact, natural, primary.

**8. Read and translate the following phrases using the above patterns. Look up the words in your dictionary if necessary.**

With the assistance of volunteers, his performance in the exams, correspondence and distance courses, to show preference to some students, to treat somebody with complete indifference, noticed presence, a procedure of conducting exams, to put a signature on a document, the financial structure of the organization, government expenditure on education, the pressures of modern life, to be largely located, to be widely distributed, especially important, to follow closely, to prepare easily, to invest heavily, a highly technologically literate population.

## SECTION 2

## GRAMMAR

9. Study the forms and uses of the verb to have (got) (иметь, обладать) in the Present, Past and Future Simple Tenses.

	Утвердительная форма	Вопросительная форма	Отрицательная форма
Present	I have (got) = (I've got) You have (got) = (You've got) We have (got) = (We've got) They have (got) = (They've got)	Do you have...? / Have you got...? Do we have...? / Have we got...? Do they have...? / Have they got...? What do you have? / What have you got?	I do not (don't) have / I have not (haven't) got We do not (don't) have / We have not (haven't) got They do not (don't) have / They have not (haven't) got
	He has (got) = (He's got) She has (got) = (She's got) It has (got) = (It's got)	Does he have...? / Has he got...? Does she have...? / Has she got...? Does it have...? / Has it got...? What does he have? / What has he got?	He does not (doesn't) have / He has not (hasn't) got She does not (doesn't) have / She has not (hasn't) got It does not (doesn't) have / It has not (hasn't) got
Past	I had You had He had She had It had We had They had	Did I have...? Did you have...? Did he have...? Did she have...? Did it have...? Did we have...? Did they have...? What did you have?	I did not (didn't) have You did not (didn't) have He did not (didn't) have She did not (didn't) have It did not (didn't) have We did not (didn't) have They did not (didn't) have

<b>Future</b>	I will (shall) have = I'll have We will (shall) have = We'll have	Will (Shall) I have...? Will (Shall) we have..?	I will not (shall not) have = won't (shan't) have We will not (shall not) have = won't (shan't) have
	He will have = He'll have She will have = She'll have It will have = It'll have You will have = You'll have They will have = They'll have	Will he have...? Will she have...? Will it have...? Will you have...? Will they have...? What will you have?	He will not (won't) have She will not (won't) have It will not (won't) have You will not (won't) have They will not (won't) have
Форма have (has) got употребляется в разговорной речи и только в настоящем времени.			
<p>Глагол to have в сочетании с рядом существительных утрачивает свое первоначальное значение <i>иметь</i> и употребляется для выражения процессов:</p> <p>to have breakfast <i>завтракать</i>, to have lunch <i>обедать</i>, to have dinner (supper) <i>ужинать</i>, to have a meal <i>есть, кушать</i>, to have a cup of coffee <i>выпивать чашку кофе</i> и др.;</p> <p>to have a swim <i>поплавать</i>, to have a walk <i>гулять</i>, to have a rest <i>отдыхать</i>, to have a holiday <i>отдыхать, проводить отпуск</i>, to have a party <i>устроить вечеринку</i>, to have a good time <i>хорошо проводить время</i>, to have fun <i>веселиться</i> и др.;</p> <p>to have a bath <i>принимать ванну</i>, to have a shower <i>принимать душ</i>, to have a wash <i>мыться</i>; to have a look at something <i>взглянуть на что-либо</i>.</p>			

10. Read the following sentences which are: a) present, b) past and c) future. Put them into the negative and the question. Translate these sentences.

*Example:*

I have three classes today. (What? When?) —

I *don't have* here classes today.

Do you *have* three classes today?

What do you *have* today?

When do you *have* three classes?

He's got an exam today. (What? When?) —

He *hasn't got* an exam today.

*Has* he got an exam today?

*What has* he got today?

*When has* he got an exam?

a) 1. We have a new English teacher this year. (Who? When)  
 2. I've got good marks in English this term. (What? What subject? When?)  
 3. My friend has an interesting course programme. (What?)  
 4. He's got a vacation in February. (What? When?)  
 5. This word has several meanings. (What?)  
 6. We have lunch in the college canteen. (What? Where?)

b) 1. I had a break at 10 o'clock. (What? What time?)  
 2. Ann had her entrance examinations in July. (What? What examinations? When?)  
 3. My classmate had three drawings. (What? How many?)  
 4. Last Sunday they had a good party. (What? When?)  
 5. I had a good time at his place. (Where? Whose place?)

c) 1. The college will have a computer centre next year. (What? When?)  
 2. We will have a new gym in two months. (What? When?)  
 3. My brother will have an exam in physics next term. (What? What subject? When?)  
 4. I will have two English classes tomorrow. (What? What classes? How many classes? When?)  
 5. You will have a lot of fun at his birthday party on Saturday. (Where? When? Whose party?)

### 11. Write positive and negative short answers.

*Example:*

*Does* Pete have a pen? — Yes, he *does*. / No, he *doesn't*.

*Has* Mary got a car? — Yes, she *has*. / No, she *hasn't*.

1. Do you have a two-month vacation in summer? \_\_\_\_\_
2. Have you got classes on Sunday? \_\_\_\_\_
3. Did you have practical training yesterday? \_\_\_\_\_
4. Has your father got a car? \_\_\_\_\_
5. Will you have exams in July? \_\_\_\_\_
6. Does your friend have a computer? \_\_\_\_\_
7. Did you have breakfast at the college canteen? \_\_\_\_\_
8. Have you got friends at college? \_\_\_\_\_
9. Does your college have a language laboratory? \_\_\_\_\_
10. Will you have a rest tonight? \_\_\_\_\_

**12. Complete these sentences. Use have (got)/has (got), had or will have.**

1. My sister \_\_\_ a friend. Her name is Jane. 2. Their house is big. They \_\_\_ two bedrooms, a sitting-room, a dining room, a kitchen and a bathroom. 3. This nice house \_\_\_ a garden. 4. Mary \_\_\_ two children: a boy and a girl. The girl's name is Ann, the boy's name is John. 5. I think she \_\_\_ her exams next year. 6. My brother's children \_\_\_ a lot of toys. But their favourite one is a brown teddy bear. 7. I think his father \_\_\_ a car very soon. 8. Jane's elder brother William is married. He \_\_\_ three children. 9. Last Sunday we \_\_\_ a very good party. 10. We usually \_\_\_ dinner at 7 o'clock in the evening.

**13. Make questions with these words in the correct order, using have...got/has...got/do...have/does...have, did...have, will...have, and give short positive/negative answers to them.**

*Example:* (John/a passport?) – Has John got a passport? – Yes, he has. / No, he hasn't.

*or:* Does John have a passport? – Yes, he does. / No, he doesn't.

1. (your father/a laptop computer?) 2. (you/good marks?) 3. (Charles/many problems?) 4. (he/a letter from home?) 5. (they/any children?) 6. (this house/central heating?) 7. (you/any brothers?) 8. (the college/well-equipped laboratories?) 9. (she/black hair?) 10. (they/much time?)

**14. Make questions with how much / how many / where / why / when, using have...got/has...got, do...have, does...have, did... have, will...have.**

1. \_\_\_ you \_\_\_ a computer? – Next year. 2. \_\_\_ he \_\_\_ many friends last summer? – In England. 3. \_\_\_ she \_\_\_ a holiday next time? – In summer. 4. \_\_\_ brothers and sisters \_\_\_ she \_\_\_ ? – Just one brother. 5. \_\_\_ money \_\_\_ you \_\_\_ now? – \$ 100. 6. \_\_\_ she last ... her exam? – Yesterday. 7. \_\_\_ they usually \_\_\_ many flowers in the garden? – In summer. 8. \_\_\_ you \_\_\_ dark glasses on yesterday? – Because there was something wrong with my eyes.

## 15. Study the forms and use of the indefinite and negative pronouns.

Тип предложения	<i>some, any, no, every</i> как прилагательные	Производные от <i>some, any, no, every</i> как существительные		
		+ <i>thing</i> предметы	+ <i>body/one</i> люди	+ <i>where</i> место
1. Утвердит. 2. Спец./общ. вопрос (просьба)	<i>some</i> какой-то, какой-нибудь, несколько	<i>something</i> что-то, что-нибудь	<i>somebody/some</i> кто-то, кто-нибудь, кое-кто	<i>somewhere</i> где-то, где-нибудь, куда-нибудь
Вопросительное предложение	<i>any</i> какой-то, какой-нибудь	<i>anything</i> что-нибудь	<i>anybody/anyone</i> кто-нибудь	<i>anywhere</i> где-нибудь, куда-нибудь
Отрицательное предложение	<i>any</i> никакой, ни один	<i>anything</i> ничего, ничто	<i>anybody/anyone</i> никто	<i>anywhere</i> нигде, никуда
Утвердительное предложение	<i>any</i> любой, всякий	<i>anything</i> все что угодно	<i>anybody/anyone</i> кто угодно	<i>anywhere</i> где угодно, куда угодно
Условное придаточное предложение	<i>any</i> какой-нибудь	<i>anything</i> что-нибудь	<i>anybody/anyone</i> кто-нибудь	<i>anywhere</i> где-нибудь
Отрицательное предложение	<i>no</i> никакой, ни один	<i>nothing</i> ничего, ничто	<i>nobody/no one</i> никто	<i>nowhere</i> нигде, никуда
Все типы	<i>every</i> каждый, все	<i>everything</i> все	<i>everybody/everyone</i> все, каждый	<i>everywhere</i> езде



**16. Read and translate the following sentences paying attention to the pronouns some, any, no and their compounds.**

a) 1. Emma has got some old pictures of the house to show us. 2. Jane has got some beautiful jewellery, but she never wears it. 3. Somebody is waiting for us at the reception. 4. I want something to read. I am going to buy a magazine. 5. Someone had a good idea. 6. They will have some new lecture courses. 7. I have these lecture notes somewhere at home. 8. Any section of this unit is very important. 9. She said something to me but I didn't understand it. 10. Shall I bring you something to read while you wait?

b) 1. Have you got any free time on Wednesday afternoon? 2. Has Eve got any brothers or sisters, do you know? 3. Will you have any lectures tomorrow? 4. Did anybody see that film? 5. Is anyone familiar with this system? 6. Do you know anything about economics? 7. Were you anywhere yesterday? 8. Did you have any difficulty in doing that exercise? 9. Should we bring anything to the meeting? 10. Does this classroom have any computers?

c) 1. He is married but he hasn't got any children. 2. It's dark. I can't see anything. 3. Sue doesn't speak any foreign languages. 4. No newspaper tells the whole truth. 5. "My students expect me to know everything." "Nobody knows everything." 6. "What did you say?" – "Nothing". 7. His report wasn't printed anywhere. 8. Did you meet anybody interesting at the party? 9. "Where are you going?" – "Nowhere". 10. No one was absent from the lecture.

**17. Translate the Russian indefinite and negative pronouns in brackets into English.**

1. (Кто-то) is knocking at the door. Can you go and see who it is? 2. Have you got (что-нибудь) important to say? 3. When we were on holiday, we visited (несколько) very interesting places. 4. Do you know (какие-нибудь) good hotels in London? 5. (Любой) student in my group knows this grammar rule. 6. (Никто) can help you. You must do it yourself. 7. (Никакой) translation is correct. 8. Is (кто-нибудь) ready to do this job? 9. There was a thunderstorm during the night but I heard (ничего). 10. She was (нигде) during her holidays.

## 18. Study the forms and use of the construction there + to be.

Утвердительная форма	Вопросительная форма	Отрицательная форма
1. <i>There is</i> a book on the table. На столе <i>лежит</i> (находится) книга. <i>There are</i> some deposits of coal. Имеются запасы угля.	1. <i>Is there</i> a book on the table? <i>Are there</i> any deposits of coal?	1. <i>There is no</i> book on the table. <i>There are not</i> many deposits of coal.
2. <i>There were</i> some students in the room. В комнате были студенты.	2. <i>Were there</i> any students in the room?	2. <i>There were no</i> students in the room.
3. <i>There will be</i> a new department at the college. В колледже <i>будет</i> новое отделение.	3. <i>Will there be</i> a new department at the college?	3. <i>There will be no</i> new department at the college.
<p>1. Конструкция <i>there + to be</i> служит для выражения наличия (отсутствия) в определенном месте или в определенное время какого-либо предмета (лица, явления).</p> <p>2. Особенности перевода. Перевод надо начинать: а) с обстоятельства места; б) со сказуемого, если обстоятельство отсутствует.</p> <p>3. Особенности употребления: а) глагол <i>to be</i> (<i>is, are, was, were, will be</i>) согласуется с последующим именем существительным; б) в отрицательных предложениях перед <i>much</i> и <i>many</i> и числительным вместо <i>no</i> употребляется <i>not</i>.</p>		

19. Read and translate the following sentences into Russian paying attention to the construction there + to be. Use them in the negative and interrogative forms.

1. There are many classrooms in our college. 2. Are there any computers in this classroom? 3. There is a computer classroom at the department of building construction. 4. I'm afraid I can't help you. There is nothing I can do. 5. Will there be any classes at the workshop tomorrow? 6. There are twenty units in this course book. 7. There will be many students at the conference tomorrow. 8. All the hotels were full. There was nowhere to stay. 9. There were some books on welding in the college library. 10. There is something strange about the way Pete is acting today. 11. There was a bus stop not far from the college. 12. There are a few desks for students in the middle of the room. 13. Is there anybody in the lecture room? 14. There will be thirty students in our group next year. 15. There were some mistakes in his test paper.

## 20. Make up sentences with the construction there + to be.

### a) in the Present Simple (There is/are... .):

a management department, a student, some clubs, two canteens, many computers, a drawing, three entrance examinations, a distance course, end-of-term tests and examinations, two vacations;

### b) in the Past Simple (There was/were... .):

a lecture and two seminars, a discussion, an English course book, some new lecturers, different subjects of general nature, first-year students, a forty-five minute break, a university library, two halls of residence;

### c) in the Future Simple (There will be... .):

some computers, a lecture on mathematics, a laser printer, parties and dances, government support, social activities, two vacant rooms in the hall of residence, a conference, some laboratory experiments, many degree courses.

## 21. Study the use of imperatives.

	Утвердительные предложения	Отрицательные предложения
2-е лицо ед. и мн. числа	Open your course books. — <i>Откройте</i> ваши учебники.	Don't open your course books.
1-е и 3-е лицо ед. и мн. числа	Let me do it. — <i>Дайте</i> я сделаю это. / <i>Позвольте</i> мне сделать это. Let him do it. — <i>Пусть</i> он сделает это. / <i>Позвольте</i> ему сделать это. Let her do it. — <i>Пусть</i> она сделает это. / <i>Позвольте</i> ей сделать это. Let's (Let us) do it. — <i>Давай(те)</i> сделаем это. / <i>Позвольте</i> нам сделать это. Let them do it. — <i>Пусть</i> они сделают это. / <i>Позвольте</i> им сделать это. Let Mike do it. — <i>Пусть Майк</i> сделает это. / <i>Позвольте Майку</i> сделать это.	Let me (him, her, us, them, Mike) not do it. = Don't let me (him, her, us, them, Mike) do it.

## 22. Read and translate the following sentences.

















1. Hurry up or we will be late. 2. Don't be late for your classes. 3. Let's begin our lesson. 4. Let him do a drawing of this classroom. 5. Let them not speak Russian at their English classes. 6. Let my classmates take a break. 7. Let her not come late. 8. Let them phone Mr Smith and settle the problem. 9. Let her tell Granny what happened. 10. Let me give you a few details.

23. Translate the items in the columns A and B into English and make sentences, using the items in the column C.

A	B	C
Давайте	я	take your coat, talk about that, write it in the copybook;
Давайте		consider a very simple example, go outside, get a taxi;
Пусть	он	send an email for you, go to the library, show the plan of his work;
Пусть	она	have an ice-cream, go and see it, do another exercise;
Пусть	они	ask someone for help, work here, go to the cinema tonight;
Пусть	мой друг	have a look at it, make a report, learn this dialogue by heart.

## 24. Study the meaning of:

a) the prepositions of place and direction:

	on	<i>на</i>		across	<i>через</i>
	in	<i>в (где?)</i>		through	<i>сквозь</i>
	to	<i>в (куда?)</i>		into	<i>в (внутрь)</i>
	at, near, by	<i>около, возле, у</i>		out of	<i>из</i>
	under	<i>под</i>		from	<i>с</i>
	behind	<i>позади</i>		up	<i>вверх</i>
	above, over	<i>над</i>		down	<i>вниз</i>
	in front of	<i>перед</i>		along	<i>вдоль</i>

## b) the prepositions of time:

at (часы, время) в	at 6 o'clock at this time	в 6 часов в это время
on (дни)	on the 5th of May on Sunday on the day off on a sunny winter day	5-го мая в воскресенье в выходной день в солнечный зимний день
in в (месяцы, годы, сезоны, отрезки дня)	in August in 2014 in summer in the morning (evening, afternoon)	в августе в 2014 году летом утром (вечером, днем)
in через	in an hour in two weeks in a month	через час через две недели через месяц
by к	by 7 o'clock by the end of October	к 7 часам к концу октября
since с	since 5 o'clock since 1960	с 5 часов с 1960 года
for в течение	for three months	в течение трех месяцев
from...to (till) с ... до	from 1936 to (till) 1950 from May to (till) July	с 1936 года до 1950 года с мая (месяца) до июля
up to (вплоть) до	up to the end of May	(вплоть) до конца мая

25. Complete the sentences with the correct preposition of place given in brackets.

1. There is a woman \_\_\_ the house. (under, above, on, in) 2. There are leaves \_\_\_ the tree. (above, in, on, between) 3. The dog is \_\_\_ the tree. (behind, between, on, in) 4. The bird is \_\_\_ the house. (under, above, among, across) 5. The flowers are \_\_\_ the house. (among, under, in front of, between) 6. The flowers are \_\_\_ the girl and the boy. (among, between, under, by) 7. Don't sit \_\_\_ the grass. It's wet. (in, under, at, on) 8. I heard the doorbell. There's somebody \_\_\_ the door. (in, on, at, over) 9. What have you got \_\_\_ your bag? (in, on, at, above) 10. Look! There's a man \_\_\_ the roof. What's he doing? (in, at, between, on)

**26. Complete the sentences with the correct preposition of direction given in brackets.**

1. She is going \_\_\_ Italy next month. (into, to, out of, down)
2. He put his pencil \_\_\_ his bag. (into, in, to, out of)
3. A man came \_\_\_ the house. (from, up, through, out of)
4. Be careful! Don't fall \_\_\_ the stairs. (up, along, down, into)
5. A bird flew into the room \_\_\_ a window. (down, through, to, towards)
6. The boy got \_\_\_ a car very quickly. (to, in, through, into)
7. We decided to walk \_\_\_ the station. (into, out of, to, through)
8. How far is it \_\_\_ here to the airport? (into, from, to, down)

**27. Complete the sentences with the correct preposition of time given in brackets.**

1. I am leaving \_\_\_ Monday. (in, at, since, on)
2. I always feel tired \_\_\_ the evening. (on, in, at, till)
3. Mary was born \_\_\_ 1982. (at, on, in, by)
4. I'm going out. I'll be back \_\_\_ two hours. (in, on, at, before)
5. I don't often go out \_\_\_ night. (in, at, on, till)
6. Where were you \_\_\_ 15 May? (in, since, at, on)
7. I got up \_\_\_ 7 o'clock this morning. (in, on, at, by)
8. My brother got married \_\_\_ June. (on, at, in, by)
9. Did you go out \_\_\_ Friday evening? (in, on, at, for)
10. I often go to the country \_\_\_ the weekend. (since, during, on, at)
11. Ed isn't here \_\_\_ the moment. (at, in, since, on)
12. I'll send you the money \_\_\_ the end of the month. (on, in, at, after)
13. She has been in hospital \_\_\_ Tuesday. (on, since, from, before)
14. My friend will be away \_\_\_ Wednesday. (on, after, in, until)
15. My brother stayed with us \_\_\_ five days. (during, before, for, after)
16. The film was very boring. We left \_\_\_ the end. (until, in, during, before)
17. We were very tired \_\_\_ our visit to the museum. (while, at, after, on)
18. Next week I'm going to London \_\_\_ seven days. (since, for, from, after)

**28. Complete the sentences of the story using the prepositions of time, place and direction.**

I am a college student. I am doing a course \_\_\_ building construction. I was admitted \_\_\_ college \_\_\_ 2014. It is situated \_\_\_ the centre \_\_\_ the city. I live \_\_\_ the hall of residence. I go \_\_\_ college \_\_\_ weekdays. My classes and seminars begin \_\_\_ 9 o'clock \_\_\_ the

morning that is why I have to get up \_\_\_ 7 o'clock. I don't have any classes \_\_\_ Sundays. I take term examinations \_\_\_ January and June. I don't study \_\_\_ summer. I come \_\_\_ the classroom and sit down \_\_\_ the desk. I take my course books and copybooks \_\_\_ my bag and put them \_\_\_ the desk. My pen is \_\_\_ the desk too. Sometimes my bag is \_\_\_ the desk \_\_\_ the floor. \_\_\_ the lesson I go \_\_\_ the blackboard and write some sentences \_\_\_ it. When my lessons are over, I leave the classroom and go \_\_\_ the canteen to have lunch. Then I go home. I usually come back \_\_\_ college \_\_\_ 3 o'clock \_\_\_ the afternoon.

### SECTION 3

## READING AND DISCUSSION

29. What do you know about college studies? Read the statements given below and say if they are right or wrong. If the statements are not right, make the necessary corrections.

- a) School-leavers take entrance exams to be enrolled in college.
- b) To be a full-time student means that a student doesn't attend all classes, seminars or lectures.
- c) There is one term in the academic year.
- d) Students have summer and winter vacations.
- e) Students attend college on Sundays.
- f) A class lasts forty minutes.
- g) Students don't have practical training.

30. Read Text 2A "My Studies" to find out if you are right or wrong. Use the introductory phrases given in Unit I.

### Text 2A My Studies

My name is Boris Klimov. After completing my nine years' basic general education I decided to go to college. Now I am a first-year student of a technical college. I am doing a civil engineering course. I didn't have to take entrance examinations.

To go to college I had to pass the school-leaving examinations in mathematics, physics and Russian. They were held at school, and I received high marks. Based on the exam results I was enrolled in college in 2014. I am a full-time student, which means that I take a full load of course work each academic term: I attend classes, seminars and lectures. A lot of young people enrol in correspondence and distance learning courses.

My course programme lasts four years. The academic year begins in September and ends in June. There are two terms in it. So I take end-of-term tests and examinations twice a year, that is in January and June. If I pass them successfully, I am granted a monthly scholarship. I have a two-month summer vacation and a two-week winter vacation every academic year.

I attend college on weekdays. I have no classes on Sunday. At the college, classes begin at 8.30 in the morning and are over at 3.55 in the afternoon. The students are taught different subjects of general nature, and they also take some special subjects of their chosen profession. My favourite ones are mathematics, technical drawing and English. We also have a lot of practical training in workshops. Much of the course work is related to laboratory experiments.

Every day I usually have three or four classes, seminars or lectures which are all an hour and a half in length. During a long forty-five minute break I go to the college canteen or café to have my midday meal.

I go to the college library after my classes. I am in the habit of doing my homework there. But a lot of my classmates prefer doing it at home.

I live with my parents. I have to take a trolley-bus or a bus to get to the college. It usually takes me about twenty minutes to reach it.

Those studying away from home are given accommodation in one of the halls of residence situated near the college and the students walk there. I am a diligent student. I don't miss any classes, seminars or lectures and always do my best to prepare properly for them.

### 31. Finish up the sentences of the text.

1. I am a first-year student of \_\_\_\_\_.
2. After completeing \_\_\_\_\_.
3. I was enrolled in \_\_\_\_\_.
4. A lot of young people enrol in \_\_\_\_\_.
5. I take end-of-term \_\_\_\_\_.
6. At the college classes \_\_\_\_\_.



7. My favourite subjects are \_\_\_\_\_.
8. Much of the course work \_\_\_\_\_.
9. Every day I usually have \_\_\_\_\_.
10. I am in the habit of \_\_\_\_\_.
11. It usually takes me \_\_\_\_\_.
12. The students studying away from home \_\_\_\_\_.

**32. Answer the following questions.**

- a) What course are you doing?
- b) What did you have to do to be admitted to college?
- c) Are you a part-time student?
- d) How long does your course programme last?
- e) How many terms are there in the academic year?
- f) Are all students granted monthly scholarships?
- g) What subjects are the students taught at college?
- h) When and where do the students have their midday meal?
- i) When do your classmates and you prefer doing homework?
- j) Where are the halls of residence situated?
- k) What kind of student are you?

**33. Find in Text 2A the paragraph about the academic year and translate it into Russian.**

**34. Read aloud paragraphs 2–3.**

**35. Explain the following references.**

- a) *They* were held at school... .  
What does the pronoun *they* refer to?
- b) There are two terms in *it*.  
What does the pronoun *it* refer to?
- c) If I pass *them* successfully... .  
What does the pronoun *them* refer to?
- d) But a lot of my classmates prefer doing *it* at home.  
What does the pronoun *it* refer to?
- e) It usually takes me about twenty minutes to reach *it*.  
What does the pronoun *it* refer to?
- f) *Those* studying away from home are given accommodation in one of the halls of residence... .  
What does the pronoun *those* refer to?

36. Find in Text 2A the sentences with the verb to have and the construction there + to be and translate them into Russian.

37. Retell the text in English according to the plan to be made up.

38. Skim Text 2B "A Day in the Life of a College Student" and try to understand what it is about. Give a brief overview of its structure and contents.

### Text 2B

## A Day in the Life of a College Student

My name is Ivan. I woke up at 7.30 o'clock, had my breakfast and got ready to go to the college. I left my hall and walked to the bus stop, which is about a 10-minute walk. I usually take a bus because from my hall it is a 45-minute walk to the college.

I arrived at the college and went to my 10 o'clock seminar. It was a seminar for my special topic unit called Building Structures. At the end we were told that we were going to have a test. After my classes, which finished at 4 o'clock, I went to the library to research secondary literature to prepare for my test. After I had found the books I needed from the library I went to the bus stop to go to the hall.

When I came back to my hall at about 5 o'clock, I went to see my friends who were sitting in my friend's room. They were looking at holiday brochures as we have been thinking about going away during the summer. We have been looking at cheap beach resort holidays.

At about 6 o'clock I went for a quick half-an-hour jog around the halls of residence. I like staying at my hall because it means we are only a couple of minutes away from the park which is great for jogging and going for walks with friends. We sometimes do it on Sunday afternoons if the weather is nice.

After jogging I took a shower and went to have dinner. I had some pasties, meat, potatoes and salad. I also had vanilla cakes for dessert which were really nice. The menu for my hall meals vary. The food is good and I'm glad to have it in the hall canteen as I don't need to worry about cooking for myself. Also, having dinner in the hall canteen allows us to socialise with friends and chat about our day. After dinner I went back to my room and studied my lecture notes.

Then I started to get ready to go out with friends on my floor. Once we had been ready, we went to unit 12 to meet some other

people that my friend knows. It was nice to meet other people from different units in my hall. We came back at 9 o'clock. I finished my homework that needed doing for the next day. I played some music, and then fell asleep at midnight.

**39. Answer the following questions.**

- a) When did Ivan wake up?
- b) How did he get to the college?
- c) What seminar did he have?
- d) What did he do after his seminar finished?
- e) What were his friends doing when he came back to the hall?
- f) Why does he like staying at the hall?
- g) Why does he prefer having meals in the hall canteen?
- h) What did he do in the evening?

**40. Explain the meaning of the following words and expressions and reproduce the contexts in which they are used.**

To leave the hall, to have a test, to prepare for a test, to go away during the summer, to go for a jog, to take a shower, a hall canteen, to cook for oneself, to socialise with smb, lecture notes, to go out with smb, a hall unit, to fall asleep.

**41. Say whether you agree or disagree with these statements. Give your reasoning. Use some helpful phrases of Unit 1.**

- a) I usually walk to the college.
- b) I attended two seminars.
- c) I prepared for my test in the library.
- d) After I came back from the college I went for a jog.
- e) I like going for walks in the park.
- f) I usually cook for myself.
- g) I didn't want to do my homework.
- h) I stayed at the hall that evening.

**42. Identify the main ideas of the text and retell it in English.**

**43. Make up a story about your student life based on the information given in the above texts.**

## SECTION 4

## SPEAKING

## 44. Practise Dialogue 1.

*Dialogue 1*  
**Tell Me about Your Family**

*John:* Tell me about your family, Helen.

*Helen:* I have a sister Kate, and a brother called Ted. I have one aunt and one uncle. Carla is my mother's sister and my uncle's name is Jack. Their daughter, Nancy, is my cousin. I have one cousin.

*John:* That's not a very big family.

*Helen:* No, but we are all very close. Oh, what's this?

*John:* This is a picture of me with my mother Judy and my father Brad. My brother's name is Robert, and my sister's name is Joanne.

*Helen:* And who's this?

*John:* It's Joanne's boyfriend, Nick.

*Helen:* How old is he?

*John:* He's twenty-two.

*Helen:* I think I know him from somewhere...

*John:* You can meet him and the rest of my family tomorrow at our little dinner party. Would you like to come?

*Helen:* Yes, that sounds lovely. Thank you.

*John:* Not at all. See you tomorrow then.

*Helen:* All right. See you!

## 45. Make dialogues of your own using Dialogue 1 as a model.

*Situations:*

You meet your friend and talk about:

- a) your family;
- b) your relative's family.

## 46. Practise Dialogue 2.

*Dialogue 2*  
**Talking about Exams**

*Peter:* How many exams did you take last term?

*Bob:* Four.

*Peter:* Did you pass all of them?

*Bob:* Certainly, but I didn't do very well, unfortunately I got a sat in physics. How about you?

*Peter:* I passed three exams and failed mathematics.

*Bob:* But you were quite good at mathematics. Why did you fail the subject?

*Peter:* I'm afraid I was loafing the second half of the term; that's the reason.

*Bob:* They say you either go forward or slip back. I hope you'll manage to pass the exam in mathematics very soon.

#### 47. Make up dialogues of your own using dialogue 2 as a model.

##### *Situations:*

You meet your friend and talk about:

- a) progress in studies;
- b) end-of-term tests passed;
- c) exams passed.

#### 48. Practise dialogue 3.

##### *Dialogue 3*

### Discussing the Timetable

*(Alex, a first-year student, is talking to his teacher – Mr. Ivanov)*

*Alex:* Mr. Ivanov, I would like to clear up a few questions. Will you, please, explain some abbreviations in the timetable?

*Mr. I.:* With pleasure.

*Alex:* What does LAB mean?

*Mr. I.:* It means *laboratory class*. The students may work with machines, or they may carry out experiments and write reports about them there.

*Alex:* What about LEC?

*Mr. I.:* That stands for *lecture*. A teacher gives lectures and students take notes.

*Alex:* The last abbreviation is SEM.

*Mr. I.:* It stands for *seminar*. A teacher and the class discuss problems connected with a specific subject. The students frequently prepare reports and read them to the class.

*Alex:* Do all college courses have examinations?

*Mr. I.:* Yes, all of them do and students take them twice a year. They are called end-of-term exams.

*Alex:* Are there any other exams besides these?

*Mr. I.:* Well, some teachers also give end-of-term tests.

*Alex:* What does a student's final mark depend on?

*Mr. I.:* It depends on everything: on the examinations, tests, written assignments and often on attendance.

**49. Make up and act dialogues considering the following assignments.**

- a) Your classmate asks you about your timetable.
- b) You explain the meaning of the following forms of teaching to your classmate: a class, a lecture, a seminar.

## SECTION 5

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### LISTENING

**50. Listen to the Text "Student Life" about Oleg Petrov's study at a polytechnic college. Answer the questions that follow.**

- a) Oleg Petrov is in his second year, isn't he?
- b) What course is he doing?
- c) Does he live with his parents?
- d) Is he a part-time student?
- e) Is Oleg a diligent student?
- f) What subjects does he take?
- g) Is he a book-lover?
- h) Where does Petrov prefer doing his homework?
- i) What has Oleg recently become interested in?
- j) Why will he surely make a good researcher?

**51. As you listen to the text, say which of these statements are true and which are false.**

- a) Oleg Petrov was admitted to college two years ago.
- b) The college only admits students to full-time courses.
- c) Petrov often skips his classes.
- d) Oleg is good at mathematics.

- e) He passed his end-of-term tests and examinations.
- f) Oleg often breaks the library rules and regulations.
- g) He has always been interested in computers.
- h) Petrov is a member of the scientific club.

**52. Check your answers with your classmates and Tapescript 2A of the text. Look up the words you do not know in a dictionary.**

**53. Retell the story about Oleg Petrov.**

**54. Tell your classmates about one of your friends studying at another college.**

**55. Listen to the Text "The Student Rob Fellows" about Rob who is a student in England. As you listen, fill in the chart according to the following headings.**

*Study the following commentary:*

Dundee [dʌn'di:] – Данди, город в Шотландии

Durham [ˈdʌrəm] – Дарем, город в Англии

The place Rob comes from	
The college he goes to	
The course he takes	
The time he started his course	
The languages he studies/ knows	
The number of students living in the college hall of residence	
The year of study he is in	
His plans for the future	

**56. Check your answers with your classmates and tapescript 2B of the text. Look up the words you do not know in a dictionary.**

**57. Retell the text about Rob Fellows.**

## SECTION 6

## WRITING

58. Read and translate this letter.

Tolstoy Street, 37  
308000 Belgorod  
Russia  
15 September 2015

Dear Bob,

Many thanks for your letter. I was really pleased to read your news. Sorry I haven't written for so long, but I've had so much to do.

My big news is that I'm a first-year student at a technical college now. As you remember, I've always wanted to be a technician. The college I go to is one of the best in my city. I really like it and I've already made some very nice friends. My favourite subjects are mathematics and physics. My college is well equipped. There is a large sports ground outside and one gym inside. There is also a library with a good choice of technical books. I'm very proud to be a student of this college.

That's all the news for now, but I promise I'll write again soon. I must stop now to do my homework for my English class tomorrow. The teacher wants us to write an informal letter to a friend.

Please write soon and tell me all your news.

All the best,  
Maria

59. Imagine that you are Maria's friend. Write a reply to her letter. Tell her about the college you go to and your student life. Use the words and phrases given in Unit 1.



# UNIT 3.

## My Future Profession

### SECTION 1

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#### VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text “Vocational and Technical Careers” and translate the given sentences.

1. **experience** [ik'spi(ə)riəns] *n v* — опыт; испытывать, узнать по опыту

**work experience** — опыт работы; стаж

I know from my own *experience* how difficult his kind of work can be. Our country *has experienced* great changes in the last 20 years. How many years' *work experience* do you have?

2. **automotive** [ˌɔ:tə'məutiv] **technician** — техник по техническому обслуживанию и ремонту автомобильного транспорта

**electrical** [i'lektrik(ə)] **technician** — техник-электрик

**mechanical** [mi'kænik(ə)] **technician** — техник-механик

I want to work as *an automotive technician*. My future profession is *an electrical technician*. The college trains skilled *mechanical technicians*.

3. **repair** [ri'peə] *n v* — ремонт, починка; ремонтировать

**maintain** [mein'tein] *v* — поддерживать; осуществлять техническое обслуживание; содержать в исправности

**maintenance** ['meint(ə)nəns] *n* — поддержание; уход, ремонт; содержание и техническое обслуживание

The garage carries out *repairs* to damaged cars. The workmen *are repairing* the road. The railway lines should *be constantly maintained*. He has classes in car *maintenance*.

4. **service** ['sə:vis] *n v* — обслуживание, сервис; обслуживать; производить осмотр и текущий ремонт

**dismantle** [dis'mæntl] *v* — разбирать (машину); демонтировать (узлы или оборудование)

**replace** [ri'pleis] *v* — заменять

This computer company provides very good after-sales *service*. His job is *to service* cars. When *will they dismantle* the old bridge? They recently *replaced* the old phone system.

5. **vehicle** ['vi:ik(ə)] *n* — (авто)транспортное средство

**engine** ['endʒin] *n* — двигатель

Have you seen his new car? It's a fine-looking *vehicle*. This *engine* dismantles easily. He got in the car and started *the engine*.

6. **cause** [kɔ:z] *n v* — причина; вызывать, являться причиной

Ice on the road was *the cause* of the accident. His illness *caused* him to miss his classes.

7. **install** [in'stɔ:l] *v* — устанавливать, монтировать

**assemble** [ə'semb(ə)] *v* — собирать, монтировать

**assembly** [ə'sembli] *n* — сборка, монтаж

They *installed* a new computer. The cars *are assembled* on an *assembly* line. The parts are made in this factory and then shipped to another country for *assembly*.

8. **wire** [waɪə] *n v* — проволока; провод (электрический, телефонный и т.д.); связывать или скреплять проволокой; прокладывать или монтировать проводку

**wiring** ['waɪ(ə)rɪŋ] *n* — прокладка электрических проводов; электропроводка; монтаж схемы

**electrical wiring** — электропроводка

**wiring diagram** ['daɪəgræm] — монтажная схема; схема соединений

A telephone *wire* had fallen on the road during the storm. The electrical technicians *wired* the house for electricity. They replaced this old *electrical wiring*. A *wiring diagram* is used to make sure that all the connections have been made and that everything is present.

9. **safe** [seɪf] *adj* — безопасный, надежный

**safety** ['seɪfti] *n* — безопасность, надежность

We watched the fireworks from a *safe* distance. The car was redesigned for improved *safety*.

10. **build** [bɪld] (**built**) *v* — строить, сооружать

**building** ['bɪldɪŋ] *n adj* — здание; постройка; строение, сооружение; строительство; строительный

**construct** [kən'strʌkt] *v* — строить, сооружать

**construction** [kən'strʌkʃn] *n* — строительство, стройка

**be under construction** — строиться

Jack wants to *build* his own house. It is one of the tallest *buildings* in this city. We bought the land for *building*. He has over 25 years' experience in the *building* industry. They plan to *construct* a barn behind the house. *The construction* of the new bridge will begin in spring. He works in *construction*. Two new hotels *are under construction* now.

11. **plant** [plɑ:nt] *n* — завод, фабрика; предприятие; установка, оборудование

**power plant** — электростанция; силовая, энергетическая установка

**power station** — электростанция; генераторная (силовая) станция

They built a new car assembly *plant*. The company is investing in new *plant* and equipment. Most *power plants (stations)* in the world burn fossil fuels such as coal, oil, and natural gas to generate electricity, and some use nuclear power.

12. **develop** [di'veləp] *v* — разрабатывать, развивать  
**development** *n* — развитие, разработка

The company *developed* a new method for recycling old tires. The course is designed *to develop* your writing skills. The company offers many opportunities for professional *development*. He had some important *developments* in building construction.

13. **improve** [im'pru:v] *v* — улучшать(ся), совершенствовать(ся)  
**improvement** *n* — улучшение, усовершенствование

He wants *to improve* his English. I've noticed a significant *improvement* in your work since spring.

14. **machine** [mə'ʃi:n] *n* — машина, механизм; станок  
**machinery** [mə'ʃi:n(ə)ri] *n* — механизмы, машины, оборудование

Do you know how to operate this *machine*? New *machinery* was installed in the factory.

15. **require** [ri'kwaɪə] *v* — нуждаться, требовать  
**requirement** [ri'kwaɪəmənt] *n* — требование, потребность; необходимое условие

**meet the requirements (needs)** — удовлетворять условиям (требованиям, потребностям)

If you *require* further information, please contact the head office. The rules *require* employers to provide safety training. She has fulfilled the general *requirements* of the course. Candidates who fail *to meet* these *requirements* will not be admitted to the college.

16. **keep (smb/smth) up to date with** — сохранять(ся) на современном уровне, держать(ся) на современном уровне, шагать в ногу со временем, не отставать

The daily reports of our company *will keep you up to date with* our progress.

17. **survey** ['sə:veɪ] *n*; [sə'vei] *v* — топографическая съемка; производить топографическую съемку, межевать

**surveying** *n* — топографическая съемка, картирование

**surveying technician** — техник-геодезист

**surveyor** [sə'veiə] *n* — геодезист, маркшейдер

Make sure you get a proper *survey*. They started *to survey* the piece of land that the new motorway will pass through. As a *surveying technician*, your duties will vary according to your area of work. The new instruments are used to facilitate the *surveyor's* work.

18. **measure** ['meɪzə] *n v* — мера, система измерений; единица измерения; мера, мероприятие; измерять, иметь размеры

**measurement** ['meɪzəmənt] *n* — размер, измерение

**take measurements** — делать замер, измерять

An ounce in liquid *measure* is different from an ounce in dry *measure*. An inch is *a measure* of length. She *measured* the table. This table *measures* two metres by one metre. We can find the size of something by means of *measurement*. The instruments are used for *taking measurements* of atmospheric conditions.

19. **process** ['prəuses] *v* — обрабатывать; подвергать (какому-л. техническому) процессу

**process data** ['deɪtə] — обрабатывать данные

Visa applications take 28 days *to process*. Most of the food we buy *is processed* in some way. It will take a week *to process the data*.

20. **computer-aided design (CAD)** [kəm,pju:tə(r)'eɪdɪd] — автоматизированное проектирование

The college trains them for a career in *computer aided design*.

2. Match the pairs of synonyms from A and B and translate them.

A	B
1. mend	a) install
2. maintenance	b) machine
3. car	c) construct
4. position	d) service
5. secure	e) plant
6. build	f) process
7. put together	g) repair
8. factory	h) safe
9. mechanism	i) assemble
10. transform	j) vehicle

3. Match the following attributes on the left with a suitable noun on the right.

1. work	a) plant
2. automotive	b) equipment
3. wiring	c) construction
4. power	d) experience
5. computer-aided	e) wiring
6. building	f) engine
7. electrical	g) surveyor
8. car	h) diagram
9. survey	i) technician
10. land	j) design

4. Make the following sentences complete by translating the words and phrases in brackets.

1. She has five years' (опыт) as a computer programmer. 2. An (техник-механик) repairs equipment and machines. 3. Road (безопасность) is very important for traffic. 4. Some people don't know how to properly (осуществлять техническое обслуживание) their cars. 5. Will computers ever completely (заменять) books? 6. The project can (являться причиной) him a lot of problems. 7. Our new offices are still (строиться). 8. The telephone (провода) were cut. 9. I regularly read technical journals to (не отставать) all the latest developments in construction. 10. These devices (измерять) the level of radiation in the atmosphere.

**5. Insert the correct word from the Active Vocabulary.**

1. It will take you a lot of time to \_\_\_\_\_ the data. 2. I decided to take \_\_\_\_\_ of all the rooms. 3. He failed to meet the basic \_\_\_\_\_ for graduation. 4. This method needs \_\_\_\_\_. 5. The software is still in the early stages of \_\_\_\_\_. 6. The mechanic was going to \_\_\_\_\_ the engine to repair it. 7. The police are still trying to establish the \_\_\_\_\_ of the fire. 8. Putting the bookcase together should be a simple \_\_\_\_\_ job. 9. An hour is a \_\_\_\_\_ of time. 10. My college is in that tall brick \_\_\_\_\_.

**6. Read and translate the following international words which come from Text 3A. Look up their transcriptions in the dictionary if necessary. Mind the part of speech.**

Qualification *n*, career *n*, industry *n*, theory *n*, service *n*, system *n*, diagnose *v*, electronic *adj*, electrical *adj*, interpret *v*, diagram *n*, test *n v*, physics *n*, procedure *n*, assist *v*, machine *n*, ventilation *n*, line *n*, plan *n v*, method *n*, engineer *n*, calculation *n*, theodolite *n*.

**7. Read and translate the following noun(s) + noun structures, or noun chains which come from the texts of the Unit. Look up the words in your dictionary if necessary. Mind the ways of translating noun(s) as attributes in preposition into Russian.**

*Example*

Существительные, выступающие в функции определения, переводятся:

**1) существительным (-ыми) в родительном падеже:**

a college<sup>2</sup> building<sup>1</sup> — здание<sup>1</sup> колледжа<sup>2</sup>

a battery<sup>3</sup> charge<sup>2</sup> indicator<sup>1</sup> — индикатор<sup>1</sup> зарядки<sup>2</sup> батареи<sup>3</sup>

**2) прилагательным:**

cane<sup>2</sup> sugar<sup>1</sup> — тростниковый<sup>2</sup> сахар<sup>1</sup>

sugar<sup>2</sup> cane<sup>1</sup> — сахарный<sup>2</sup> тростник<sup>1</sup>

**3) предложным оборотом:**

oil<sup>3</sup> price<sup>2</sup> decrease<sup>1</sup> — снижение<sup>1</sup> цены<sup>2</sup> на нефть<sup>3</sup>

**4) причастным оборотом:**

war<sup>2</sup> damage<sup>1</sup> — ущерб<sup>1</sup>, нанесенный войной<sup>2</sup>

A vehicle engine, a floor plan, maths and physics skills, a safety procedure, high voltage equipment, a ventilation unit, a quality control system, a production line, equipment and machinery maintenance work, a land surveyor, survey equipment, land use, data calculations, a survey assistant, computer-aided design software, construction industry, construction activities, a building construction course, a construction project, communication skills, a construction site, a site visit, a business client, computer software and hardware, business hours.

**8. Study the ways some nouns are formed from verbs and adjectives. Form the nouns. Read and translate them into Russian. Use your dictionary to help you with the pronunciation.**

a) **-age** (the suffix is used for an action, result, or cost of smth):

*Example:* cover — покрывать → coverage — покрытие, охват

Break, store, stop, waste, pack, use, carry, dose, pass, post, store, block, marry, leak, link, marry, waste.

b) **-al** (the suffix is used for an action of something):

*Example:* renew — обновлять → renewal — обновление

Remove, dismiss, deny, arrive, portray, withdraw, approve.

c) **-ant** (the suffix is used for a person / thing doing an activity):

*Example:* assist — помогать → assistant — помощник

Consult, occupy, inhabit, account, attend, contest, defend, depend, serve, claim, descend, inform, inhabit.

d) **-ity** (the suffix is used for quality):

*Example:* complex — сложный → complexity — сложность

Active, productive, safe, secure, formal, diverse, creative, familiar, responsible, able, electric, popular, authentic.

**9. Read and translate the following phrases using the above patterns. Look up the words in your dictionary if necessary.**

A shortage of workers, leakage of confidential information, spoilage was a constant problem before refrigeration, 50 p for postage and packing, a denial of his guilt, a complaint of unfair dismissal,



a gradual renewal of links, the actor's portrayal of Othello, a betrayal of my principles, an assistant cook in the house, a participant in a radio programme, to employ servants, a car park attendant, the number of dependants you have, the growing equality of women, the majority of people, to wish her happiness and prosperity, to satisfy their curiosity, the intensity of the light, for the sake of simplicity.

## SECTION 2

## GRAMMAR

10. Study the meaning and forms of comparison of adjectives and adverbs and constructions with comparisons.

Forms	Positive form	Comparative form	Superlative form
<b>Adjectives</b>			
1. Adjectives of one or two syllables: -er, -est; -er, -est (-y → -i-)	old nice busy	older nicer busier	oldest nicest busiest
2. Adjectives of three or more syllables: <b>more, most</b>	pleasant beautiful	more pleasant more beautiful	most pleasant most beautiful
3. Irregular forms	good bad little far	<i>better</i> <i>worse</i> <i>less</i> <i>farther/further</i>	<i>best</i> <i>worst</i> <i>least</i> <i>farthest/furthest</i>
<b>Adverbs</b>			
1. <b>more, most</b>	slowly	<i>more slowly</i>	<i>most slowly</i>
2. Adverbs of one syllable: -er, -est	fast	<i>faster</i>	<i>fastest</i>
3. Irregular forms	well badly much/many	<i>better</i> <i>worse</i> <i>more</i>	<i>best</i> <i>worst</i> <i>most</i>
<b>Constructions with comparisons</b>			
as...as <i>такой же ...</i> , как the..., the <i>чем...</i> , <i>тем</i>		not so...as <i>не такой...</i> , как than <i>чем</i>	

**11. Give the comparative and superlative forms of the adjectives in the following phrases and translate them into Russian.**

A long period of time, a popular technical career, an interesting and useful profession, a big project, a common language, a strong feeling, an important development, an easy thing, a great translator, a difficult exercise, a good communication skill, a significant improvement, a slow process, bad weather, a safe distance.

**12. Give the comparative and superlative forms of the following adverbs and translate them into Russian.**

To work hard, to read often, to do easily, to speak English well, to know little, to go far, to run slowly, to solve quickly, to move fast, to do much, to watch closely, to live near, to come late, to wake up early, widely spoken language, to perform successfully.

**13. Complete the sentences using the comparative and superlative forms of the adjectives and adverbs.**

1. Our hotel was \_\_\_ than all the others in the town. (cheap)  
2. It was an awful day. It was \_\_\_ day of my life. (bad) 3. Your mark isn't very good. I'm sure you can do \_\_\_. (good) 4. I prefer this chair to the other one. It's \_\_\_. (comfortable) 5. What is \_\_\_ sport in your country? (popular) 6. Nick speaks French \_\_\_ of all the boys in his class. (fluently) 7. You are standing too near the camera. Can you move a bit \_\_\_ away? (far) 8. She sings \_\_\_ than anyone else I've ever heard. (beautifully) 9. Health and happiness are \_\_\_ than money. (important) 10. I like this book \_\_\_ than that one. (well)

**14. Read and translate the following sentences into Russian paying attention to as...as, not so...as, the...the.**

1. My salary is not as high as yours. 2. You don't know as much about cars as me. 3. The more electricity you use, the higher your bill will be. 4. Jim is not as clever as he thinks. 5. You didn't finish the crossword puzzle as quickly as I did. 6. The younger you are, the easier it is to learn. 7. There were not as many people at this lecture as at the last one. 8. The warmer the weather, the better I feel. 9. The more expensive the hotel, the better the service.

### 15. Study the forms of cardinal, ordinal and fractional numerals.

Cardinal Numerals			
1 – one	11 – eleven	21 – twenty-one	101 – a (one) hundred and one
2 – two	12 – twelve	22 – twenty-two	102 – a (one) hundred and two
3 – three	13 – thirteen	30 – thirty	200 – two hundred
4 – four	14 – fourteen	40 – forty	1,000 – a (one) thousand
5 – five	15 – fifteen	50 – fifty	1,001 – a (one) thousand and one
6 – six	16 – sixteen	60 – sixty	1,032 – a (one) thousand and thirty-two
7 – seven	17 – seventeen	70 – seventy	2,000 – two thousand
8 – eight	18 – eighteen	80 – eighty	2,456 – two thousand four hundred and fifty-six
9 – nine	19 – nineteen	90 – ninety	
10 – ten	20 – twenty	100 – a (one) hundred	
Ordinal Numerals			
1st – first	11th – eleventh	21st – twenty-first	
2nd – second	12th – twelfth	22nd – twenty-second	
3rd – third	13th – thirteenth	30th – thirtieth	
4th – fourth	14th – fourteenth	40th – fortieth	
5th – fifth	15th – fifteenth	50th – fiftieth	
6th – sixth	16th – sixteenth	60th – sixtieth	
7th – seventh	17th – seventeenth	70th – seventieth	
8th – eighth	18th – eighteenth	80th – eightieth	
9th – ninth	19th – nineteenth	90th – ninetieth	
10th – tenth	20th – twentieth	100th hundredth	
101st – hundred and first		1,000th – thousandth	
102nd – hundred and second		1,003rd – thousand and third	
200th – two hundredth		1,000,000th – millionth	
300th – three hundredth			
Fractional Numerals			
Common Fractions		Decimal Fractions	
$1/2$ – a (one) half	$1/5$ – a (one) fifth	0.1 – nought point one (or point one)	
$1/3$ – a (one) third	$2/5$ – two fifths	0.01 – nought point nought one (or point nought one)	
$2/3$ – two thirds	$1\ 1/2$ – one and a half	1.42 – one point four two	
$3/4$ – three fourths	$2\ 2/3$ – two and two thirds	23.506 – two three (twenty-three) point five nought six	

**16. Read the following numerals in English.**

a) 6; 14; 3; 13; 20; 41; 17; 11; 12; 30; 73; 116; 202; 598; 10; 325; 476; 573; 6,000,000; 1.012; 0.74; 3.5;  $1/2$ ;  $1/4$ ;  $2/3$ ;  $1\ 1/2$ ;  $2\ 6/7$ .

b) 2,003 books; 408 students; 3,790 experts; 4,300,000 people; 637 miles; 2,324 kilometres; 738 roubles; on page 231; in room 143; on the 13th day.

c) on the 2nd of June; on February 17th, 1954; on November 10th, 2003; at the end of 1678; in 1904; at the beginning of 2005.

d) 3.7 tons; 3.67 kilograms;  $2/3$  of a kilometer; 0.3 mile.

**17. Translate the following numerals into English.**

a) первый, второй, третий, пятый, восьмой, десятый, двадцать первый, сорок восьмой, сотый, две тысячи третий;

b) 11 июня 1978 года, 8 марта 1983 года, 16 февраля 1998 года, к 31 декабря 2001 года, к 17 августа 1905 года, в июле 1964 года, в 1812 году, в 1945 году, в 2015 году;

c) 17 км; 267 тысяч рублей; 15 миллионов людей; 5500 студентов; 7630 автомобилей; 639545 книг; 16 слов; 45 часов; 15 комнат; 50 страниц; 2,5 мили; 0,5 кг.

**18. Answer the following questions.**

1. How many days are there in July? 2. How many months are there in a year? 3. How many students are there in your group/at your department/ in the University? 4. Which month of the year is April/July/September/December? 5. When was your home town founded? 6. What is the date today? 7. When were you born? 8. When was your Mum/Dad/sister/brother born? 9. What is the population of Russia? 10. What dates are important in the history of this country?

19. Study the forms and use of the quantifiers many, much, (a) few, (a) little, a lot of.

С ис- числяе- мыми сущ.	many/a lot of (books) <i>много</i>	few (books) <i>мало</i>	a few (books) <i>несколько</i>
	There are many/a lot of pictures in the book. В книге <i>много картинок.</i>	There are few pictures in the book. В книге <i>мало картинок.</i>	There are a few pictures in the book. В книге <i>несколько картинок.</i>
С неис- числяе- мыми сущ.	much/a lot of (time) <i>много</i>	little (time) <i>мало</i>	a little (time) <i>немного</i>
	He has <i>much</i> (a lot of) milk in his cup. У него в чашке <i>много молока.</i>	He has very <i>little</i> milk in his cup. У него в чашке <i>очень мало</i> молока.	He has a little milk in his cup. У него в чашке <i>есть немного</i> молока.
С глаго- лами	much/a lot <i>много</i>	little <i>мало</i>	a little <i>немного</i>
	He works too <i>much</i> . Он <i>слишком много</i> работает.	He rests very <i>little</i> . Он <i>очень мало</i> отдыхает.	He knows French <i>a little</i> . Он знает <i>немного</i> французский.
A lot (of) употребляется главным образом в утвердительных предложениях.			

20. Read and translate the following sentences paying attention to the use of the quantifiers much, many, (a) little, (a) few.

1. There are a lot of differences between British English and American English. 2. In Ireland there are only a few areas where people speak the native Irish language. 3. Communicating with English-speaking people will help a lot. 4. A little learning is a dangerous thing. 5. Few teenagers in the village could read. 6. The United Kingdom and the United States of America invest a lot of money in the English language teaching. 7. I only need a few minutes to get ready. 8. Paula hasn't got much money. 9. It is a long and slow process that takes a lot of time. 10. Many drank little coffee. 11. I wasn't very hungry. I didn't eat much. 12. Your English is very good. You make very few mistakes.

21. Read the following sentences and translate the quantifiers in brackets into English.

1. I don't read very (много). I haven't got (много) books. 2. I'd like to practise my English more but I have (мало) opportunity. 3. I don't drink (много) coffee. 4. This town is not a very interesting place to visit, so (мало) tourists come here. 5. Can I have (немного) milk in my coffee, please? 6. The bus service isn't very good at night — there are (мало) buses after 9 o'clock. 7. Can you lend me (несколько) dollars? 8. There wasn't (много) furniture in the room — just a table and (несколько) chairs. 9. She speaks English (немного). 10. We must be quick. We've got (мало) time.

22. Study the forms and use of the demonstrative pronouns.

		Подлежащее	Дополнение	Определение
Ед. число	<b>this</b> <i>этом, эта, это</i>	<b>This</b> is my book. <i>Это</i> моя книга.	Show me <b>this</b> . Покажите мне <i>это</i> .	<b>This</b> book is mine. <i>Эта</i> книга моя.
	<b>that</b> <i>том, та, то</i>	<b>That</b> is his book. <i>То</i> его книга.	Did you see <b>that</b> ? Вы видели <i>то</i> ?	<b>That</b> book is his. <i>Та</i> книга его.
Мн. число	<b>these</b> <i>эти (это)</i>	<b>These</b> are my books. <i>Это</i> мои книги.	I will take <b>these</b> . Я возьму <i>эти</i> .	<b>These</b> books are mine. <i>Эти</i> книги мои.
	<b>those</b> <i>те (эти); то (это)</i>	<b>Those</b> are his books. <i>То</i> его книги.	I don't like <b>those</b> . Мне не нравятся <i>те</i> .	<b>Those</b> books are his. <i>Те</i> книги его.
<p><b>this/those</b> обозначают то, что ближе к говорящему во времени и пространстве;  <b>that/those</b> обозначают то, что дальше от говорящего во времени и пространстве.</p>				

23. Put in this/that/these/those.

1. Who's \_\_\_ over there? 2. Do you know Italian? — I learned it, but \_\_\_ was long ago. 3. What is this? — \_\_\_ is a computer. 4. \_\_\_ are the TV sets of the latest type. 5. How do you like \_\_\_ trousers? — They really suit you. 6. Who were you talking to? — \_\_\_ was a friend of mine. 7. Who were \_\_\_ people who came to see you last night? 8. \_\_\_ is a nice flat. — I'm glad you like it. 9. \_\_\_ way, sir.

\_\_\_ cafe across the street is good. 10. Excuse me, could you show me \_\_\_ shoes. 11. Listen to \_\_\_\_. It's a new hit. You'll enjoy it. 12. Listen to \_\_\_\_. It's a new hit. You'll enjoy it.

24. Choose the correct pronoun from the right-hand column to match it with its Russian translation from the left-hand column.

1. Чьи это брюки? — Это мои брюки. 2. Я принес вам важные новости. Это самые важные новости. 3. Кто-то постучал в дверь. Это мой сосед. 4. Эти часы ваши? — Нет, это часы моего брата. 5. Посмотри на ту картину. 6. Чей вон тот стул? 7. Эта одежда для него мала. 8. Эти ножницы острые, возьмите их. 9. Ты знаешь тех людей? — Нет. 10. Какие фотографии вам больше нравятся: те или эти? 11. Какие это были чудесные цветы! 12. Эти письма для нее.	a) this b) that c) these d) those
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25. Study the forms and use of the reflexive pronouns.

Лицо.	Единственное число <i>-self</i> <i>сам, сама, само, себя</i>	Множественное число <i>-selves</i> <i>сами, себя</i>
1-е	myself	ourselves
2-е	yourself	yourselves
3-е	himself herself itself	themselves
<p><b>oneself</b> — неопределенно-личная форма            to find oneself — <i>оцутиться, оказаться</i>            to enjoy oneself — <i>веселиться, развлечься</i></p>		
<p><b>Examples:</b></p>		
<p>He only thinks about <b>himself</b>. — Он думает только о <i>себе</i>.            She looked at <b>herself</b> in the mirror. — Она посмотрела на <i>себя</i> в зеркало.            Sometimes I talk to <b>myself</b>. — Иногда я разговариваю сам с <i>собой</i>.            He cut <b>himself</b> with a knife. — Он порезался ножом.            Do it <b>yourself</b>. I've got no time to help you. — Сделайте это <i>сами</i>. У меня нет времени помочь вам.</p>		

**26. Complete the sentences with the correct reflexive pronoun.**

1. He should be able to defend \_\_\_\_\_. 2. Selfish people think mainly of \_\_\_\_\_. 3. Make \_\_\_\_\_ a cup of coffee. 4. He fell off the ladder but he didn't hurt \_\_\_\_\_. 5. I'd like to know more about you. Tell me about \_\_\_\_\_. 6. Don't worry, the children can feed \_\_\_\_\_. 7. We enjoyed \_\_\_\_\_ at the concert. 8. I have my own iPad. I paid for it \_\_\_\_\_. 9. My Dad cuts his hair \_\_\_\_\_. 10. I looked at \_\_\_\_\_ in the mirror.

### SECTION 3

## READING AND DISCUSSION

**27. Before you read Text 3A "Technician Careers", discuss these questions with your classmates or teacher.**

- a) What technician careers do you know?
- b) What areas do technician careers cover?
- c) What does the work of automotive, electrical, mechanical and survey technicians include?
- d) What knowledge do they need to have?
- e) Where may they work?
- f) Do they work indoors or outdoors?
- g) Why do they need to keep up to date with changes in technology, equipment and manufacturing methods?

**28. Read Text 3A to find out if your answers are right or wrong.**

### Text 3A Technician Careers

Technician qualifications and careers cover a wide range of skills, abilities, and industries. They offer a mix of theory and practice, and also include work experience. Here, we will look at some of the technician careers that are the most popular.

Automotive technicians service and repair vehicles. They diagnose faults in vehicles, and work out what causes them, dismantle engines, parts or systems requiring attention, rebuild, repair or replace any faulty parts or systems. Automotive technicians need to have knowledge of vehicle engines and electronic systems.



Electrical technicians install, maintain and repair electrical systems and equipment. They install, repair or replace electrical wiring, study and interpret wiring diagrams, test electrical work for safety. Electrical technicians need to have knowledge of electrical theory, basic mathematics and physics, safety procedures and first aid. They may work on buildings that are under construction, at power stations, substations and other places where high voltage equipment is used.

Mechanical technicians assist with the design and maintenance of machines, such as air-conditioning systems, heating and ventilation units and power plants. They also develop manufacturing quality control systems by studying and improving the mechanical processes and machinery on production lines. Mechanical technicians may oversee the assembly of machinery, test and repair equipment and machines, prepare drawings. They also need to keep up to date with changes in technology, equipment and manufacturing methods.

Survey technicians measure and study the land under the direction of a land surveyor or engineer. They take measurements using survey equipment, process data and make calculations gathered from fieldwork and surveys, record measurements, and collect other data about the land, interpret plans for the land use, prepare reports, supervise the work of survey assistants. Survey technicians need to have knowledge of surveying methods, the ability to interpret drawings and read maps; they should know how to use survey equipment such as theodolites, have skills using computer-aided design (CAD) software and good mathematical knowledge, particularly in trigonometry.

**29. Add some more sentences confirming the following statements.**

1. Technician qualifications and careers cover a wide range of skills, abilities, and industries. 2. Automotive technicians need to have knowledge of vehicle engines and vehicle electronic systems. 3. Electrical technicians need to have knowledge of electrical theory, basic mathematics and physics and safety procedures. 4. Mechanical technicians need good communication skills, the ability to work in a team and have an interest in learning. 5. Survey technicians need to have knowledge of surveying methods, the ability to interpret drawings.

**30. Find in Text 3A the paragraph about mechanical technicians, read it aloud and translate it into Russian.**

**31. Explain the following references.**

- a) *They* offer a mix of theory and practice... .  
What does the pronoun *they* refer to?
- b) *They* diagnose faults in vehicles ... .  
What does the pronoun *they* refer to?
- c) *They* install, repair or replace electrical wiring... .  
What does the pronoun *they* refer to?
- d) *They* also develop manufacturing quality control systems... .  
What does the pronoun *they* refer to?

**32. Find in Text 3A the sentence with the superlative form of the adjective and translate it into Russian.****33. Put the main ideas (a–e) in the same order as they are in Text 3A.**

- a) Electrical technicians.
- b) Survey technicians.
- c) Technician qualifications and careers.
- d) Mechanical technicians.
- e) Automotive technicians.

**34. Retell the text in English according to the above plan.****35. Skim Text 3B “The Profession I Have Chosen” and try to understand what it is about.**

### Text 3B The Profession I Have Chosen

There are a lot of interesting and useful professions and it is not an easy task to choose the right one. My choice of working in construction as a career was not made lightly; rather, it was the culmination of a process of reflection about what I wanted to do in my life and with my education.

When I was a school student I found myself paying attention to mathematics, physics, drawing and drafting. My parents are builders and they aroused my interest in that field. As a child, I listened to my parents and his colleagues discussing professional matters. Little by little, I got interested in the subject and began thinking of construction as my prospective occupation. They encouraged me in my desire to become a builder.

The construction industry offers you the opportunity to create and build. Its careers cover a wide range of construction activities. The industry itself is diverse and embraces all kinds of projects such as office buildings, plants, schools, highways, hydroelectric dams, hospitals, houses and tunnels.

After completing basic general education (nine years) I decided to continue my education at a technical college. Now I am a first-year student of the civil engineering department. I am doing a building construction course. My future profession is a building technician.

Building technicians support building managers on construction projects. To become a building technician I will need to have an excellent knowledge of building methods and materials, good communication skills, and I will also have to be able to work well as part of a team. My duties will typically include helping to plan which methods to use for each construction stage, drafting construction plans and blueprints using computer aided design (CAD) software, monitoring building progress, preparing construction sites before work begins and supervising teams of workers on site. I will also attend regular progress update meetings with site managers and clients. I will be expected to wear protective clothing when on site.

**36. Identify the topic of each paragraph of Text 3B.**

**37. Complete the sentences choosing the best variant corresponding to the contents of Text 3B.**

- 1) My choice of working in construction as a career was made...
  - a) easily;
  - b) seriously;
  - c) lightly.
- 2) I decided to become a builder because ...
  - a) my parents encouraged me;
  - b) I was interested in mathematics, physics and drawing;
  - c) my parents' colleagues aroused my interest in that field.
- 3) The construction industry covers ...
  - a) maintenance of equipment;
  - b) all kinds of electrical work;
  - c) all kinds of projects.

- 4) I decided to go to a technical college after finishing ...
- secondary general education;
  - primary general education;
  - basic general education.
- 5) To become a building technician I will need ...
- to complete basic general education;
  - to have knowledge of building methods and materials;
  - to be involved in construction activities.

38. Make up a story about your future profession based on the information given in the above text.

## SECTION 4

### SPEAKING

39. Study and learn the expressions and words used when describing people.

a) What does he/she look like? / What colour is his/her hair? / What colour are his/her eyes? / How tall is he/she? / How old is your mother/father/friend? / Does he/she wear glasses?

b) Some expressions are used with the verb *to be* and others with the verb *to have*.

to be			to have	
Age	Body	Personality	Hair	Face
He/She is...	He/She is...	He/She is...	He/She has	He/She has..
young	tall	intelligent	black hair	a round face
a teenager	short	dumb	brown hair	a big nose
middle aged	fat	funny	red hair	a square chin
old	overweight	serious	blonde hair	He has...
elderly	thin	nice	grey hair	a beard
16 years old	strong	lazy	long hair	a mustache
in his thirties	weak	hard-working	short hair	
			straight hair	
			curly hair	

**40. Practise Dialogues 1 and 2.***Dialogue 1*  
**The New Girl in College**

*Boris:* Have you seen the new girl in our college?

*Igor:* No, I haven't.

*Boris:* She's really pretty.

*Igor:* Describe her to me.

*Boris:* She's not too tall.

*Igor:* Well, how tall is she?

*Boris:* She is about one metre 60 centimetres tall.

*Igor:* What does she look, though?

*Boris:* She has pretty brown eyes.

*Igor:* I may know which girl you're talking about.

*Boris:* So have you seen her around?

*Igor:* Yes, I have.

*Dialogue 2*  
**At the Party**

*Nelly:* I think I don't know anybody here. Who are those girls over there?

*Alice:* They are Kate's friends. Jane and Mary are university students. Wendy goes to college.

*Nelly:* Which one is Wendy?

*Alice:* She is the one with the long fair hair.

*Nelly:* You mean that tall girl wearing jeans and a dark T-shirt. Well, she is a very serious-looking person.

*Alice:* That's right. And the one next to her is Jane.

*Nelly:* The one with the long dark hair?

*Alice:* No, she has short hair. Mary has long dark hair.

*Nelly:* Oh, I see. She is really beautiful.

*Alice:* Yes, she is. Do you want to meet her?

*Nelly:* How about later?

*Alice:* OK. Do you know Kate's new boyfriend?

*Nelly:* No, I don't. What's his name?

*Alice:* Adam.

*Nelly:* What does he look like?

*Alice:* Well ... he is short... and dark ... and he has a moustache.

*Nelly:* I think I can see him. Is he that handsome guy over there, drinking tea?

*Alice:* Yeah. That's him.

*Nelly:* Look at those people on the sofa. I think I know one of them.

*Alice:* Which one?

*Nelly:* The guy with glasses.

*Alice:* The tall guy with the glasses?

*Nelly:* No, the one next to him. He has a beard.

**41. Make up and act some dialogues considering the following assignments. Use the above dialogues as a model.**

*Situations.* You meet your friend and describe:

- a) your classmate;
- b) the student from another class;
- c) your father or mother.

**42. What makes a good technician? There is no one “type” of person who becomes a technician. Put the qualities given below in order, 1–10, according to which you think is the most important (1 = the most important, 10 = the least important). Make a dialogue of your own to discuss your decisions with your classmates.**

Technicians...

1. are good at math and science;
2. are good at English;
3. are good at theory and practice;
4. are creative and imaginative;
5. like collaborating with others;
6. are curious and persistent;
7. want to make a difference;
8. like solving problems or improving processes;
9. are fast learners and self-motivated, independent workers;
10. have the willingness to work in varying conditions.

## SECTION 5

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### LISTENING

**43. Listen to the text “Electrical Technician”. Answer the questions that follow.**

- a) What did Nick Adams do to make his dream a reality?
- b) Why did he decide to go to a vocational school?

- c) When did he start his work as an electrical technician?
- d) Who introduced him to skills of an electrical technician?
- e) Did Nick try to learn more when he started his work?
- f) What is Nick's advice for those starting their career?

44. Check your answers with your classmates and Tapescript 3A of the text. Look up the words you don't know in the dictionary. Retell the text about Nick's job.

45. Listen to the text "The Job of a Construction Technician".

46. Complete the sentences according to the text.

Construction \_\_\_\_\_ work in a variety of \_\_\_\_\_ environments. Their duties \_\_\_\_\_ depending on the construction field in which they have specialized. General construction technicians' duties can \_\_\_\_\_ laying concrete \_\_\_\_\_, wiring buildings for \_\_\_\_\_, installing pipes and other plumbing \_\_\_\_\_ or measuring and cutting lumber. Construction management technicians may \_\_\_\_\_ with schedules, budgets and \_\_\_\_\_ issues related to a \_\_\_\_\_ project. They may also \_\_\_\_\_ and help management. Construction \_\_\_\_\_ technicians often \_\_\_\_\_ plans for various construction projects by hand or using \_\_\_\_\_ and design software programs. In addition to performing visual \_\_\_\_\_, technicians may \_\_\_\_\_ tests on soil conditions and \_\_\_\_\_.

47. Check your answers with your classmates and Tapescript 3B of the text. Look up the words you don't know in the dictionary.

48. Retell the text about a construction technician's job.

## SECTION 6

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### WRITING

*Emails* have become one of the most widely used forms of communication. An email is typically a more relaxed way of sending

messages. Emails are quick, so they are good for chatting, inviting people out, keeping in touch and doing business.

**49. Study the parts and some features that are characteristic of informal emails.**

From:
To: <sup>1</sup> Date: Subject: <sup>2</sup>
Salutation. <sup>3</sup> Opening sentence. <sup>4</sup> The email information in detail. <sup>5</sup> Closing sentence. <sup>6</sup> Signing-off <sup>7</sup>

Notes:

<sup>1</sup>The person the email is for, e.g. friend@english.co.uk (spoken as: friend at English dot co dot uk)

<sup>2</sup>What the email is about.

<sup>3-7</sup>See the words and phrases in ex. 62 of Unit 1.

**50. Read and translate the following sample emails.**

1.

From: foreign@tdk.ru
To: home@dpt.uk Date: Monday, 8 July, 6.22 pm Subject: Trip to London
Hello Mary,  I hope you are well. I've been watching Wimbledon to improve my English. Is it still raining in England?  I'll be flying to London on 10th July. I will stay in a hotel for two or three days and look for some accommodation. After that I will go to a language school for three months.  Keep in touch.  Lots of love, Igor



## 2.

From: drg@mail.study
To: sasha@home.eng Date: 15 October 2015 Subject: Study in England
Hi Sasha,  How are you? I hope you're well. Thanks for your last email. Here is an email in English. It's good practice for you and me! I'm writing to tell you about my college, the boys I live with in a hall of residence and London.  I have classes in English at a language college. I'm in class with fifteen students. They're all from different countries: Germany, Spain, Italy and Hungary. Our teacher's name is Mary. She is very nice and a very good teacher.  I live in a hall of residence with two English boys, John and Nick Smith. They are brothers. John's sixteen years old and Nick's seventeen years old. They're very friendly, but it isn't easy to understand them. They speak very fast.  London is very big, very exciting but very expensive. The underground isn't difficult to use. It's cold now but Hyde Park is lovely in the snow. I'm very happy here.  Well, that's all for now. I hope to hear from you soon.  Best wishes, Oleg

**51. Using the words and phrases given in exercise 62 of Unit 1 and the above sample emails as models, write emails to your friends:**

a) giving your news, describing some things you have done recently, saying what your future plans are, and asking about his/her news and family;

b) regarding your study at college and describing one of your college friends.

# UNIT 4.

## English as a Global Language

### SECTION 1

#### VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text “World English” and translate the given sentences.

1. language [ˈlæŋɡwɪdʒ] *n* – язык  
foreign [ˈfɔːrən] language – иностранный язык  
native [ˈneɪtɪv] language / mother tongue [tʌŋ] – родной язык  
speak a foreign language – говорить на иностранном языке  
learn a foreign language – изучать иностранный язык  
teach [ti:tʃ] (taught [tɔ:t]) a foreign language – преподавать иностранный язык

She *speaks* several *foreign languages*. They were speaking their *native language*. Russian is her *mother tongue*. She is very good at *learning languages*. She *teaches* the English *language* at our college.

2. **achieve** [ə'tʃi:v] *v* — достигать, добиваться

He *will* never *achieve* anything. I *achieved* only half of what I hoped to do.

3. **spread** (**spread**) [spred] *v n* — распространяться, развертываться, простираться; распространение, протяжение, простирание  
**widespread** *adj* — широко распространенный

The use of computer technology *spread* into all fields of work. *The spread* of new technologies often depends on the availability of older ones. The plan received *widespread* support.

4. **expand** [iks'pænd] *v* — расширять(ся); увеличивать(ся)  
**expansion** [iks'pænsən] *n* — расширение; увеличение

We are hoping to *expand* our range of products. Your vocabulary *will expand* through reading. *The expansion* of vocational-technical education will continue.

5. **avoid** [ə'vɔɪd] *v* — избегать, сторониться, уклоняться

He always tries to *avoid* giving a straight answer.

6. **advantage** [əd'vɑ:ntɪdʒ] *n* — преимущество; благоприятное положение

**disadvantage** [əd'vɑ:ntɪdʒ] *n* — недостаток; неблагоприятное положение

Living in a big town has many *advantages*, such as good schools, libraries and theatres. Peter's college education gave him *an advantage* over boys who had not been to a college. The machine has two serious *disadvantages*. Being shy puts him at *a disadvantage*.

7. **affair** [ə'feə] *n* — дело

She organizes her financial *affairs* very efficiently. What I do in my spare time is my *affair*.

8. **fluent** ['flu:ənt] *adj* — беглый (о речи), владеющий речью  
**fluently** *adv* — бегло (о речи)

He speaks *fluent* English. He is *fluent* in English. He speaks English *fluently*.

9. **establish** [i'stæbli] *v* — основывать, учреждать, устанавливать

The firm *was established* in 1920. The college *established* a successful relationship with the local university.

10. **throughout** [θru'au] *adv prep* — повсюду, во всех отношениях; через, по всему, в продолжение (всего времени и т.п.)

The house was painted white *throughout*. It rained *throughout* the night.

11. **the number** ['nʌmbə] *n* — число, количество  
**a number of** — ряд, некоторое число

Please let us know *the exact number* by fax. He made *a number of* important changes in the project.

12. **promote** [prə'məut] *v* — выдвигать, продвигать, способствовать, содействовать, поддерживать

He worked hard and *was soon promoted* to head teacher. He worked hard *to promote* this scheme.

13. **increase** ['ɪnkri:s] *n*, [ɪn'kri:s] *v* — возрастание, рост, увеличение; возрастая, увеличиваться(ся), расти

**decrease** ['di:kri:s] *n*, [di:'kri:s] *v* — уменьшение, снижение, падение; уменьшать, снижать, падать, убывать

There was a steady *increase* in population. The population *has increased* by 2000. There is *a decrease* of 6% *in* the number of visitors to the museum. People should *decrease* the amount of fat they eat.

14. **major** ['meɪdʒə] *adj* — главный; бóльший, более важный

All of her *major* plays were translated into English. There are two problems with this situation, one *major*, one *minor*.

15. **vary** ['vɛəri] *v* — менять(ся), изменять(ся), различаться

**various** ['veəriəs] *adj* — различный, разный

**variety** [və'raɪəti] *n* — разнообразие, ряд, множество

The amount of sleep we need *varies* from person to person. She took this course programme for *various* reasons. This instrument can be used in *a variety* of ways.

16. **no longer** — больше не

He *no longer* lives here.

17. **lose** [lu:z] (**lost**) *v* — терять; упустить; проигрывать  
**loss** *n* — потеря, утрата; проигрыш

I've *lost* my keys. The company *has lost* a lot of business to its competitors. We *lost* to a stronger team. The closure of the factory will lead to a number of job *losses*. The company has announced net *losses* of \$1.5 million. Brazil's 2–1 *loss* to Argentina.

18. **tend** *v* — иметь тенденцию, склонность (к чему-л.)

When I'm tired, I *tend* to make mistakes.

19. **assume** [ə'sju:m] *v* — предполагать, допускать  
Let us *assume* for a moment that the plan succeeds.

20. **advance** [əd'vɑ:ns] *n v* — продвижение вперед, успех, прогресс; продвигаться вперед, делать успехи, развиваться  
**advanced** *adj* — передовой, прогрессивный, продвинутый

We live in an age of technological *advance*. The work *advanced* rapidly. These projects are at the *advanced* stage of development.

2. Match the pairs of synonyms from A and B and translate them.

**A**

1. broad
2. drawback
3. different
4. reduction
5. progress
6. enlargement
7. expansion
8. concern
9. benefit
10. tongue

**B**

- a) various
- b) expansion
- c) language
- d) widespread
- e) decrease
- f) increase
- g) advantage
- h) disadvantage
- i) advance
- j) affair

3. Match the verb on the left with a suitable item on the right. Use each item once only.

- |                |                                   |
|----------------|-----------------------------------|
| 1. speak       | a) a career                       |
| 2. achieve     | b) a vocabulary                   |
| 3. advance     | c) the number                     |
| 4. spread      | d) a foreign language             |
| 5. increase    | e) to a technician                |
| 6. expand      | f) the status of a world language |
| 7. establish   | g) a company                      |
| 8. be promoted | h) news                           |

4. Make the following sentences complete by translating the words and phrases in brackets.

1. I'd like to speak English (берло). 2. The name was changed to (избегать) confusion with another firm. 3. We are facing the (главный) problems. 4. Prices (иметь тенденцию) to go up. 5. They (изучать) English at college. 6. A large (количество) of people have applied for the job. 7. The price of oil will (расти). 8. I could (предполагать) that he would come. 9. English language films are shown (по всему) the world. 10. She (больше не) works here.

5. Read and translate the following groups of sentences paying attention to the words in italics which can function as a noun and a verb, or a verb and an adjective, or a noun and an adjective, with the same form. They can have similar or different meanings. Look up the words in your dictionary if necessary.

1.
  - a) *Number* the questions from 1 to 10.
  - b) A *number* of skilled people left the company.
  - c) What is your telephone *number*?
2.
  - a) We sent him some *advance* copies of the new book.
  - b) We reserved the hotel room well in *advance*.
  - c) They always *advance* their own interests.
3.
  - a) Her *major* is history.
  - b) They *major* in French.
  - c) The car needs *major* repairs.
4.
  - a) I tried speaking to her in her native *tongue*.
  - b) He has bitten his *tongue*.
  - c) He saw a *tongue* of flame at least 12 metres long.
5.
  - a) His hair is *longer* now.
  - b) He is no *longer* a college student.
  - c) It will take *longer* to finish the job.

**6. Read and translate the following international words which come from Text 4A. Look up their transcriptions in the dictionary if necessary. Mind the part of speech.**

Global *adj*, million *n*, international *adj*, communicate *v*, status *n*, period *n*, historical *adj*, cultural *adj*, expansion *n*, empire *n*, official *adj*, local *adj*, public *adj*, administration *n*, military *adj*, political *adj*, contact *n v*, organization *n*, factor *n*, business *n adj*, financial *adj*, centre *n*, multinational *adj*, corporation *n*, start *n v*, tourist *n adj*, hotel *n*, telecommunication *n*, radio *n*, telephone *n*, base *n v*, sort *n*.

**7. Read and translate the following noun(s) + noun structures, or noun chains which come from the texts of the Unit. Look up the words in your dictionary if necessary.**

A mother tongue, a tourist destination, a tourist attraction, air traffic control, a computer system, a software developer, leisure activities, an English language film, a home country, a sentence structure, a life skill, American dollar influences, a money market.

**8. Study the ways some nouns are formed from adjectives and other nouns. Form the nouns. Read and translate them into Russian. Use your dictionary to help you with the pronunciation.**

a) **-ian** (the suffix is used for a person skilled in or studying the stated subject):

*Example:* technical – технический → technician – техник

history – история → historian – историк

Electric, mathematics, optical, political, magic, music, technical, guard, beauty, comedy.

b) **-ist** (the suffix is used for a person who studies, produces, plays, or operates):

*Example:* economy – экономика → economist – экономист

Science, physics, tour, novel, education, type, active, expression, extreme, ideal, industrial, modern, sociology.

c) **-ness** (the suffix is used for a condition, quality):

*Example:* happy – счастливый → happiness – счастье

Ready, effective, attractive, aware, kind, friendly, weak, careless, foolish, ill, lovely, open, sad.

d) **-cy** (the suffix is used for a state or quality):

*Example:* accurate — точный → accuracy — точность

Deficient, efficient, dependent, frequent, consultant, president, agent, accurate, consistent, fluent, private.

9. Read and translate the following phrases using the above patterns. Look up the words in your dictionary if necessary.

A qualified electrician, a successful politician, a laboratory technician, to have an appointment at the optician's, a good cartoonist, a skilled economist, a team of scientists, an ancient site discovered by archaeologists, an awareness of the child's real needs, the Sunday emptiness of streets, a gentleness about his face, to show kindness to animals, the collapse of his business, to prevent privacy, some hesitancy in his words, improvement of efficiency, the frequency of her visits, to lack consistency, computer literacy.

## SECTION 2

### GRAMMAR

10. Study the forms and use of the Present, Past and Future Simple Tense (Active Voice).

	Present Simple	Past Simple	Future Simple
+	I (you, we, they) <i>live</i> here. He (she, it) <i>lives</i> here.	I (you, he, she, it, we, they) <i>lived</i> here. I (you, he, she, it, we, they) <i>went</i> to the cinema.	I (we) <i>will (shall)</i> live here. You (he, she, it, they) <i>will live</i> here.
?	<i>Do you</i> (I, we, they) <i>live</i> here? <i>Does</i> he (she, it) <i>live</i> here?	<i>Did</i> I (you, he, she, it, we, they) <i>live</i> here. <i>Did</i> I (you, he, she, it, we, they) <i>go</i> to the cinema.	<i>Will (shall)</i> I (we) <i>live</i> here? <i>Will</i> you (he, she, it, they) <i>live</i> here?



—	I (you, we, they) <i>do not (don't)</i> live here. He (she, it) <i>does not (doesn't)</i> live here.	I (you, he, she, it, we, they) <i>did not (didn't)</i> live here. I (you, he, she, it, we, they) <i>did not (didn't)</i> go to the cinema.	I (we) <i>will not (won't) / shall not (shan't)</i> live here. You (he, she, it, they) <i>will not (won't)</i> live here.
	1) действие происходит вообще: <i>usually, always, often, sometimes, seldom, as a rule, every day (week, month, year, etc.);</i> 2) ряд последовательных действий; 3) всеобщая истина.	1) действие происходило в прошлом: <i>yesterday, ago, the day before yesterday, last week (month, year, etc.), in 2005;</i> 2) ряд последовательных действий.	действие, которое произойдет в будущем: <i>tomorrow, the day after tomorrow, in a week (month, year, etc.), next week (month, year, etc.), in 2020.</i>

### 11. Write the sentences in the 3rd person singular (the Present Simple).

1. All applicants take competitive examinations. 2. They usually go to the library to collect some material for papers. 3. Young people study academic subjects and receive a profession at vocational schools. 4. After finishing a secondary school young people enter universities or colleges. 5. My friends take the first year for mechanical engineering. 6. Some students pay for their studies. 7. Students of colleges get scholarships. 8. Educated people contribute more to the society. 9. The citizens of Russia show a great concern for education for themselves and their children. 10. My classes begin at 8.15 a.m.

### 12. Put the verbs in the Past Simple.

a) *regular verbs* (mind the reading of *-ed* ending): show, include, offer, last, attend, use, found, open, develop, want, prepare, start, study, receive, contribute;

b) *irregular verbs*: take, hold, go, give, lead, begin, find, become, get, pay, spend, understand, come, know, make, read, speak, see, think, write.

### 13. Write the following sentences in the negative.

a) 1. He buys a newspaper every day and reads it. 2. They very often go to the cinema. 3. Amanda is married and she wears a ring. 4. It's an expensive hotel. It costs much to stay there. 5. Brian lives near us and we often see him. 6. Jerry and Linda know my parents very well.

b) 1. Tim bought some new clothes yesterday. 2. The party was very good, so we stayed long. 3. It was very warm in the room, so I opened the window. 4. I went to the bank this morning. 5. Jack did English at college. 6. I watched television yesterday.

c) 1. Russia will win the next football World Cup. 2. The weather will be much warmer in the next few years. 3. She will teach the English language at our college. 4. The use of computers technology will spread into all fields of work. 5. You will expand your vocabulary through reading. 6. In the year 2100 people will eat the same things as they do now.

### 14. Study the types and structure of English questions.

General questions	<i>Do you work at a plant?</i> <i>Does he work at a plant?</i> <i>Did you work at a plant?</i> <i>Did you go to the plant?</i> <i>Will you work at a plant?</i>	Yes, I <i>do</i> . No, I <i>don't</i> . Yes, he <i>does</i> . No, he <i>doesn't</i> . Yes, I <i>did</i> . No, I <i>didn't</i> . Yes, I <i>did</i> . No, I <i>didn't</i> . Yes, I <i>will</i> . No, I <i>won't</i> .
Alternative questions	<i>Do you work at a plant or at a factory?</i> <i>Does he work at a plant or at a factory?</i> <i>Did you work at a plant or at a factory?</i> <i>Did you go to the plant or to the factory?</i> <i>Will you work at a plant or at a factory?</i>	At a plant./At a factory. At a plant./At a factory. At a plant./At a factory. To the plant./To the factory. At a plant./At a factory.
Special questions	<i>Where do you work?</i> <i>What does he like to do in the evening?</i> <i>Who did you see yesterday?</i> <i>When did you go to the plant?</i> <i>Why will he go to Moscow?</i> <i>What foreign languages does he speak?</i> <i>How many texts are you going to translate?</i>	At the plant. He likes reading. My brother. In the morning. Because he likes this city. English and German. Two texts.
	<i>Who works at the plant?</i> <i>Who finished their work yesterday?</i> <i>Whose friend will return soon?</i>	My sister ( <i>does</i> ). Your Dad ( <i>did</i> ). My friend ( <i>will</i> ).

Tag questions	You <i>work</i> much, <i>don't</i> you?	Yes, I <i>do</i> . No, I <i>don't</i> .
	You <i>don't work</i> much, <i>do</i> you?	No, I <i>don't</i> . Yes, I <i>do</i> .
	You <i>worked</i> much, <i>didn't</i> you?	Yes, I <i>did</i> . No, I <i>didn't</i> .
	You <i>didn't work</i> much, <i>did</i> you?	No, I <i>didn't</i> . Yes, I <i>did</i> .
	You <i>will work</i> much, <i>won't</i> you?	Yes, I <i>will</i> . No, I <i>won't</i> .
	You <i>will not work</i> much, <i>will</i> you?	No, I <i>won't</i> . Yes, I <i>will</i> .

15. Change the following sentences to general, alternative, special (beginning with the question-words given in brackets) and tag questions.

*Example:*

Mary *lives* in London. (Where? Who?)

*Does* Mary *live* in London?

*Does* Mary *live* in London or in Manchester?

*Where* *does* Mary *live*?

*Who* *lives* in London?

a) 1. The banks usually close at lunchtime. (When? What?)  
 2. James has a computer at home. (Where? What? Who?) 3. The New York subway usually works very well. (What? How?) 4. Many people in Los Angeles speak Spanish. (Where? What? Who?) 5. She usually goes to the cinema once a week with a friend. (Where? How often? Who?) 6. An interpreter translates from one language into another. (What? Who?) 7. John comes from England. (Where? Who?) 8. My friends always go out on Saturdays. (When? Who? Whose? How often?) 9. He understands English well. (What? How? Who?) 10. They only work at weekends. (When? Who?)

b) 1. Yesterday I bought two newspapers. (When? What? How many? Who?) 2. Terry worked in a bank from 1986 to 1993. (Where? When? Who?) 3. Last Sunday we went to the cinema. (When? Where? Who?) 4. This morning Tom had a shower. (When? What? Who?) 5. We enjoyed the party last night. (When? What? Who?) 6. She passed her exam successfully yesterday. (When? How? What? Who?) 7. Our friends came to see us last Friday. (When? Who? Whose?) 8. I studied English at school. (Where? What? Who?) 9. Yesterday Jim went to work by car. (When? How? Who?) 10. Last year they carried out a lot of experiments. (When? What? How many? Who?)

c) 1. I will phone her tomorrow. (When? Who?) 2. He will pay you back on Friday. (When? Who?) 3. The exam will start at 8.30 tomorrow. (What time? When? What?) 4. They will learn Spanish

next year. (When? What? Who?) 5. I will write to you every day. (How often? Who?) 6. She will do mechanics at college. (Where? What? Who?) 7. My classmates will have a talk with the Head of the Department tomorrow. (Who? When? Whose? What?) 8. They will have their field practice in the vacation. (When? What? Who?)

### 16. Study the following rule of the use of used to.

Оборот **used to** + основная форма глагола *раньше, прежде, когда-то, в прошлом* употребляется для обозначения действий, которые когда-то в прошлом совершались регулярно, часто, но в настоящем уже не совершаются.

He *used to be* an army officer. *Когда-то* он был военным.

"Do you play tennis?" "Not now, but I *used to*". Вы играете в теннис?

Сейчас нет, но *когда-то* играл.

I *used to go* to the stadium often, but now I haven't got much time. *Раньше* я ходил на стадион, но сейчас у меня слишком мало времени.

### 17. Complete these sentences. Use used to or the Present Simple and translate the sentences into Russian.

1. I \_\_\_ tennis. I stopped playing a few months ago. 2. "Do you do any sport?" "Yes, I \_\_\_ basketball. 3. "Have you got a car?" "No, I \_\_\_ a car but I sold it". 4. George \_\_\_ a waiter. Now he's the manager of the hotel. 5. "Do you go to work by car?" "Sometimes, but most days I \_\_\_ by train". 6. When I was a child I never \_\_\_ meat, but I eat it now. 7. Mary loves watching TV. She \_\_\_ TV every evening. 8. We \_\_\_ near the airport but we moved to the city centre a few years ago. 9. Normally I start work at 7 o'clock, so I \_\_\_ up very early. 10. When I was a child, I \_\_\_ chocolate but now I don't like it.

### 18. Study the rule of the use of the Present Simple in subordinate clauses of condition and time for the future.

*Present Simple* употребляется вместо *Future Simple* в придаточных условиях и времени (после союзов *if если, unless если не, when когда, until, till до тех пор пока...не, as soon as как только, before прежде, до* и др.), действия которых относятся к будущему.

If I *don't feel* well tomorrow, I *will stay* at home. Если завтра я себя *буду* плохо *чувствовать*, я *останусь* дома.

When I *go out*, I *will close the* window. Когда я *выйду* из дома, я *закрою* окно.

**19. Read and translate the sentences. Mind the tense in subordinate clauses of condition and time.**

1. When he gets the book "Mechanics", he will give it to you. 2. As soon as I get any news, I will tell you about it. 3. They will finish the work when they get these data. 4. If you change the method of your experiment, you will get different results. 5. If I'm late this evening, don't wait for me. 6. I will talk to you later when I have more time. 7. I will stay here until you come back. 8. If you see Ann tomorrow, can you ask her to phone me? 9. Please close the window before you go out. 10. They will see you when they are in England again.

**20. Study the rule of the use of to be going to.**

Оборот **to be going to** как один из способов выражения будущего времени используется для описания запланированного действия, для выражения намерения говорящего. Переводится как *собираться (намереваться)* или просто *будущим временем*.

*We are going to stay* at a student dorm. Мы *собираемся* остановиться в студенческом общежитии.

*I am going to say* a few words about our new work. Я скажу несколько слов о нашей новой работе.

**21. Here are some of the plans of various members of a family. Put the sentences together, using to be going to.**

*Example: Jane is going to study music in Vienna.*

### Beginnings

1. Jane/study
2. She/try to become
3. But first, she/spend
4. Max/do maths and science
5. Then he/train
6. Deb's 10, and she doesn't know/
7. One day she says/
8. And the next she says she/
9. This summer, Jane/
10. Max/spend
11. Their parents/spend
12. Then they/

### Ends

- a) a professional pianist.
- b) a year learning German.
- c) as a pilot.
- d) decorate the house.
- e) for his final exams.
- f) music in Vienna.
- g) she/be a dancer.
- h) the summer learning to fly.
- i) start her own business.
- j) stay with her aunt in the US,
- k) a week walking in Scotland.
- l) what she/do.

**22. Fill the gaps with the correct form of the verb in the Present, Past or Future Simple. Translate the sentences into Russian.**

1. She (get) \_\_\_\_\_ a scholarship from the government next year. 2. Last year Kate (leave) \_\_\_\_\_ school and (go) \_\_\_\_\_ on to vocational-technical education. 3. Now my friend (attend) \_\_\_\_\_ evening classes at the local school once a week. 4. If you (work) \_\_\_\_\_ hard next year, you (pass) \_\_\_\_\_ the exam. 5. She (want) \_\_\_\_\_ to take up her examination more seriously, because her progress is very bad. 6. Last year he (receive) \_\_\_\_\_ a qualification of a technician. 7. When you (complete) \_\_\_\_\_ your first degree, you are a graduate. 8. Peter's brother (teach) \_\_\_\_\_ English at school next year. 9. School (have) teachers and lessons, at university you have lecturers and lectures.

### SECTION 3

## READING AND DISCUSSION

23. For better or worse, English has become the most global of languages, the lingua franca (the common language) of business, science, education, politics and pop music. Before reading Text 4A "World English", discuss these questions with your classmates.

- a) In what countries is English spoken as a first language?
- b) Why do you think English is becoming a world language?
- c) Is becoming a global language?
- d) How do you feel about the position of English as the number one world language?
- e) How do Britain and the USA try to promote British and American culture?
- f) Are there any differences between British English and American English?
- g) Can we say that English as a global language is no longer thought of as belonging only to British or American people?
- h) Do British and American people bother to learn foreign languages?
- i) In some countries people are getting angry about the use of English words in their own language. How do you feel about this? Does it matter? Can it be stopped?

**24. Read Text 4A to find out if you are right or wrong.****Text 4A  
World English**

English is the most widely spoken language in the world. It is the first language, or mother tongue, of around 400 million people living in Britain, Ireland, the US, Australia, New Zealand, Canada and South Africa, and it is spoken as a second language by another 300 million people. English is learned by many more people worldwide as a foreign language. Altogether about 1.3 billion people speak English, and the number is increasing. English has become a global language or international language, used by people who speak different native languages to communicate with each other.

English has achieved the status of a world language over a long period of time, and for various historical and cultural reasons. In the 17th century English was spread by settlers going from Britain to America, and in the 18th and 19th centuries by the expansion of the British empire. Many countries which were part of the empire kept English as their official language after independence. This avoided their having to choose between competing local languages. As an official language, English is generally used in government, public administration and the law, and children may be taught in English. Some countries feel that using English gives them an advantage in international affairs. More recently, the military and political power of the US has contributed to the spread of English. People in many countries who have had contact with these great powers have been expected to learn English. Since the middle of the 20th century, English has been an official language of international organisations such as the United Nations.

Economic factors are also important. Britain and the US are both major business and financial centers, and many multinational corporations started in these countries. Elsewhere, knowledge of English is often seen as necessary for success in business, and in countries which have become tourist destinations English has been chosen as the main foreign language used in hotels and at tourist attractions. Advances in technology and telecommunications have also helped to establish English as a global language. Many inventions important to modern life, e.g. electricity, radio, the car and the telephone, were developed in Britain or the US. English became the language for international communications in air traffic control and shipping. Now, major computer

systems and software developers are based in the US, and English is the lingua franca (common language) of the Internet. English is also spread through leisure activities. The US is the home of the cinema, and English language films are shown throughout the world.

As an international language, English continues to develop. People who speak English as a first or second language have their own variety of the language, each of which is changing independently of other varieties. There are many differences, for instance, between British English and American English, and between Australian, South African, Indian, African and Jamaican English, though all can be understood, more or less, by speakers of other varieties. Foreign learners of English learn one of the major varieties, usually British or American English, or some sort of international English. As a global language, English can no longer be thought of as belonging only to British or American people, or to anyone else. This loss of ownership is often uncomfortable, especially in Britain. As the number of people using English as a second or foreign language is increasing faster than the number who speak it as a first language, further drifts away from a British or American standard are likely.

**25. Find in Text 4A the paragraphs describing the factors which helped to establish English as a global language and translate them into Russian.**

**26. Add some more sentences confirming the following statements.**

1. English is the first language of around 400 million people.  
2. English has achieved the status of a world language over a long period of time.  
3. People in many countries who have had contact with these great powers have been expected to learn English.  
4. Britain and the US are both major business and financial centers.  
5. Advances in technology and telecommunications have also helped to establish English as a global language.  
6. English is spread through leisure activities.

**27. Explain the following references.**

a) ... *it* is spoken as a second language by 300 million people.

What does pronoun *it* refer to?

b) *This* avoided *their* having to choose between competing local languages.



What do pronouns *this* and *their* refer to?

c) ...using English gives *them* an advantage in international affairs.

What does pronoun *them* refer to?

d) ... many people listen to *their* news broadcasts... .

What does pronoun *their* refer to?

e) *They* broadcast study programmes for learners of English.

Who are *they*?

28. Find in Text 4A the sentences with the predicates in the Simple Tenses and translate them into Russian.

29. Mark the main ideas of Text 4A and retell it in English.

30. Skim Text 4B “The Power of Language” and try to understand what it is about and what information is new to you.

### Text 4B

## The Power of Language

There is a debate going on in some colleges and universities today about the importance of a foreign language requirement. It is important, therefore, to define the benefits of learning a foreign language.

In the first place, students should be made aware that learning a foreign language enables one to communicate in different parts of the world. Second, learning a foreign language leads to a better understanding of cultures and mentalities different from one's own. Third, learning a language opens the door to great literatures and philosophies, which can have a tremendous impact on one's life. The only way to appreciate a classic literary work is to read it in its original language. Finally, we do business in a global economy; the better we communicate with associates around the world, the greater success we will achieve.

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

Some people believe that English should be the international language. They believe that business would run more smoothly if everyone spoke the same language.

Languages have changed and disappeared throughout the history. This change is inevitable. Because people have very strong feelings about the importance of their native language, we probably will not have English as a universal language in the near future. It is certain, however, that English words will continue to pop up everywhere, whether some people like it or not. It is also certain that English will be the language of business, diplomacy and international relations. Most educated people speak English fluently.

Learning any foreign language is not an easy thing. It is a long and slow process that takes a lot of time and patience. But to know English is absolutely necessary nowadays for every educated person, for every good specialist. It is well known that communicating with English speaking people will help a lot. One must work hard to learn any foreign language.

**31. Answer the following questions.**

- a) What debate is going on in some colleges and universities?
- b) What are the benefits of learning a foreign language?
- c) Are English words and phrases popular?
- d) Should English be the international language?
- e) Will we have English as a universal language in the future?
- f) Why is learning a foreign language a difficult thing?

**32. What do you think about learning a foreign language? Is it helpful? Say whether you agree or disagree with the views expressed in Text 4B. Prove your points of view.**

**33. Identify the topic of each paragraph of Text 4B and retell it in English.**

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**SECTION 4**

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**SPEAKING**

**34. Study and learn some phrases and words for talking about your hobbies and interests in English.**

- a) *Questions you can ask:*  
What do you like doing?

What sort of hobbies do you have?

b) *How to reply:*

In my free (spare) time I...

When I get the time, I...

I relax by (watching TV)

I'm interested in (+ noun / -ing form)

I'm keen on (+ noun / -ing form)

I enjoy (+ noun / -ing form)

c) *Giving a longer reply:*

I like arts and crafts. I'm a creative / practical person, and like doing things with my hands.

I enjoy being physically active, and spend a lot of time playing sports and team games.

d) *Saying why you like your hobby:*

I really enjoy going to the gym because it keeps me fit.

...it gets me out of the house, you know!

...it gives me something interesting to do with my time.

...it's not very expensive, and anyone can do it.

e) *More words you can use to describe your hobbies:*

creative, fascinating, practical, cheap, enjoyable, relaxing, different, unusual.

### 35. Practise Dialogues 1 and 2.

#### *Dialogue 1*

#### **Talking to a Friend**

*Andrew:* Hey, Greg. I brought you some DVDs.

*Greg:* Thank you but watching movies is not really a hobby for me.

*Andrew:* Oh! I thought you would like it. What do you like doing in your spare time then?

*Greg:* My hobby is to play games.

*Andrew:* Which games do you play?

*Greg:* I can play 'Unreal Tournament' for hours. What's your favourite pastime?

*Andrew:* I don't like video games. I just like watching movies.

*Greg:* Did you watch "Titanic"?

*Andrew:* Yes, I liked it. Do you have the game?

*Greg:* Yes I do. Let's play it.

*Dialogue 2*  
**What Do You Do in Your Free Time?**

*Jack:* Hi, Kevin, how are you?

*Kevin:* Fine, thanks. And you?

*Jack:* Great. What are you doing?

*Kevin:* I'm putting my stamps in my new stamp album.

*Jack:* Is stamp collecting your hobby?

*Kevin:* Yes, I like collecting stamps very much.

*Jack:* How long have you had this hobby?

*Kevin:* I took up stamp collecting when I was five and I'm never going to give it up.

*Jack:* Is it an expensive hobby?

*Kevin:* Sometimes, when I want to buy a really special stamp it may be expensive but usually it's not.

*Jack:* Why do you like it?

*Kevin:* I continue the tradition of my family – my grandfather collected stamps, my father collected stamps and now I do.

*Jack:* How much time do you spend on your hobby?

*Kevin:* Every evening I spend from two to three hours looking through my stamps. And do you have a hobby?

*Jack:* I like photography very much but I've never thought about it as my hobby.

*Kevin:* How often do you take pictures?

*Jack:* Once in a while, usually in summer when I visit some interesting countries. But maybe I should do it more often. I could take photos of ordinary people in the streets or some interesting places in our town.

*Kevin:* I think it's a great idea. Why don't you start it right now?

**36. Using the phrases and words given above and Dialogues 1 and 2 as a model, make up and act dialogues about the hobbies and interests you, your friend and classmate have.**

**37. Practise dialogue 3.**

*Dialogue 3*  
**Learning English**

*Boris:* How are you doing?

*Igor:* I'm fine, and you?

*Boris:* OK, thank you. Where are you going to?

*Igor:* I am going to my English class now.

*Boris:* Are your classmates good at English?

*Igor:* Not so good. I can't understand why they don't study English seriously.

*Boris:* That's bad. I think they should know that English is an international language.

*Igor:* Yes, the necessity of learning this language shouldn't be underestimated.

*Boris:* It's true, if we know English we can live and move without any difficulty in foreign countries where people don't know our mother tongue.

*Igor:* Besides, English enables us to enter the storehouse of knowledge.

*Boris:* I agree with you.

*Igor:* So to know English is a must nowadays.

*Boris:* Certainly. OK, see you later.

*Igor:* Bye.

**38. Make up dialogues of your own using dialogue 3 as a model.**

*Situations:* You meet your friend and talk about:

- a) progress in study of English in your class;
- b) your classmate who is best at English;
- c) the English exam passed.

**39. Practise dialogue 4.**

*Dialogue 4*  
**The Importance of Learning English**

*Alexander:* Hello, Ivan! How are you?

*Ivan:* Fine. And what about you?

*Alexander:* OK. I'd like to discuss the importance of learning English with you.

*Ivan:* Yes, of course. We all know that English is an international language. Almost every country attaches importance to it. The whole world has become a global village. So, learning English is a must.

*Alexander:* I am sorry to say we are neglecting it.

*Ivan:* Many college graduates lack proper knowledge of English.

*Alexander:* Oh! It is really disgraceful. This situation must be changed.

*Ivan:* Sure. We should put much more emphasis on it.

*Alexander:* Thank you very much for such a discussion.

*Ivan:* You are most welcome.

**40. Make up and act some dialogues considering the following assignments. Use dialogue 4 as a model.**

a) You are at the English lesson. Your teacher asks you some questions about the importance of learning English.

b) You and your friend discuss the spheres of life in which the knowledge of English may be applied.

## SECTION 5

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### LISTENING

**41. Listen to the text "Why Is English Important Nowadays?". Answer the questions that follow.**

- a) What are the reasons to learn English?
- b) Why is English considered to be the most commonly used language throughout the world?
- c) Why is English often called the language of communication?
- d) How can speaking English push your career forward?
- e) Why is English recognized as the language of science?
- f) Why can you enjoy art like never before?
- g) What advantages can learning another language give you?

**42. Check your answers with your classmates and Tapescript 4A of the text. Look up the words you don't know in your dictionary.**

43. Retell the text about English as a world language.

44. Tell your classmates about your reasons for learning English.

45. Listen to the Text "Organizing Your English Vocabulary Learning". You will hear five learners of English. Make notes and fill in the chart indicating what they do to learn English vocabulary.

Learners of English	Some ideas of learning English vocabulary
Learner 1	
Learner 2	
Learner 3	
Learner 4	
Learner 5	

46. Check your answers with your classmates and Tapescript 4B of the text. Look up the words you don't know in your dictionary. Retell the text about different ways of learning vocabulary.

47. Choose one of the ideas you heard. Try it for a week. Then try another one. Tell your classmates which you have chosen.

## SECTION 6

### WRITING

48. Read and translate these emails.

1.

From: james@edu.mg
To: nikita@home.ru
Date: 22 March 2015
Subject: Penfriend
Hello Nikita,
I would like to get to know someone from your country and a friend has told me that you'd like to practise your English. Perhaps we could email each other. Could you tell me a bit about yourself and your family? Could you suggest how we might meet sometime in the future?
Thanks, James

2.

From: james@edu.mg
To: nikita@home.ru Date: 22 March 2015 Subject: Penfriend
Hi Molly, At last college classes are over. I'm so happy I've finished my exams! Some friends and I are going on camping holiday this summer. Do you want to come along? Do you have any camping equipment we could use? I know that you have been camping. Hope you can come. If you have any questions, just ask. Write back soon.  Love, Tom

3.

From: sergey@mail.ml
To: viking@resid.dom Date: 10 June 2015 Subject: My birthday
Hi Andrey!  How are things? Are you all right? Sorry I haven't replied to your last email, but I've just finished my college exams. Listen, it's my 16th birthday on 20 June and I'm having a party at my place. Can you come? Hope you can. The party will be great and all my friends are going to be there. Let me know, OK? See you!  Sergey

49. Imagine that you received the above emails. Write replies to them. Use the words and phrases given in exercise 62 of Unit 1.



# UNIT 5.

## The Russian Federation

### SECTION 1

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#### VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text “Russia” and translate the given sentences.

1. **vast** [va:st] *adj* – обширный, громадный

The *vast* majority of students attend colleges.

2. **wash** [wɒʃ] *v* – омы́вать  
**be washed by smth** – омы́ваться чем-л.

Russia *is washed by* the waters of three oceans.

3. **desert** ['dezət] *n* — пустыня  
**barren** ['bærən] **desert** — бесплодная пустыня  
**plain** ['plein] *n* — равнина  
**valley** ['væli] *n* — долина

They were lost in *the desert* for nine days. We had to cross a large area of *barren desert*. High mountains rise above *the plain*. There was snow on the hill tops but not in *the valley*.

4. **be of importance (to)** — иметь значение

This matter *is of great importance to me*.

5. **deposit** [di'pɒzɪt] *n* — месторождение, залежь  
**deposits of coal (oil, gas, iron ore)** — месторождения угля (нефти, газа, железной руды)  
**natural resources** [ri'zɔ:sɪz] — природные ресурсы

This paper gives an overview over *the deposits of coal* in Russia. These are the largest known *deposits of oil*. Some *natural resources*, such as natural gas, cannot be replaced.

6. **output** ['aʊtput] *n* — выпуск, выработка; производительность

Last year British manufacturing *output* fell by 14 percent.

7. **stand for** *v* — означать

GMT *stands for* Greenwich Mean Time.

8. **branch** [bra:ntʃ] *n* — отрасль; филиал; отделение; *полит.* власть

**branch of industry** ['ɪndəstri] — отрасль промышленности  
**executive** [ɪg'zekjʊtɪv] **branch** — исполнительная власть, исполнительные органы

**judicial** [dʒu'diʃl] **branch** — судебная власть, судебные органы  
**legislative** ['ledʒɪslətɪv] **branch** — законодательная власть, законодательный орган

**legislature** ['ledʒɪsleɪtʃə] *n* — законодательная власть

I used to work in the local *branch* of a large bank. Agriculture is one of the most important *branches of industry*. The president is part of *the executive branch* of the government. This section explains the role of *the judicial branch* of the government. Russia's *legislative branch* of government is known as the Federal Assembly of Russia and consists of a 628-member parliament. A member of the *legislature* has proposed the law to be introduced.

9. **house** *n* – палата

**the Lower House** – нижняя палата

**the Upper House** – верхняя палата

**the Federation Council** ['kaunsəl] – Совет Федерации

The legislative branch is made up of the two *Houses*. *The Lower House* is the State Duma. *The Upper House* is *the Federation Council*. Unlike the State Duma and the provincial legislatures throughout Russia, *the Federation Council* is not directly elected, but instead chosen by territorial politicians.

10. **bill** *n* – законопроект

**approve** [ə'pru:v] **a bill** – одобрить законопроект

**veto** ['vi:təu] **a bill** – запрещать законопроект

There was a debate in Parliament on the government's new transport *Bill*. While the Legislature is in session, the governor has five days *to approve* or *veto a bill* he or she receives.

11. **court** [kɔ:t] *n* – суд

**Supreme** [s(j)u:'pri:m] **Court** – Верховный суд

Protestors gathered outside *the court* to await the verdict. *The Supreme Court* of the Russian Federation is *a court* within the judiciary of Russia and *the court* of last resort in Russian administrative law, civil law and criminal law cases.

12. **vote** ['vəut] *n v* – (избирательный) голос; голосование; голосовать

The suggestion was approved, with 25 *votes* in favour, and seven against. The committee *voted* on the proposal.

13. **law** [lɔ:] *n* — закон; право, юриспруденция  
**enforce** [in'fɔ:s] **a law** — проводить закон в жизнь; следить за соблюдением закона

When a bill is passed in Parliament it becomes *law*. It is the duty of the police *to enforce the law*.

14. **elect** [i'lekt] *v* — избирать, выбирать (голосованием)  
**election** [i'lekʃn] *n* — выборы

They *elected* a president. She was too young to vote in the national *election*.

15. **banner** ['bænə] *n* — знамя, флаг, стяг

A huge *banner* over the street said "Welcome home".

16. **vest smb with power** — облачать кого-л. властью

The local planning authorities *are vested with powers* to regulate land use and development.

17. **cover** ['kʌvə] *v* — покрывать, охватывать, относиться; распространяться, расстилаться

**span** [spæn] *v* — охватывать, включать

His research *covers* a wide field. Snow *covered* the ground. Their empire once *spanned* several continents. Her academic interests *span* a wide variety of topics.

18. **environment** [in'vai(ə)rənmənt] *n* — окружающая среда; окружение, среда

The new road may cause damage to *the environment*. We are working in a very competitive *environment*.

19. **consist (of)** [kən'sist] *v* — состоять (из)

Water *consists of* hydrogen and oxygen. The committee *consists of* ten members.

20. **produce** [prə'dju:s] *v* — производить, выпускать  
**product** ['prɒdʌkt] *n* — продукт, изделие  
**production** [prə'dʌkʃn] *n* — производство, изготовление

The factory *produces* about 900 cars a year. They have a new range of *products*. Sand is used in *the production* of glass.

**2. Match the words with the definitions below.**

a) court	b) law	c) desert	d) bill	e) legislature
f) house	g) plain	h) deposit	i) banner	j) valley

1. a large sandy piece of land;
2. a large stretch of flat land;
3. an area of land lying between two lines of hills or mountains;
4. a concentration of mineral matter or sediment in a layer;
5. a law-making body, especially when one of two;
6. a written plan for a new law;
7. a room/building in which law cases can be heard and judged;
8. a long piece of cloth on which a sign is painted, often carried between two poles;
9. a rule that is supported by the power of government and that controls the behaviour of members of a society;
10. a body of people who have the power to make laws.

**3. Match the pairs of antonyms from A and B and translate them.**

A	B
1. ignore	a) importance
2. upper	b) branch
3. insignificance	c) elect
4. narrow	d) lower
5. union	e) barren
6. fertile	f) vast
7. defeat	g) valley
8. approve	h) cover
9. hill	i) enforce
10. exclude	j) veto

**4. Match the verb on the left with a suitable item on the right. Use each item once only.**

- |                        |                        |
|------------------------|------------------------|
| 1. to enforce          | a) by the sea          |
| 2. to produce          | b) a bill              |
| 3. to be washed        | c) a law               |
| 4. to elect            | d) in deposits of coal |
| 5. to be rich          | e) with power          |
| 6. to be of importance | f) time zones          |
| 7. to vest             | g) cement              |
| 8. to approve          | h) of two Houses       |
| 9. to span             | i) a President         |
| 10. to consist         | j) to Russia           |

5. Make the following sentences complete by translating the words and phrases in brackets.

1. They took some measures to protect the (окружающая среда).
2. He has worked for years in various (отрасли промышленности).
3. There is a rich (месторождение железной руды) in this area.
4. What does the abbreviation HQ (означать)?
5. It is expected to enhance the independence of the (судебные органы).
6. You are only 15; you are too young to (голосовать).
7. The (исполнительные органы) carries out the laws which have been made by the politicians.
8. Laws may be adopted by the (законодательные органы) or by way of referendum.
9. Sessions of the (Совет Федерации) are held in Moscow from January 25 to July 15, and from September 16 to December 31.
10. The Congress is going to (одобрить) the bill.
11. The (Верховный суд) deals with cases that are concerned with people's constitutional rights.
12. The country has vast (природные ресурсы).

6. Read and translate the following groups of sentences paying attention to the words in italics which can function as a noun and a verb, or a verb and an adjective, or a noun and an adjective, with the same form. They can have similar or different meanings. Look up the words in your dictionary if necessary.

1.
  - a) The reason is perfectly *plain*.
  - b) It's quite *plain* that they don't want to speak to us.
  - c) The first settlers lived on the vast *plain* in log cabins.
2.
  - a) I am going to *deposit* £500 in my account.
  - b) You need to make a minimum *deposit* of \$500.
  - c) A chalky *deposit* often forms in pipes.

3.
  - a) Connect a cable to the *output*.
  - b) The *output* has increased by 20%.
  - c) The file is too big to *output* to the printer.
4.
  - a) The museum *houses* the collection of antique toys.
  - b) The Prime Minister addressed both *Houses* of Congress.
  - c) A lot of new *houses* were built here.
5.
  - a) Please describe to the *court* exactly what you saw.
  - b) They *court* publicity by inviting journalists to parties.
  - c) I was penalized for having too many players on the *court*.

**7. Read and translate the following international words which come from Text 5A. Look up their transcriptions in the dictionary if necessary. Mind the part of speech.**

Territory *n*, zone *n*, nation *n*, ocean *n*, central *adj*, economic *adj*, reality *n*, natural *adj*, modern *adj*, industry *n*, leading *adj*, energy *n*, federative *adj*, constitution *n*, veto *n v*, represent *v*, popular *adj*, symbol *n*, symbolize *v*, horizontal *adj*, emblem *n*, heraldic *adj*.

**8. Read and translate the following noun(s) + noun structures, or noun chains which come from the texts of the Unit. Look up the words in your dictionary if necessary.**

A land area, a time zone, a mountain chain, electric energy production, a state symbol, an art gallery, a brick tower, a railway terminal, world sport events, a coal deposit, hydropower resources, timber reserves, a research institute.

**9. Study the ways some nouns are formed from other nouns and some adjectives are formed from nouns. Form the nouns and adjectives. Read and translate them into Russian. Use your dictionary to help you with the pronunciation.**

a) **-ship** (the suffix is used for a status, condition, or skill):

*Example:* citizen — гражданин → citizenship — гражданство

Leader, student, friend, relation, member, partner, spouse, owner, student, companion.

b) **-ful** (the suffix means *full of or having the quality of the noun*):

*Example:* success — успех → successful — успешный

Care, power, use, harm, beauty, delight, force, grace, help, joy, peace, thank, youth, pain, cheer.

c) **-less** (the suffix means *without*):

*Example:* use — польза → useless — бесполезный

Effort, help, meaning, motion, hope, harm, air, brain, end, heart, humour, life, name, speech, thought.

d) **-ic** (the suffix means *like*, or *connected with*):

*Example:* atom — атом → atomic — атомный

Base, cube, economy, linguistics, magnet, symbol, patriot, diplomat, hero, photograph, poet, rhythm, electronics, optimist.

**10. Read and translate the following phrases using the above patterns. Look up the words in your dictionary if necessary.**

Private land ownership, to take over the chairmanship of the European Community, the rules governing membership of the party, a new relationship between the two countries, a strong friendship between them, a charming lady with the most beautiful hair, delightful news, a shocking and shameful story, an eventful day, restful colours, useful information, a tuneless song, endless complaints, on countless occasions, a tireless helper, a harmless dog, an alcoholic drink, a magnetic board, a rhythmic pulsing sound, an optimistic person.

## SECTION 2

### GRAMMAR

**11. Study the forms and use of the Simple Tense Passive Voice.**

to be + Past Participle		
Present Simple	Past Simple	Future Simple
am /is/are written The reports <i>are written</i> . Доклады <i>пишут(ся)</i> . (вообще, часто) The reports <i>are not (aren't) written</i> . <i>Are the reports written?</i>	was/were written The reports <i>were written</i> . Доклады <i>были написаны</i> . (вчера, на прошлой неделе) The reports <i>were not (weren't) written</i> . <i>Were the reports written?</i>	will/shall be written The reports <i>will be written</i> . Доклады <i>будут написаны</i> . The reports <i>will not (won't) be written</i> . <i>Will the reports be written?</i>



**12. Compare the following pairs of the sentences and translate them into Russian (Active Voice vs. Passive Voice).**

1. Somebody cleans the office every day. The office is cleaned every day. 2. Alexander Bell invented the telephone in 1876. The telephone was invented by Alexander Bell in 1876. 3. People in Singapore speak Chinese. Chinese is spoken in Singapore. 4. They ask the passengers not to speak to the driver. The passengers are asked not to speak to the driver. 5. A well-known scientist will address the conference. The conference will be addressed by a well-known scientist. 6. A loud noise woke us up yesterday morning. We were woken up by a loud noise yesterday morning. 7. They will import oranges into Britain. Oranges will be imported into Britain. 8. Somebody will tell you where to go. You will be told where to go. 9. Mr Smith will teach English to us. We will be taught English by Mr Smith. 10. Shakespeare wrote "Hamlet". "Hamlet" was written by Shakespeare.

**13. Use the following sentences in the negative and interrogative forms. Translate them into Russian.**

1. Russia is washed by twelve seas and three oceans. 2. The students will be given grades at the end of the course. 3. Moscow was founded by Yuri Dolgoruky. 4. Colleges of education were called teachers' training colleges until 1964. 5. The college will be headed by Professor Richardson next month. 6. That educational institution was run by the government. 7. Most colleges are built and maintained by the local education authority. 8. Some students will be given a personal interview. 9. Some students are given a scholarship. 10. He never returns to the little town where his childhood was spent.

**14. Rewrite the following active sentences as passive ones paying attention to the appropriate tense form.**

*Example:*

A good education *gives* people the best chance of getting a job.

The best chance of getting a job *is given* to people by a good education.

1. My friend borrowed some money from the bank to pay for his studies. 2. Students study a large number of subjects. 3. John will

receive a grant from the government to help pay for his living costs. 4. Some people will attend evening classes. 5. Mary successfully completed her college course. 6. The college offers three- and four-year academic courses. 7. Large colleges often put most emphases on research. 8. The students discussed their work with the teacher. 9. Kate will obtain a recognized qualification. 10. Many students prefer smaller colleges.

**15. Complete the following sentences. Use the passive form (Present, Past or Future Simple) of the verbs in brackets.**

1. How many languages \_\_\_\_\_ (speak) in Switzerland? 2. This examination \_\_\_\_\_ (take) tomorrow. 3. People often want to know what my progress in studies is. I \_\_\_\_\_ often \_\_\_\_\_ (ask) this question. 4. The lecture on Building Structures \_\_\_\_\_ (attend) by all the students yesterday. 5. The letter \_\_\_\_\_ (post) a week ago. 6. It's a big factory. Five hundred people \_\_\_\_\_ (employ) there now. 7. The company is not independent. It \_\_\_\_\_ (own) by a much larger company. 8. The students \_\_\_\_\_ (examine) in classroom 5 in two hours. 9. The book \_\_\_\_\_ (write) in Spanish and a few years ago it \_\_\_\_\_ (translate) into English. 10. The conference \_\_\_\_\_ (hold) next week.

**16. Read and translate the following sentences into Russian paying attention to the predicates used in the Passive Voice.**

*a) Example:*

At most colleges *the academic year is divided* into two terms. — В большинстве колледжей *учебный год (им. пад.) разделен* (краткая форма причастия) (*делится*) (глагол, оканчивающийся на -ся) на два семестра.

*Английское подлежащее переводится на русский язык существительным или местоимением в именительном падеже.*

1. Major subjects will be declared at the beginning of the third year. 2. These colleges were founded to serve the needs of their city and the surrounding area. 3. In Scotland most schools are still managed by local authorities. 4. Russia is located on two plains: the Great Russian plain and the west Siberian plain. 5. Application will be made by filling in an application form giving all the necessary

details about oneself. 6. Moscow was first mentioned in the records dated back to the year of 1147. 7. The judicial branch is represented by the Constitutional Court, the Supreme Court and regional courts. 8. Some colleges were named after famous people.

*b) Example:*

*He was paid \$200 to do the work. — Ему (косвен. пад.) заплатили (глагол в действительном залоге в 3-м л. мн. ч. с неопределенно-личным значением) \$200 для выполнения этой работы.*

*Английское подлежащее переводится на русский язык существительным/местоимением в одном из косвенных падежей.*

1. He was offered a two-year programme leading to a qualification of an electrician. 2. I am never invited to parties. 3. He will be shown what to do. 4. He is usually brought papers to sign at 4 o'clock in the afternoon. 5. I wasn't told that George was ill. 6. Bob was asked some difficult questions at the interview. 7. You will be given plenty of time to decide. 8. Where will you be sent by your company next year? 9. Charlie was given a lot of presents on his last birthday. 10. Children under the age of seven are not allowed in this pool.

*c) Example:*

*The painting was attentively looked at. — На картину внимательно смотрели.*

*Английское подлежащее переводится на русский язык существительным или местоимением с предлогом.*

1. This article is often referred to. 2. His lecture was followed by a heated discussion. 3. His research is always paid great attention to. 4. The arrangements for his visit will not be influenced by outer factors. 5. When the delegation arrived, the designer was sent for. 6. His new book is much spoken about. 7. The results of William's examinations will be commented on by his teacher. 8. When I was young, I was looked after by my aunt and uncle. 9. His calculations are relied on by his fellow students. 10. He is often laughed at.

### 17. Study the structure and meaning of impersonal sentences.

<i>It is cold here.</i>	Здесь холодно.
<i>It was Monday yesterday.</i>	Вчера был понедельник.
<i>It is 6 o'clock now.</i>	Сейчас шесть часов.
<i>It snows here every day.</i>	Здесь снег идет каждый день.
<i>It is a long way from here.</i>	Отсюда далеко до станции.
<i>It is interesting to do this job.</i>	Интересно сделать эту работу.
<i>It takes me 20 minutes to do it.</i>	Мне требуется 20 минут, чтобы сделать это.

### 18. Put in it is (it's) or is it. Translate the sentences.

1. What time ... ? 2. We must go. ... very late. 3. How far ... from New York to Washington? 4. ... true that Bill can fly a helicopter. 5. "What day ... today?" "No, ... Wednesday." 6. ... ten kilometers from the airport to the city centre. 7. ... rains a lot in winter. 8. ... possible to phone you at your office? 9. How far ... from the hotel to the beach? 10. ... Bob's birthday today. She's 18.

### 19. Complete the sentences and translate them into Russian.

It's	<div style="border: 1px solid black; padding: 5px;">         easy          dangerous  <i>difficult</i>          nice          impossible          interesting       </div>	to	<div style="border: 1px solid black; padding: 5px;">         work in this office.  <i>get up early in the morning.</i>          visit different places.          go out alone.          see you again.          make friends.       </div>

*Example:*

If you go to bed late, *it's difficult to get up early in the morning.*

1. Hello, Jill. \_\_\_\_\_. How are you? 2. \_\_\_\_\_. There is too much noise. \_\_\_\_\_ 3. Everybody is very nice at work. \_\_\_\_\_. 4. I like travelling. \_\_\_\_\_. 5. A lot of cities are not safe. \_\_\_\_\_ at night.

### 20. Read and translate the following sentences into Russian.

1. It is strange that she doesn't remember me. 2. It takes four hours to get from here to Leeds. 3. It was Friday yesterday. 4. It's surprising that she never comes to my place. 5. It's nice to get up in the morning, but it's nicer to stay in bed. 6. It will be Tuesday tomorrow.

21. Study the formation and meaning of the emphatic structure *it is/was...that*.

It is (was)...that (which) (who)	<i>именно, как раз</i>	It is the data that (which) are reliable. Именно эти данные являются надеж- ными. It was I who (that) met him yesterday. Именно я встретил его вчера.
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22. Read and translate the following sentences into Russian.

1. It was Peter who left the message. 2. It is money that they want. 3. It was in Leeds that Mark met Cathy. 4. It was her old bicycle that Em gave to Pat last week. 5. It was Ed who broke the window with a ladder today. 6. It was Nel who took the message. 7. It was this morning that the baby put marmalade on Dad's trousers. 8. It is Becky who wants to see Helen today. 9. It was Yuri Gagarin who started the era of cosmic flights. 10. It is tomorrow that he is going to call back.

### SECTION 3

## READING AND DISCUSSION

23. Before you read Text 5A "Russia", discuss these questions with your classmates or teacher.

- a) What is the area of the Russian Federation?
- b) What seas and oceans is Russia washed by?
- c) What is the climate in Russia like?
- d) What can you say about the rivers and lakes in Russia?
- e) What natural resources is Russia rich in?
- f) What branches of industry does Russia have?
- g) What is the population of the country?
- h) What is the political system of the country?
- i) What does the Federal Government consist of?
- j) What are the Upper House and the Lower House?
- k) What is the President responsible for?
- l) What can you say about the executive power, the judicial branch and the Federal Assembly?
- m) What does the state symbol of Russia symbolise?

24. Read Text 5A “Russia” to find out if your answers are right or wrong. Use the introductory phrases given in Unit 1.

### **Text 5A** **Russia**

The vast territory of the Russian Federation lies in the eastern part of Europe and in the northern part of Asia. It is the largest countries in the world, covering more than one-eighth of the Earth’s inhabited land area. Russia spans nine time zones and incorporates a wide range of environments and landforms. It is the world’s ninth most populous nation with nearly 144 million people as of 2015. Moscow is the capital of the Russian Federation. Russia is washed by twelve seas and three oceans – the Atlantic, the Arctic and the Pacific.

There are various types of climate on the territory of Russia. It is very cold in the north even in summer. The central part of the country has mild climate. In the south the temperature is usually above zero all year round even in winter, the climate is very favourable.

The land of Russia varies a lot from thick forests to barren deserts, from high peaked mountains to deep valleys. Russia is located on two plains: the Great Russian plain and the West Siberian plain. The Urals, the longest mountain chain, separates Europe from Asia. Russia is a land of long rivers and deep lakes. The broad Volga river system is of great historic, economic and cultural importance to Russia. The Volga River runs into the Caspian Sea, which is in reality, the largest lake in the world. The Baikal is the deepest lake in the world.

Russia is rich in natural resources. It has deposits of coal, oil, natural gas, iron ore, gold, nickel, etc.

Russia borders fourteen countries, including the former republics of the USSR, which are now independent states.

Russia has all modern branches of industry. It is a foremost producer of cement, metal-cutting machines, timber, woolen cloth, sugar and butter. It takes one of the leading places in Europe in industrial output and electric energy production.

The history of Russia dates back to the year 862. Now Russia is a Presidential Republic. The Russian Federative Republic is set up by the Constitution of 1993. The Federal Government consists of three branches: legislative, executive and judicial. Each of them is checked and balanced by the President. The legislative power is vested in the Federal Assembly. It consists of two Houses. The Upper House

is the Federation Council. The Lower House is the State Duma. Each House is headed by the Speaker. Legislature may be initiated in either of the two Houses. However, to become a law a bill must be approved by both Houses and signed by the President. The President may veto the bill. The President is Commander-in-chief of the armed forces; he makes treaties, enforces laws, and appoints ministers to be approved by the Federal Assembly. The executive power belongs to the Government, which is headed by the Prime Minister. The first action by the Prime Minister on appointment is to form the Cabinet. The judicial branch is represented by the Constitutional Court, the Supreme Court and regional courts.

Today the state symbol of Russia is a three-coloured banner. It has three horizontal stripes: white, blue and red. The white stripe symbolises the earth, the blue one stands for the sky, and the red one symbolises liberty. A new national emblem is a two-headed eagle. It is the most ancient symbol of Russia. It originates from the heraldic emblem of the Ruricovichies. Russia has always played an important role in the world. It is one of its leading powers.

**25. Say what is true and what is false. Correct the false statements.**

- a) The territory of the Russian Federation is situated in the Western part of Europe and in the Eastern part of Asia.
- b) Russia is not washed by seas and oceans.
- c) The climate of Russia is various.
- d) The land of Russia varies a little.
- e) There are a lot of rivers and lakes in Russia.
- f) Russia is poor in natural resources.
- g) The population of Russia is not very high.
- h) There are no places of interest in Moscow.
- i) The present Constitution was adopted in 1991.
- j) The Federal Assembly consists of three Houses.
- k) The state symbol of Russia has two horizontal stripes.

**26. Find in Text 5A the paragraph about the political system of Russia and translate it into Russian.**

**27. Read aloud the last paragraph.**

**28. Explain the following references.**

- a) *It* is the world's ninth most populous nation... .  
What does the pronoun *it* refer to?
- b) Each of *them* is checked and balanced by the President.  
What does the pronoun *them* refer to?
- c) *It* consists of two Houses.  
What does the pronoun *it* refer to?
- d) *It* has three horizontal stripes: white, blue and red.  
What does the pronoun *it* refer to?
- e) *It* originates from the heraldic emblem of the Ruricovitchies.  
What does the pronoun *it* refer to?

**29. Find in Text 5A the Passive Voice sentences with the predicates in the Simple Tenses and translate them into Russian.**

**30. Put the main ideas (a – i) in the same order as they are in Text 5A and retell it in English according to the plan.**

- a) Political system.
- b) Borders.
- c) State symbol.
- d) Branches of industry.
- e) Mountains, rivers and lakes.
- f) History.
- g) Climate.
- h) Geographical position.
- i) Natural resources.

**31. Skim Text 5B “The Capital of the Russian Federation” and try to understand what it is about. Give a brief overview of its structure and contents.**

**Text 5B****The Capital of the Russian Federation**

Moscow is the capital of Russia. It was first mentioned in the records dated back to the year 1147 and was founded by Yuri Dolgoruky. Nowadays Moscow is the largest city of Russia. It is also one of the most beautiful cities in the world. It is a political, administrative, economic, educational and cultural centre of the



country. The population of the city is about twelve million people. The total area of Moscow is about nine hundred square kilometres. We say that Moscow is a port of five seas; the Moscow-Volga Canal links Moscow with the Baltic, White, Caspian and Black Seas and the Sea of Azov.

Moscow is an industrial centre. There are a lot of factories and plants in it. Engineering, electric, light and chemical industries are highly developed in Moscow.

Moscow is a scientific centre, too. It is the seat of the Russian Academy of Sciences and academies of special branches of science. It has hundreds of colleges and universities and a lot of research institutes where scientific work in various branches of industry is conducted. There are also a lot of secondary schools in Moscow.

There are a lot of places of interest in Moscow. The city is famous for its historical monuments, museums, art galleries and theatres. The Historical museum, the Pushkin Museum of Fine Arts, the Tretyakov State Picture Gallery are world famous. The ancient Kremlin, which stands on the hill overlooking the Moskva River, is one of the greatest monuments of Russian history and architecture. Its red brick towers, cathedrals and palaces are a magnificent sight. In front of the Kremlin wall lies the vast space of Red Square which was the witness of many major events in Russian history. Moscow is proud of the Bolshoi, Maly and Art theatres which are the leading centres of the Russian stage. Moscow theatres are popular in other countries.

With over 40 percent of its territory covered by greenery, Moscow is one of the greenest capitals and major cities in Europe and the world, having the largest forest in an urban area within its borders.

Moscow has become one of the world's biggest international centres, where different festivals, scientific congresses, international exhibitions and world sport events take place every year.

### **32. Answer the following questions.**

- a) What is Moscow like nowadays?
- b) What is the population of Moscow?
- c) Why do we say that Moscow is a port of five seas?
- d) What industries are highly developed in Moscow?
- e) What can you say about Moscow as a scientific centre?

- f) What places of interest is Moscow famous for?
- g) What can you say about Moscow theatres?
- h) What is Red Square famous for?

**33. Finish up the sentences of the text.**

- a) Moscow was first mentioned in \_\_\_\_.
- b) Moscow is a political \_\_\_\_.
- c) The total area of Moscow is \_\_\_\_.
- d) Moscow has hundreds of \_\_\_\_.
- e) The ancient Kremlin is \_\_\_\_.
- f) A lot of sport competitions are \_\_\_\_.
- g) Moscow has become \_\_\_\_.
- h) The people of Russia are proud \_\_\_\_.

**34. Make up a story about the Russian Federation based on the information given in the above texts.**

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**SECTION 4**

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**SPEAKING**

**35. Study and learn some phrases for asking about the way and giving directions in English.**

a) *Asking directions:*

How do (can) I get to... .

Could (Can) you tell me the (best) way to (get to)... .

What is the quickest way to get to ... .

b) *Giving directions:*

Take + street (road) name.

Turn + right / left at the next street

At the next traffic lights turn... .

Go one more block. Then turn right / left.

It's just around the corner (not far).

It's about a five-minute (five minutes') walk (bus ride).

It's across / opposite / near / around the corner from... .

## 36. Practise Dialogues 1–5.

*Dialogues 1–4*  
**Asking about the Way**

A.: Excuse me!

B.: Yes?

A.: Can you tell me the way to the post office, please?

B.: Certainly. Take the first street on the left, then the second on the right.

A.: First on the left, second on the right...

B.: That's right.

A.: Thanks a lot.

\* \* \*

A.: Excuse me. How can I get to the railway station, please?

B.: Go down this road, then take the second street on the left.

A.: Is it far from here?

B.: Oh, no. It's just five minutes' walk.

A.: Thank you very much.

\* \* \*

A.: Excuse me. Where is the nearest bank here?

B.: It's round the corner over there, opposite the supermarket.

\* \* \*

A.: Oh, excuse me, how can I get to the theatre?

B.: Er... which theatre?

A.: The drama theatre.

B.: Um... you go through the shopping centre and then I think you turn left... but ask again.

A.: OK, thank you.

A.: Can you tell me the way to the drama theatre?

C.: I'm sorry I don't know. I'm a stranger here.

A.: Oh, OK.

A.: Excuse me, which way is the drama theatre?

D.: Yeah. Turn left at the corner, then go straight on until you come to the traffic lights and it's on your left.

A.: Left at the corner, straight on, the traffic lights. Thanks.

A.: Excuse me, the drama theatre?

E.: Yeah. Go up to the traffic lights and you'll see it across the road on your left.

A.: Fine. Thanks.

*Dialogue 5***A New-comer in St. Petersburg**

*New-comer:* Excuse me, could you tell me the way to the "Druzhba" hotel? I'm a stranger here; I've just arrived in St. Petersburg.

*Passer-by:* Oh, it's quite a long way from here.

*New-comer:* Yes, I know, but my friends advised me to put up at this hotel.

*Passer-by:* Your friends are right; it is one of the best hotels. You may go by underground there. It's the quickest way to get there, though you'll have to change on to a bus in Lev Tolstoy Square or walk.

*New-comer:* What bus shall I change on to?

*Passer-by:* The 65 bus will take you to Popov street. It is only one stop from the underground station.

*New-comer:* Thank you very much. Is it possible to get there by tram or trolley-bus? I haven't seen anything of St. Petersburg yet and I've heard so much about this beautiful city!

*Passer-by:* You can get on the 10 trolley-bus. It will take you as far as Palace Square where you may get off. When you have admired the wonderful view around you, take the 25 bus.

*New-comer:* Where shall I get off for the "Druzhba" hotel?

*Passer-by:* In Popov street, but you'd better ask the conductor to put you down, otherwise you may miss your stop.

*New-comer:* I'm very much obliged to you.

*Passer-by:* That's all right.

**37. Using the above dialogues as a model, make up and act dialogues concerning the following assignments.**

a) You are a new-comer in this city. You ask a passer-by how to get to the cinema, the supermarket, the hospital or other places.

b) A new-comer asks you how to get to the bus terminal, the airport, the central square or other places.

**38. Practise dialogue 6.**

*Dialogue 6***On the Isle of Kizhi**

*Guide:* This church is an excellent example of Russian wooden architecture. It was built at the turn of the seventeenth century and is made of wood. It was built with an axe alone, no other tools were used by the craftsman, and the wooden parts were joined without any nails.

*Tourists:* Fantastic! Unbelievable! Incredible!

*Tourist A:* It's the most beautiful wooden church I've ever seen! Who was it designed by?

*Guide:* It was designed and built by one and the same man. There's a legend about him. Would you like to listen to it?

*Tourists:* Yes, yes, of course!

*Guide:* Well, the legend says that after finishing his work he looked at the church and thought: "I'll never be able to build anything better than this, even if it takes me a lifetime!" So he threw his axe into the lake and left the island for good!

**39. Make up dialogues of your own using dialogue 6 as a model and the information given.**

*Situations:* You meet your friend and talk about:

a) St. Basil's Cathedral in Moscow (erected in 1561; commemorated to the capture of Kazan; it houses the tomb of the holy Basil that is in the north-eastern church; one of the legends; the English Queen heard about the Moscow miracle and asked the Moscow Sovereign to send those miracle-workers to England to create something similar; the masters set off on their long journey to England; but when they once stayed in an inn for the night they were blinded by some robbers, as it was claimed);

b) the Holy Trinity Cathedral in the St. Sergius Laura (situated in Sergiev Posad; the oldest building in the Laura, 1422–1423; built over the grave of Sergiy of Radonezh; adorned with frescoes by Andrew Rublev and Daniil Chorny; the frescoes have not survived; only some icons painted by Andrew Rublev and his pupils remained);

c) any historical monuments / buildings in your region.

## SECTION 5

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### LISTENING

**40. Listen to the Text "Resources of Russia". Answer the questions that follow.**

- a) Is the Russian Federation very rich in natural resources?
- b) What mineral resources does this country produce?
- c) What does the text say about the development of Russia's chemical industry?

- d) How is energy generated?
- e) How is Russian farmland used?
- f) What is the main agricultural product?

41. Check your answers with your classmates and Tapescript 5A of the text. Look up the words you don't know in your dictionary.

42. Retell the text about the resources of the Russian Federation.

43. Listen to the Text "St. Petersburg" about the second largest city of the Russian Federation. As you listen, fill in the chart according to the following headings.

The historical background of St. Petersburg	
The beauty of St. Petersburg	
The numerous renamings of the city	
St. Petersburg during the Great Patriotic War	
St. Petersburg is an industrial, cultural and educational centre	
Places of interest	

44. Check your answers with your classmates and Tapescript 5B of the text. Look up the words you don't know in your dictionary.

45. Retell the text about St. Petersburg.

## SECTION 6

### WRITING

Sending *postcards* is old-fashioned. Emails, phone calls and chats via Skype have replaced this traditional postal method. But there is still a charm to sending (and receiving) one of those old-fashioned cards. When you are away from home, it is fun to write postcards.

## 46. Read the following postcard.

<p><i>Dear John,</i>  <i>We're spending a couple of weeks here in Russia.</i>  <i>We're in St. Petersburg at the moment. We're staying</i>  <i>in a nice hotel. The weather's fantastic and we've</i>  <i>seen most of the famous sights – the Winter Palace,</i>  <i>St Isaac's Cathedral, etc. It's a bit tiring, but we're</i>  <i>having a wonderful time. This afternoon we're going</i>  <i>to see the Peter-and-Paul Fortress. Hope all is well</i>  <i>with you. We'll phone you when we get back.</i></p> <p><i>Love, Mary and John</i></p>	<p><u>John Smith</u>  <u>65 Clifton Road</u>  <u>London</u>  <u>WD3 6 NP</u>  <u>UK</u></p>
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47. Write a postcard to your friend in an English-speaking country. Tell him/her about your holiday. It can be imaginary. Using the format of Mary and John's postcard, write about:

- a) the place;
- b) the weather;
- c) the accommodation;
- d) something you did yesterday;
- e) something you are going to do today.

# UNIT 6.

## Great Britain

### SECTION 1

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#### VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text “The United Kingdom of Great Britain and Northern Ireland” and translate the given sentences.

1. **climate** [ˈklaɪmət] *n* – климат

**cool climate** – прохладный (нежаркий) климат

**mild** [ˈmaɪld] **climate** – мягкий климат

The Mediterranean *climate* is good for growing citrus fruits and grapes. *The climate* in Britain is usually described as *cool*, temperate and humid. The United Kingdom has *a mild climate*.

2. **fog** *n* – туман

We often have bad *fogs* on the south coast during winter.



3. **coast** ['kəʊst] *n* — морской берег, побережье

We walked along *the coast* for five miles.

4. **island** ['aɪlənd] *n* — остров

We spent a week on the Greek *island* of Kos.

5. **divide** [di'vaɪd] *v* — делить, разделять

The English Channel *divides* England from France.

6. **comprise** [kəm'praɪz] *v* — включать, заключать в себе

The collection *comprises* 327 paintings.

7. **enterprise** ['entəpraɪz] *n* — предприятие

This is a medium-sized *enterprise*.

8. **influence** *n v* — влияние; оказывать влияние, влиять

She has no *influence* on him at all. What were the factors that *influenced* you to take the job?

9. **cotton industry** — хлопковая промышленность

**iron** ['aɪən] and **steel industry** — металлургическая промышленность

**ship-building industry** — кораблестроительная промышленность

**textile** ['tekstaɪl] **industry** — текстильная промышленность

*The cotton industry* was one of the major successes of the Industrial Revolution. *The iron and steel industry* is influenced by access to raw materials. Between 1977 and the mid-1980s, the British *shipbuilding industry* was nationalised as the British Shipbuilders Corporation (BS). During the early eighteenth century, Great Britain was determined to dominate *the textile industry*.

10. **shipyard** ['ʃɪpjɑ:d] *n* — верфь, судостроительный завод

One of the famous UK *shipyards* includes the Harland and Wolff yard in Belfast, Northern Ireland, where the Titanic was built.

11. **order** ['ɔ:də] *n* — заказ  
**place orders** — заказывать, размещать заказы  
**in order to** — для того чтобы

The machine parts are still on *order*. I'd like to *place an order* for ten copies of this book. Ivan came to London *in order to* study.

12. **neighbour** ['neɪbə] *n* — сосед  
**neighbourhood** ['neɪbəhʊd] *n* — район, окрестности; соседство, близость  
**in the neighbourhood of** — по соседству с, поблизости от

Britain's nearest *neighbour* is France. They bought a house in a beautiful *neighbourhood*. Houses *in the neighbourhood of* Paris are extremely expensive.

13. **basin** ['beɪsɪn] *n* — залежь  
**coal basins** — залежи угля

Some *coal basins* are located in South Wales.

14. **similar (to)** ['sɪmələ] *adj* — подобный, схожий, похожий  
**similarity** [ˌsɪmə'lærəti] *n* — подобие, сходство

I bought some new shoes which are very *similar to* a pair I had before. There is some *similarity* in the way they sing.

15. **monarchy** ['mɒnəki] *n* — монархия  
**constitutional** [ˌkɒnstɪ'tju:ʃnəl] **monarchy** — конституционная монархия  
**sovereign** ['sɒvrɪn] *n* — монарх

Canada is a *constitutional monarchy*. The British *Sovereign* can be seen as having two roles: Head of State, and "Head of the Nation".

16. **the House of Commons** ['kɒmənz] — палата общин  
**the House of Lords** — палата лордов

*The House of Commons* has 659 members who have been elected by local residents to represent an area of the country in Parliament. *The House of Lords* is the second chamber of UK Parliament.

17. **nearly** ['niəli] *adv* — почти; приблизительно, около

I've *nearly* finished that book. She's *nearly* as tall as her father.

18. **quality** ['kwɒliti] *n* — качество

**quantity** ['kwɒntiti] *n* — количество

A designer label isn't necessarily a guarantee of *quality*. A vast *quantity* of information is available on the Internet.

19. **tool** [tu:l] *n* — инструмент

**machine tool** — металлорежущий станок

This is *a tool* for cutting wood. The car industry uses *machine tools* for cutting car body parts.

20. **power** ['paʊə] *n* — власть; энергия; право, полномочие; сила, могущество; держава

They have been in *power* too long. Turn off *the power* at the main switch. It is not in my *power* to stop it. We plan to increase our air *power*. Our state is now the region's leading economic *power*.

2. Match the pairs of synonyms from A and B and translate them.

A

1. include
2. act
3. moderate
4. device
5. chilly
6. same
7. seaside
8. energy
9. amount
10. plant
11. monarch
12. separate

B

- a) mild
- b) power
- c) cool
- d) coast
- e) divide
- f) comprise
- g) sovereign
- h) enterprise
- i) influence
- j) similar
- k) tool
- l) quantity

**3. Match the following attributes on the left with a suitable noun on the right.**

- |                   |               |
|-------------------|---------------|
| 1. coal           | a) coast      |
| 2. high           | b) enterprise |
| 3. mild           | c) island     |
| 4. southern       | d) quality    |
| 5. cotton         | e) monarchy   |
| 6. tropical       | f) basins     |
| 7. constitutional | g) shipyard   |
| 8. naval          | h) fog        |
| 9. industrial     | i) climate    |
| 10. thick         | j) industry   |

**4. Make the following sentences complete by translating the words and phrases in brackets.**

1. The (текстильная промышленность) is primarily concerned with the production of cloth. 2. Most new members of the (палата лордов) are appointed. 3. The houses built for college teachers are located (по соседству) St. Anthony Park. 4. The (металлургическая промышленность) drove the Industrial Revolution and propelled this country into a world economic (державка). 5. I can see the (сходство) between you and your mother. 6. The (палата общин) is the lower (палата) of the Parliament of the United Kingdom which, like the (палата лордов) (the upper (палата)), meets in the Palace of Westminster. 7. The Canadian (кораблестроительная промышленность) has a long and proud history. 8. We lived there for (почти) two years. 9. It is more efficient to (заказывать) by computer for books. 10. There are several (конституционные монархии) in Europe. 11. (Металлорежущие станки) are used for cutting or shaping metal, driven by a machine. 12. They offer (качество) at a reasonable price. 13. She worked all summer (для того чтобы) save enough money for a holiday. 14. This station supplies electrical (энергия).

**5. Insert the correct word from the Active Vocabulary.**

1. At the end of the lecture, I'd like all the students to \_\_\_\_\_ into small discussion groups. 2. The shop assistant phoned to say your \_\_\_\_\_ has come in. 3. \_\_\_\_\_ was the most common form of government into the 19th century, but it is no longer prevalent, at least at the national level. 4. Winter in the UK is defined as lasting

from December to February. The season is generally \_\_\_\_\_, wet and windy. 5. He has a huge amount of \_\_\_\_\_ over the city council. 6. The relationship between Scotland and its southern \_\_\_\_\_ has not always been peaceful. 7. Rimini is a thriving holiday resort on the east \_\_\_\_\_ of Italy. 8. You two look very \_\_\_\_\_ to each other. 9. The industrial \_\_\_\_\_ was closed by the strike. 10. Italian students \_\_\_\_\_ 60 percent of the class.

**6. Read and translate the following international words which come from the texts of the Unit. Look up their transcriptions in the dictionary if necessary. Mind the part of speech.**

Continent *n*, separate *v*, geographically *adv*, flora *n*, fauna *n*, industrialized *adj*, textile *n*, motor *n*, automobile *n*, limit *n v*, parliament *n*, politics *n*, mile *n*, clerk *n*, secretary *n*, concentrate *v*, museum *n*, a hotel *n*, park *n v*, port *n*, statue *n*, column *n*, residence *n*, gallery *n*.

**7. Read and translate the following noun(s) + noun structures, or noun chains which come from the texts of the Unit. Look up the words in your dictionary if necessary.**

A coal area, iron ore, iron and steel industry, a coal basin, a machine tool, textile machinery, a machine-building plant, shipbuilding industry, textile industry, cotton industry, world politics, a square mile, a business part of London, a concert hall, the Crown jewels, a clock tower, a clock bell, an art gallery, a history museum.

**8. Study the ways some adjectives are formed from nouns or verbs. Form the adjectives. Read and translate them into Russian. Use your dictionary to help you with the pronunciation.**

a) **-al** (the suffix means *of or concerning*):

*Example:* nation — нация → national — национальный

Government, politics, nature, norm, occasion, exception, origin, education, practice, finance, statistics, axis.

b) **-ous** (the suffix means *causing or having*):

*Example:* fame — известность → famous — известный

Advantage, continue, vary, adventure, ambition, caution, courageous, danger, mystery, nerve, space.

c) **-ary** (the suffix means *of or concerning*):

*Example:* custom — привычка → customary — привычный

Supplement, volunteer, imagine, benefit, discipline, fragment, custom, inflation.

d) **-able/ible** (the suffixes meaning *having a stated quality or condition or can be done*):

*Example:* accept — принимать → acceptable — приемлемый

Compress, sale, profit, recover, accept, suit, perform, value, rely, notice, recognize, understand, access, convert, comfort.

9. Read and translate the following phrases using the above patterns. Look up the words in your dictionary if necessary.

Environmental pollution and the erosion of natural resources, a treaty to reduce the risk of accidental nuclear war, a national costume, the performance of his presidential duties, coastal waters, a political party, a spacious office, an ambitious man, an anxious time, a marvelous idea, in various parts of the country, planetary bodies, legendary figures in a history book, a reliable car, a suit which is suitable for a wedding, variable performance of the team, an acceptable level of pollution, a convertible currency, a flexible plan, divisible by five.

## SECTION 2

### GRAMMAR

10. Study the forms, meaning and use of the modal verbs.

Verb	Present	Past	Future
can to be able to <i>могу, умею</i> (физическая/ умственная способность)	can am/is/are able to I <i>can</i> swim./I <i>am</i> <i>able to</i> swim. Я <i>могу</i> плавать. I <i>cannot (can't)</i> swim. <i>Can you swim?</i>	could was/were able to I <i>could</i> swim./I <i>was able to</i> swim. I <i>could not</i> ( <i>couldn't</i> ) swim. <i>Could you swim?</i>	will /shall be able to I <i>will be able to</i> swim. I <i>will not (won't)</i> <i>be able to</i> swim. <i>Will you be able to</i> swim?

<p>1) <b>may to be allowed to</b> <i>можно</i> (разрешение);</p> <p>2) <b>may/might</b> <i>возможно, может быть:</i></p>	<p><b>may am/is/are allowed to</b> 1) You <i>may</i> go home. You <i>are allowed to</i> go home. Вы <i>можете</i> пойти домой You <i>may not</i> go home. <i>May</i> I go home now? 2) They <i>may/might</i> still be working. <i>Возможно</i>, они все еще работают.</p>	<p><b>was/were allowed to</b> I <i>was allowed to</i> go home. Мне <i>разрешили</i> идти домой. I <i>was not (wasn't) allowed to</i> go. <i>Were you allowed to</i> go home? <b>might</b> (в косвенной речи) He said I <i>might</i> go. Он сказал, что я <i>могу</i> уйти.</p>	<p><b>will/shall be allowed to</b> You <i>will be allowed to</i> go home. Вам <i>разрешат</i> идти домой. You <i>will not (won't) be allowed to</i> go home. <i>Will you be allowed to</i> go home?</p>
<p><b>must</b> <i>должен</i></p>	<p><b>must</b> I <i>must</i> do it now. Я <i>должен</i> это сделать сейчас. I <i>must not (mustn't)</i> do it now. (<i>нельзя</i>) <i>Must</i> I do it now?</p>	<p>—</p>	<p>—</p>
<p><b>have to</b> <i>должен, приходится, вынужден</i> (выражает вынужденную необходимость вследствие сложившихся обстоятельств)</p>	<p><b>have/has to</b> I <i>have to</i> do it now. He <i>has to</i> do it now. Мне (ему) <i>приходится</i> (я/он <i>вынужден</i>) это сделать сейчас. I <i>don't have to</i> do it. He <i>doesn't have to</i> do. <i>Do you have to</i> do it? <i>Does he have to</i> do it?</p>	<p><b>had to</b> I <i>had to</i> go there. Я <i>должен был</i> (мне <i>пришлось, надо было</i>) пойти туда. I <i>didn't have to</i> go there. <i>Did you have to</i> go there?</p>	<p><b>will/shall have to</b> You <i>will have to</i> go there. Вы <i>должны будете</i> (вам <i>надо будет/придется</i>) пойти туда. You <i>won't have to</i> go. <i>Will you have to</i> go there?</p>

to be to <i>должен</i> (выражает необходи- мость, пред- усмотренную планом)	am/is/are to He <i>is to</i> do it at 6. Он <i>должен</i> сде- лать это в 6 часов. He <i>isn't to</i> do it at 6. <i>Is he to</i> do it at 6?	was/were to He <i>was to</i> do it at 6. Он <i>должен был</i> сделать это в 6 часов. He <i>wasn't to</i> do it <i>Was he to</i> do it?	—
should <i>следует,</i> <i>должен</i> (выражает совет)	should You <i>should</i> go there. Вам <i>следует</i> (вы <i>должны</i> ) идти туда. You <i>should not</i> ( <i>shouldn't</i> ) go there. <i>Should I</i> go there?	—	—
ought to <i>следует,</i> <i>должен</i> (выражает моральный долг)	ought to We <i>ought to</i> help her. Нам <i>следует</i> (вы <i>должны</i> ) ей по- мочь. We <i>ought not</i> ( <i>oughtn't</i> ) help her. <i>Ought we to</i> help her?	—	—

11. Use the modal verbs must, can, may/might, should, ought to to complete the sentences. There may be more than one possible answer.

1. It's too far to walk from here to the station. You \_\_\_ take a taxi.
2. Sarah got the job because she \_\_\_ speak five languages.
3. The windows are dirty. I \_\_\_ clean them.
4. You \_\_\_ use a dictionary.
5. I like this hotel room. You \_\_\_ see the lake from the window.
6. It's a good film. You \_\_\_ see it.
7. He \_\_\_ take my book.
8. We \_\_\_ go to the bank today. We have no money.
9. When you are driving, you \_\_\_ wear a seat belt.
10. We \_\_\_ see the lake from our window.
11. If you have time, you \_\_\_ visit the museum. It's very interesting.
12. I \_\_\_ come and see you tomorrow.
13. She \_\_\_ use this computer program.
14. Your salary is very low. You \_\_\_ look for another job.
15. Mary is



a very interesting person. You \_\_\_ meet her. 16. Take an umbrella with you when you go out. It \_\_\_ rain later. 17. Sandra \_\_\_ drive but she hasn't got a car. 18. Tomorrow the game is very important for us. We \_\_\_ win. 19. Students \_\_\_ bring textbooks into the examination room. 20. It's late and you're very tired. You \_\_\_ go to bed.

**12. Refer the following sentences to the past and the future by changing the forms of the modal verbs must, can, may; use them in the negative and interrogative. Translate the sentences.**

a) 1. He must read the book. 2. A secretary must come to work in time. 3. We must pass the examination in English. 4. I must finish the translation in time. 5. He must work hard. 6. Bob must learn these new words by heart.

b) 1. She can translate this sentence from English into Russian. 2. Jane can continue her studies at the correspondence department. 3. I can hire a car from our local garage. 4. Dr Parker can see you at twelve on Tuesday. 5. They can use a computer to do calculations. 6. He can type very well.

c) 1. You may stop work today. 2. The students may use this library. 3. He may take my bike. 4. John may use my office. 5. You may go home after classes. 6. You may ask him to do that job for you.

**13. Read and translate the sentences paying attention to the meaning and use of the modal verbs and their equivalent forms.**

1. She could speak four foreign languages by the age of 14. 2. At many colleges there are some departments at which students have to pay for their studies. 3. You should have your books out ready for the lessons. 4. When he was a child, he was allowed to do exactly as he liked. 5. You won't have to work hard after your exam. You can have a holiday. 6. You must do well to get a place at university. 7. Courses for students may be full-time or part-time. 8. I am to go on a language course when I leave school. My parents arranged it last week. 9. He might as well stay here till the weather improves. 10. In this country, boys don't have to do military service. 11. When I pass my driving test, I will be able to drive a car. 12. This problem can be solved by the head of the department. 13. You have to pass a special exam to be a teacher. 14. This college may be the aim of many applicants. 15. We will not be allowed to stay here till

tomorrow. 16. When I was a teenager, we had to be at home by nine o'clock. But we didn't have to take as many exams as teenagers nowadays. 17. "I just can't get to sleep these days." – "You should try to cut down on coffee." 18. If I fail my exam, will I have to take it again? 19. When the fog lifts, we will be able to see where we are. 20. He was allowed to operate their new computer. 21. The Prime Minister is to make a speech tonight. 22. You ought to go to these lectures, you may learn something. 23. When I was at school, I had to wear a uniform. 24. He might be on the next train. We might as well wait. 25. You should not argue with your father; you should obey him. 26. You ought to buy now; prices may go up. 27. You are not allowed to smoke here. 38. His Dad has to work in the evenings because he is a teacher and he has to mark homework.

### SECTION 3

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## READING AND DISCUSSION

**14. What do you know about Great Britain? Before you read Text 6A "The United Kingdom of Great Britain and Northern Ireland", discuss these questions with your classmates or teacher.**

- a) Where is the UK situated?
- b) What is the UK separated from the continent by?
- c) What is the population of the UK?
- d) What do Lowland Britain and Highland Britain comprise?
- e) What is the highest mountain in the UK?
- f) What can you say about the flora and fauna of the country?
- g) Where are the deposits of coal and iron ore situated?
- h) What is the climate of the UK like?
- i) What industries are developed in the UK?
- j) What is the capital of the UK?
- k) What is the political system of the UK?
- l) What are the powers of the British Queen limited by?

**15. Read Text 6A to find out if your answers are right or wrong. Use the introductory phrases of Unit 1.**

**Text 6A**  
**The United Kingdom of Great Britain  
and Northern Ireland**

The United Kingdom of Great Britain and Northern Ireland is situated off the Northwest coast of Europe. The UK consists of four parts. They are England, Scotland, Wales and Northern Ireland. The UK lies on the British Isles. The two main islands are Great Britain and Ireland. They are separated from the continent by the English Channel<sup>1</sup> and the Strait of Dover<sup>2</sup>. The west coast of the country is washed by the Atlantic Ocean and the Irish Sea, the east coast is washed by the North Sea. The population of the United Kingdom of Great Britain and Northern Ireland is nearly 65 million.

Geographically Great Britain is divided into Lowland Britain<sup>3</sup> and Highland Britain<sup>4</sup>. Lowland Britain comprises Southern and Eastern Britain. Highland Britain includes Scotland, Wales, the Pennines<sup>5</sup> and the Lake District<sup>6</sup>. The highest mountain, Ben Nevis, is in Scotland. The flora of the British Isles is much varied and the fauna is similar to that of the north-west of Europe. Britain is not very rich in natural resources. The main coal areas are the South Wales fields, the Lowlands of Scotland<sup>7</sup>, the Yorkshire field and others. The deposits of iron ore are in the east of England and in the Middle-England plain.

The climate of Great Britain is mild. The Atlantic Ocean and the warm waters of Gulf Stream influence the weather of the British Isles. Summers are cool and rainy. There is a lot of rain and fog in autumn and in winter. There are a lot of rivers in Great Britain. The Severn is the longest river; the Thames is the most important one.

The United Kingdom is one of the world's most industrialised countries. Big cities such as London, Glasgow ['glɑ:zɡəʊ], Manchester ['mæntʃɪstə], Liverpool ['lɪvəpu:l] and others have enterprises of nearly all branches of industry, old and new. The biggest centers of iron and steel industry are situated in the neighbourhood of coal basins. They are Newcastle ['nju:kɑ:səl], Cardiff ['kɑ:dɪf], Glasgow and Sheffield ['ʃeɪfɪld]. Electric motors, machine tools, textile machinery, locomotives and automobiles are produced at the machine-building plants of Birmingham ['bɜ:mɪŋəm], Sheffield and London. The shipbuilding industry is of great importance for Britain. Many countries place orders for new ships with the British shipyards in Glasgow, Belfast [ˌbel'fɑ:st] and Newcastle. The most important branches of the textile industry are woolen and cotton industries. British woolen stuffs are widely known for their high quality.

The main centre of the cotton industry is Manchester. Britain imports cotton from America and other countries through the port of Liverpool.

The capital of the country is London. English is the official language. Great Britain is a constitutional monarchy. The powers of the British Queen are limited by Parliament. The British Parliament consists of the Sovereign, the House of Lords and the House of Commons. The United Kingdom of Great Britain and Northern Ireland has always played an important role in world politics.

### Notes

1. English Channel ['ɪŋɡlɪʃtʃænl] – Английский канал (*фр.* Ла-Манш)
2. Strait of Dover [ˌstreɪtəv'dəʊvə] – Па-де-Кале (*букв.* Дуврский пролив)
3. Lowland Britain [ˌləʊlənd'brɪtn] – низменная часть Великобритании
4. Highland Britain [ˌhaɪlənd'brɪtn] – гористая часть Великобритании
5. the Pennines ['penaɪnz] – Пеннинские горы
6. Lake District ['leɪk,dɪstrɪkt] – Озерный край, Озерный округ
7. Lowlands of Scotland – Шотландская низменность

### 16. Finish up the sentence of the text.

- a) The four parts of the UK are \_\_\_\_.
- b) The two main islands are \_\_\_\_.
- c) The west coast of the country is washed by \_\_\_\_.
- d) The east coast of the country is washed by \_\_\_\_.
- e) Geographically Great Britain is divided into \_\_\_\_.
- f) Great Britain is not very rich in \_\_\_\_.
- g) The Severn is \_\_\_\_.
- h) The Thames is \_\_\_\_.
- i) Big cities of Great Britain are \_\_\_\_.
- j) The centres of iron and steel industry are \_\_\_\_.
- k) The centres of machine-building industry are \_\_\_\_.
- l) The centres of shipbuilding industry are \_\_\_\_.
- m) The British Parliament consists of \_\_\_\_.

17. Find in Text 6A the paragraph about the development of industries, read it aloud and translate it into Russian.

### 18. Explain the following references.

- a) *They* are separated from the continent by the English Channel and the Strait of Dover.

What does the pronoun *they* refer to?

b) The flora of the British Isles is much varied and the fauna is similar to *that* of the north-west of Europe.

What does the pronoun *that* refer to?

c) ...the Thames is the most important *one*.

What does *one* refer to?

19. Find in Text 6A the sentences with the Passive Voice predicates and translate them into Russian.

20. Put the main ideas (a–f) in the same order as they are in Text 6A and retell it in English according to the plan.

- a) Industries.
- b) Mountains, rivers and lakes.
- c) Natural resources.
- d) Geographical position.
- e) Political system.
- f) Climate.

21. Skim Text 6B “The Capital of the United Kingdom of Great Britain and Northern Ireland” and try to understand what it is about. Give a brief overview of its structure and contents.

### Text 6B

## The Capital of the United Kingdom of Great Britain and Northern Ireland

London is the capital of the United Kingdom of Great Britain and Northern Ireland, its political, economic and commercial centre. It is an ancient city of more than twenty centuries old. It is the largest city in Britain and one of the largest of the world. London is not only the capital of the country; it is also a huge port. The population of London is about 9 million.

London is situated on the river Thames. The Thames, which is known to Londoners simply as “the river”, flows through London, dividing it into north and south. There are 17 bridges over the Thames, but perhaps the best known of them are Waterloo, Tower and London bridges. All of them carry heavy traffic from one side of the river to the other. The most important parts of London are the City, Westminster, the West End and the East End.

The City is the oldest part of London. It covers only about a square mile and about ten thousand people live there. During the day it is full of people, but at the end of the day businessmen, clerks and secretaries go home and the City becomes silent and almost empty. Over a million people come to the City every day to work in big banks and offices. The City is the financial and business part of London. Numerous banks and offices and trusts are concentrated there.

The West End is a symbol of wealth and luxury. It is the richest part of London. Here you can see the most beautiful places of London: wide streets, the finest theatres, cinemas and concert halls, large museums and the best hotels and the largest department stores. There are splendid houses and lovely parks and gardens there.

The East End includes the port, docks, a lot of factories and workshops. This part of London is very important in the country's economy and commerce because a lot of workers work and live there. There is a striking contrast between the East End and the West End, the streets are narrow and there are no big parks or gardens in the East End. It is a densely populated district.

There are a lot of places of interest in London, such as the Tower<sup>1</sup>, the Houses of Parliament, Westminster Abbey<sup>2</sup>, Trafalgar Square<sup>3</sup>, St. Paul's Cathedral<sup>4</sup>, Buckingham Palace<sup>5</sup> and others. The Tower of London<sup>1</sup> is an old castle on the bank of the Thames formerly a fortress, a palace and a prison. Now the Tower is a museum and houses the Crown jewels and other treasures.

The Palace of Westminster — the proper name for the Houses of Parliament — was the king's palace for five hundred years. Big Ben is the name given to the clock and bell of the clock tower of the Houses of Parliament. It is interesting that the clock Big Ben came into service in 1859. Big Ben is the biggest clock bell in Britain. It weighs 13.5 tons. Westminster Abbey is very old and very beautiful, and it is full of history. Nearly all the kings and queens of Britain were crowned and buried there. Chaucer, Charles Dickens, Thomas Hardy, Newton, Darwin were buried there too.

Trafalgar Square<sup>3</sup> is the geographical centre of London. It was so named in memory of Lord Nelson's great naval victory in 1805, when he destroyed the French fleet in the battle of Trafalgar. The statue of Lord Nelson, Britain's national hero stands on top of the column in the centre of the square.

St. Paul's Cathedral<sup>4</sup> was designed by Christopher Wren. The most notable feature of it is the enormous dome. It took Wren 35

years to build the cathedral. Buckingham Palace<sup>5</sup> is the official London residence of the Queen. It was built in the 18th century.

London is the centre of Britain's cultural life. There are a lot of museums and art galleries in London: the National Gallery, the Tate gallery, the Natural History Museum and a lot of others. The British Museum is well known as one of the largest museums in the world. It is really a history museum. One can see there Egyptian statues, sphinxes, mummies, Roman sculptures, drawings and paintings. The Museum has a rich library with copies of rare manuscripts.

### Notes

1. Tower of London [ˌtauəɹəvˈlɒndən] — Тауэр, старинная крепость на берегу реки Темзы
2. Westminster Abbey [ˌwestmɪnstəˈæbi] — Вестминстерское аббатство
3. Trafalgar Square [trəˈfælgəˌskweə] — Трафальгарская площадь
4. St. Paul's Cathedral [sntˈpɔːlz kəθiːdrəl] — собор Св. Павла
5. Buckingham Palace [ˈbʌkɪŋəmˌpælɪs] — Букингемский дворец; главная королевская резиденция в Лондоне; построен в 1703 г.

### 22. Answer the following questions.

- a) What is London like?
- b) What is the population of London?
- c) What does the Thames flow through?
- d) What are the best known bridges over the Thames?
- e) What are the most important parts of London?
- f) What can you say about the City of London?
- g) What is the West End of London famous for?
- h) What can you say about the East End of London?
- i) What are the places of interest in London?
- j) What is the Tower of London now?
- k) What can you say about the Palace of Westminster, Westminster Abbey, Big Ben, Trafalgar Square, St. Paul's Cathedral and Buckingham Palace?
- l) What museums and galleries is London famous for?

23. Put questions to which these are the answers. The important words in the answer are italicized.

1. London is an ancient city of *more than twenty centuries old*.
2. London is situated *on the river Thames*.
3. There are *17 bridges*.

over the Thames. 4. The City covers *a square mile*. 5. The City is *the financial and business part* of London. 6. The West End is *the richest part* of London. 7. The East End includes *the port, docks, a lot of factories and workshops*. 8. The Tower of London used to be *a fortress, a palace and a prison*. 9. The clock Big Ben came into service *in 1859*. 10. Nearly of the kings and queens of Britain were crowned and buried *in Westminster Abbey*. 11. *The statue of Lord Nelson* stands on top of the column in the centre of Trafalgar Square. 12. It took Christopher Wren *thirty-five years* to build St. Paul's Cathedral.

24. Identify the main ideas of the text and retell it in English.

25. Make up a story about Great Britain and its capital based on the information given in the above texts.

#### SECTION 4

### SPEAKING

26. Practise Dialogue 1.

#### *Dialogue 1*

#### Places of Interest in London

*One day before going to London Boris decided to visit his friend Alan who had been to London for several years. He wanted to ask Alan about places of interest in London.*

B.: Where would you advise me to go in London first of all?

A.: As for me I should first go to the British Museum.

B.: Is the British Museum large?

A.: Oh, it'll take you not less than the whole day to have a good look around it. But you should visit not only the Museum there. There are a lot of places of interest. The Houses of Parliament first of all. The building of the new Houses of Parliament was built in 1868. Have you heard of Big Ben?

B.: Certainly, I have. It is the clock.

A.: It is a famous tower clock. Big Ben is really not a clock but the bell on which the hours are struck. Besides Big Ben, there are four Little Bens, which strike before Big Ben.



*B.*: Where is the residence of the Queen?

*A.*: In Buckingham Palace. They have the Changing of the Guard in front of the palace every morning at 11 o'clock. Go there.

*B.*: What else will you advise me to see in London?

*A.*: Trafalgar Square with the tall Nelson Column in it. Trafalgar Square and Hyde Park are the places where mass meetings and demonstrations are held. Hyde Park is the largest park in London.

*B.*: Go on, please.

*A.*: Then come the Tower of London and St. Paul's Cathedral.

*B.*: I've read something about the Tower. When was it built?

*A.*: It was built in the 11th century by William the Conqueror. Now there is a museum where the crown, jewels and other treasures are kept. The Tower Bridge is one of the finest bridges over the Thames.

*B.*: You didn't say a word about the shops in London.

*A.*: The West End is the part of London where you'll find most of the shops.

*B.*: Thank you very much.

*A.*: Not at all. I wish you a pleasant trip to London.

## **27. Fill in the missing remarks of the dialogue and act it.**

### *Dialogue 2*

*A.*: ... .

*B.*: I don't think you'll be able to see a lot in one or two days. Today London is one of the largest cities in the world.

*A.*: ... .

*B.*: Nine million, I believe. I mean the population of Greater London\*, of course.

*A.*: ... .

*B.*: Well, the main parts of London are: the City, Westminster, the West End and the East End. If you are interested in churches and historical places you should go to Westminster Abbey, the Houses of Parliament, St. Paul's Cathedral and the Tower.

*A.*: ... .

*B.*: The City is so important because it is the banking and commercial center of the world.

*A.*: ... .

*B.*: Well, you certainly should see the British Museum. But if I were you I should leave that for some other day. You could spend a whole day there. It's too big to be seen in an hour or so.

A.: ... .

B.: In the first place, Whitehall is the name of the street. In the second place, it is the political centre of the British Empire. All the chief government offices are in the Whitehall, you know.

A.: ... .

### Note

\*Greater London — Большой Лондон, административно-территориальная единица, состоит из Лондона и частей графств Мидлсекс, Эссекс, Кент, Суррей, Хартфордшир, делится на 32 района (borough) и Сити, площадь 1580 км<sup>2</sup>.

## 28. Practise dialogue 3.

### Dialogue 3 Walking Round the City of London

*Mr. Voronin:* Good afternoon, Mr. Smith. I'm sorry I've kept you waiting.

*Mr. Smith:* That's all right. Though I have been wondering what's happened to you.

*Mr. Voronin:* A friend from Moscow is over here on a short visit and today I've been showing him round.

*Mr. Smith:* Oh, have you? Where have you taken him?

*Mr. Voronin:* We've been walking round the City and he insisted on climbing to the top of the Monument\*.

*Mr. Smith:* Oh, you'll be stiff tomorrow. There are over three hundred steps, aren't there?

*Mr. Voronin:* There are three hundred and forty-five, to be more exact. But still, there's a marvelous view when you get to the top.

*Mr. Smith:* Oh, yes, it is wonderful. On a clear day you can see for miles.

*Mr. Voronin:* We also popped into the Moscow Narodny Bank for just a few minutes.

*Mr. Smith:* Oh, it's that fine new building just opposite the Monument? I haven't been inside yet.

*Mr. Voronin:* Would you like me to take you there one of these days?

*Mr. Smith:* That's very kind of you. Thank you. And now you've earned a good rest after all that sightseeing.

*Mr. Voronin:* I certainly have. I've been walking round for over three hours.

**Note**

\*The Monument — «Монумент», колонна, воздвигнутая в лондонском Сити в 1671—1677 гг. в память о Великом лондонском пожаре (Great Fire).

**29. Make up and act dialogues considering the following assignments.**

a) You came to London to see your friends there. You ask them which places of interest to see in London.

b) You tell your classmates about your holidays in London.

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**SECTION 5**

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**LISTENING**

**30. Listen to the Text “Wales” about one of the parts of the United Kingdom of Great Britain and Northern Ireland. Answer the questions that follow.**

- a) How long has Wales been united with England?
- b) What title is given to the son and heir of the monarch?
- c) What is the capital of Wales?
- d) What is the capital of Wales like?
- e) What language do people of Wales speak?
- f) Is the language spoken in Wales similar to English?
- g) What is the only distinctive national feature left in Wales?
- h) What are the Welsh famous for?

**31. Check your answers with your classmates and Tapescript 6A of the text. Look up the words you don't know in your dictionary.**

**32. Retell the text about Wales.**

**33. Tell your classmates about the other parts of the United Kingdom of Great Britain and Northern Ireland.**

**34. Listen to the Text “William Shakespeare’s Birthplace” about Stratford-upon-Avon. As you listen, fill in the chart according to the following headings.**

The location of Stratford-upon-Avon	
The house Shakespeare lived in	
Shakespeare’s parents	
Shakespeare’s London life	
The theatre where Shakespeare’s plays were staged	
The church where Shakespeare was buried	
The Shakespeare Memorial Theatre	

**35. Check your answers with your classmates and Tapescript 6B of the text. Look up the words you don’t know in your dictionary. Retell the text.**

## SECTION 6

### WRITING

**36. You have received a letter from your English-speaking penfriend Bill who writes:**

... In Great Britain football is very popular. Many college students enjoy playing football, too. Could you tell me if football is also popular with your classmates? What sports do you do? How regularly do you do them? As for the latest news, I’m working very hard because I’m having exams soon, so I’m spending a lot of time in the library ...

**37. Write a letter to Bill. In your letter:**

- a) answer his questions;
- b) ask three questions about his exams.

**38. You have received a letter from your English-speaking pen-friend Roger who writes:**

... Many British people prefer to have a private house rather than living in blocks of flats. My parents and I live in a private house. There are two bedrooms upstairs. The bathroom is downstairs next to the kitchen and there is a living room. Could you tell me whether you live in a house or a flat? How many rooms are there? What is in your bedroom? As for the latest news, I have just joined the college chess club ...

**39. Write a letter to Roger. In your letter:**

- a) answer his questions;
- b) ask three questions about his membership of the college chess club.

# UNIT 7.

## The United States of America

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### SECTION 1

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#### VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text “The USA” and translate the given sentences.

1. **stretch** *v* – тянуть(ся), растягивать(ся)

The Andes *stretch* for 7,250 km along the west coast.

2. **dense** *adj* – густой; плотный компактный  
**densely populated** – густонаселенный

They cut a path through the *dense* jungle. That part of the city has a *dense* population of immigrants. New York is *densely populated*.

3. **seaboard** ['si:bɔ:d] *n* — берег моря, побережье  
**shore** [ʃɔ:] *n* — берег (озера, моря)

The company owns a chain of hotels along/on the Atlantic *seaboard*. You can walk for miles along *the shore*.

4. **harbour** ['hɑ:bə] *n* — гавань, порт  
 Our hotel room overlooked a pretty little fishing *harbour*.

5. **possess** [pə'zes] *v* — обладать, владеть

The gallery *possesses* a number of the artist's early works.

6. **raise** ['reɪz] *v* -- выращивать, разводить; поднимать

The farmer *raises* chickens and pigs. The soil around here isn't good enough for *raising* crops. She *raised* her eyes from her work. How can we *raise* standards in schools?

7. **plant** *n v* — растение; сажать (растения)

Water each *plant* as often as required. We *planted* trees and bushes in our new garden.

8. **corn** [kɔ:n] *n* — кукуруза; (*собир.*) зерно, хлеба  
**wheat** [wi:t] *n* — пшеница

*Corn* is a large grain plant domesticated by people in prehistoric times. Many flowers grow *wheat* and *corn*.

9. **cattle** [kætl] *n* — крупный рогатый скот  
**beef cattle** — крупный рогатый скот мясных пород

He has twenty *cattle* on his farm. The production of *beef cattle* is foundational to the agricultural economy.

10. **wealth** [welθ] *n* — богатство, изобилие  
**wealthy** ['welθi] *adj* — богатый, изобилующий

During a successful business career, she accumulated a great amount of *wealth*. They are potentially a very *wealthy* country.

11. **urban** ['æ:bən] *adj* — городской  
**suburb** ['sʌbə:b] *n* — пригород, предместья, окрестности  
**suburban** [sə'bʌ:bən] *adj* — пригородный

An *urban* area is characterised by higher population density. They live *in the suburbs*. They live in *suburban* Washington.

12. **adopt** [ə'dɒpt] *v* — принимать

The assembly *adopted* a new constitution.

13. **amendment** [ə'mendmənt] *n* — поправка, дополнение

An *amendment* to the bill was agreed without a vote.

14. **approximate** [ə'prɒksimət] *adj* — приблизительный

Use these figures as an *approximate* guide in your calculations.

15. **settle** *v* — поселиться, обосноваться

America *was* first *settled* by people who came across from Asia over 25,000 years ago.

16. **headquarters** ['hed,kwɔ:təz] *n* — центр; главное управление; штаб

The company's *headquarters* is/are in Amsterdam.

17. **lay out** *v* — планировать, проектировать; (рас)планировать; располагать; разбивать (сад, участок)

The gardens *were laid out* with lawns and flower beds.

18. **trade** *n* — торговля  
**carry on trade** — вести торговлю

*Trade* between the two countries has increased. They are allowed *to carry on trade* in this region.



19. **science** ['saɪəns] *n* — наука

**scientist** ['saɪəntɪst] *n* — ученый

**scientific** [saɪən'tɪfɪk] *adj* — научный, относящийся к науке

These are some new developments in *science*. The Russian *scientists* took part in the conference. That was a *scientific* discovery.

20. **consider** [kən'sɪdə] *v* — считать, полагать; учитывать; обсуждать, рассматривать, обдумывать

I don't *consider* myself to be a great athlete. We *are considering* you for the job.

**2. Match the pairs of antonyms from A and B and translate them.**

**A**

1. give up
2. harvest
3. poverty
4. scattered
5. exact
6. disorganise
7. suburban
8. emigrate
9. lower
10. lose

**B**

- a) lay out
- b) dense
- c) urban
- d) plant
- e) settle
- f) possess
- g) adopt
- h) approximate
- i) wealth
- j) raise

**3. Match the following attributes on the left with a suitable noun on the right.**

1. wealthy
2. headquarters
3. constitutional
4. scientific
5. international
6. beef
7. approximate
8. Atlantic
9. suburban
10. ripe
11. sea
12. computer

- a) harbour
- b) trade
- c) seaboard
- d) office
- e) train
- f) science
- g) amendments
- h) corn
- i) cattle
- j) person
- k) number
- l) discovery

4. Make the following sentences complete by translating the words and phrases in brackets.

1. Box Hill is a (пригород) of Melbourne. 2. They (вести торговлю) with many European countries. 3. (Поднимать) your hand if you know the answer. 4. The tanker stayed in Boston (гавань) three days to undergo repairs. 5. The hills (простираются) out as far as we can see. 6. There are five cows and a calf in that herd of (крупный рогатый скот). 7. He lives on the eastern (побережье). 8. I've made a few last-minute (поправки) to the article. 9. This bread is made from (пшеница). 10. They (считать) this company to be a potential partner.

5. Insert the correct word from the Active Vocabulary.

1. They usually \_\_\_\_\_ and harvest rice. 2. The council is expected to \_\_\_\_\_ the new policy at its next meeting. 3. I don't \_\_\_\_\_ a single DVD. 4. The most \_\_\_\_\_ sovereign nation is Monaco, with a population density of 16,754 people/km<sup>2</sup>. 5. The company has its European \_\_\_\_\_ in Brussels. 6. What percentage of the national \_\_\_\_\_ is spent on health care? 7. He swam from the boat to the \_\_\_\_\_. 8. After they got married, they decided to \_\_\_\_\_ in Brighton. 9. Over 82% of Texans live in \_\_\_\_\_ areas. 10. The \_\_\_\_\_ is working in his laboratory now.

6. Read and translate the following international words which come from the texts of the Unit. Look up their transcriptions in the dictionary if necessary. Mind the part of speech.

Contract *n v*, physical *adj*, tropics *n*, region *n*, fruit *n*, mineral *n adj*, urban *adj*, immigrant *n*, grammar *n*, structure *n*, metropolitan *adj*, architect *n*, pack *v*, gigantic *adj*, form *n v*, a flag *n*, occupy *v*, abbreviation *n*, aspect *n*, manuscript *n*, person *n*, plateau *n*, legal *adj*, quota *n*, visa *n*, identity *n*, practice *n v*, mixture *n*, interview *n v*, officer *n*.

7. Read and translate the following noun(s) + noun structures, or noun chains which come from the texts of the Unit. Look up the words in your dictionary if necessary.

An island state, beef cattle, fruit production, an inland port, meat packing industry, a marble column, an immigration quota, a face-to-face interview, an immigration officer, brass-band music.

**8. Study the ways some adjectives are formed from verbs and nouns. Form the adjectives. Read and translate them into Russian. Use your dictionary to help you with the pronunciation.**

a) **-ent/-ant** (the suffixes mean *having quality*):

*Example:* differ – различаться → different – различный

Magnificence, significance, depend, correspond, dominate, exist, distance, relevancy, vacancy, insist.

b) **-ive** (the suffix means *having a tendency, or quality*):

*Example:* construct – строить → constructive – строительный

Relate, compete, decorate, produce, act, attract, create, effect, decide, defense, mass, imagine, protect, conduct.

c) **-y** (the suffix means *full/converted with, tending to*):

*Example:* sun – солнце → sunny – солнечный

Wealth, cloud, worth, smoke, dirt, dust, flower, fog, mud, rain, sketch, snow, stone.

**9. Read and translate the following phrases using the above patterns. Look up the words in your dictionary if necessary.**

Dependent on my parents, the election which is correspondent with the government's wishes, different views, insistent demands, persistent attempts, a significant contribution to the project, a dominant group in a society, distant lands, a vacant seat, excessive amounts of sugar, the competitive nature of private industry, the factory's productive capacity, a creative person, an attractive offer, protective clothing, a stack of dirty dishes in the sink, snowy streets, rather sketchy coverage of a news story, a very rainy day, a smoky room.

## SECTION 2

## GRAMMAR

10. Study the forms and use of the Present, Past and Future Continuous Tense (Active and Passive Voice).

ACTIVE VOICE			
to be + Present Participle			
	Present Continuous	Past Continuous	Future Continuous
	am (is, are) translating	was (were) translating	will/shall be translating
+	I <i>am translating</i> the text now. He (she, it) <i>is translating</i> the text now. You (we, they) <i>are translating</i> the text now. Сейчас я <i>перевожу</i> текст.	I (he, she, it) <i>was translating</i> the text at 3 o'clock yesterday. You (we, they) <i>were translating</i> the text at 3 o'clock yesterday. Вчера в 3 часа я <i>переводил</i> текст.	I (we) <i>will/shall be translating</i> the text at 3 o'clock tomorrow. You (he, she, it, they) <i>will be translating</i> the text at 3 o'clock tomorrow. Завтра в 3 часа я <i>буду переводить</i> текст.
?	<i>Am I translating</i> the text? <i>Is he translating</i> the text? <i>Are you (we) translating</i> the text?	<i>Was I (he, she, it) translating</i> the text? <i>Were you (we, they) translating</i> the text?	<i>Will/shall I (we) be translating</i> the text? <i>Will you (he, she, it, they) be translating</i> the text?
-	I <i>am not translating</i> . He (she, it) <i>is not (isn't) translating</i> the text. You (we, they) <i>are not (aren't) translating</i> .	I (he, she, it) <i>was not (wasn't) translating</i> the text. You (we, they) <i>were not (weren't) translating</i> the text.	I (we) <i>will not (won't)/ shall not (shan't) be translating</i> the text. You (he, she, it, they) <i>will not be translating</i> .
PASSIVE VOICE			
to be being + Past Participle			
	Present Continuous	Past Continuous	Future Continuous
	am (is, are) being translated	was (were) being translated	—
+	The text <i>is being translated</i> now. Текст сейчас <i>переводят (переводится)</i> .	The text <i>was being translated</i> at 3 o'clock yesterday. Текст <i>переводили</i> вчера в 3 часа.	

?	<i>Is the text being translated now?</i>	<i>Was the text being translated at 3 o'clock?</i>	—
—	<i>The text is not being translated now.</i>	<i>The text was not being translated at 3 o'clock.</i>	—
Употребление	1) Продолженное действие в определенный момент в настоящем: <i>now, at present.</i> 2) Заранее запланированное действие, которое произойдет в ближайшем будущем (с глаголами движения <i>move, come, go, leave, start, return</i> ).	Продолженное действие в прошлом: <i>at 6 o'clock yesterday, when something happened.</i>	Продолженное действие в будущем: <i>at 6 o'clock tomorrow, when something happens.</i>
	Глаголы, выражающие чувства, умственные/физические способности, не употребляются в форме Continuous: <i>to be, to have, to see, to hear, to feel, to know, to like, to love, to hate, to understand, to forget, to remember, to want, to wish, to seem</i> и др.		

### 11. Compare the pairs of sentences and translate them.

1. They *clean* the office every day. They *are cleaning* the office now. 2. They *cleaned* the office yesterday. They *were cleaning* the office when I came. 3. They *will clean* the office tomorrow. They *will be cleaning* the office when I come. 4. The office *is cleaned* every day. The office *is being cleaned* now. 5. The office *was cleaned* yesterday. The office *was being cleaned* when I came.

12. Write the following sentences in the negative form. Then change them to general, alternative, special (beginning with the question-words given in brackets) and tag questions.

1. Bob was walking along the road when I saw him. (Where? When? Who?) 2. They will be having dinner between 7 and 8. (When? What? Who?) 3. No matches are being played next Saturday. (When? What?) 4. My brother is working in a bank now. (Where? When? Who? Whose?) 5. The windows were being

cleaned when I was there. (When? What?) 6. My friends are building their own house now. (What? When? Who? Whose?) 7. You were sitting on the grass and reading a book in the park at 3 o'clock yesterday. (Where? What? When? Who?) 8. The computer is being used at the moment. (What? When?) 9. We were being questioned and our car was being searched at the same time. (Who? What? When?) 10. She will be working in the office at 10 o'clock tomorrow. (Where? When? What time? Who?)

**13. Rewrite the active sentences as passive ones and translate them.**

*Example:*

Mary *is cleaning* the room.

The room *is being cleaned* by Mary.

1. They are building a new hospital near the airport. 2. Somebody was recording our conversation. 3. They are repairing your car now. 4. They were reorganising the gallery at the time of our visit. 5. The waiters were serving lunch when we came into the café. 6. The directors are still considering your application. 7. They are showing a new film at our local cinema.

**14. Complete the following sentences, using a) the Active Continuous or b) the Passive Continuous forms of the verbs in brackets. Translate the sentences into Russian.**

*a) Active*

1. Don't phone me between 7 and 8. We \_\_\_\_\_ (have) lunch then. 2. Mary fell asleep while she \_\_\_\_\_ (read) the paper. 3. I \_\_\_\_\_ (have) dinner with my friends at 8 o'clock yesterday. 4. The airline currently \_\_\_\_\_ (sell) half-price tickets to Japan, but for one month only. 5. "You \_\_\_\_\_ (work) hard today." – "Yes, I have a lot to do." 6. We \_\_\_\_\_ (play) tennis from 3 o'clock until 4.30 tomorrow afternoon. 7. Do you think you \_\_\_\_\_ (do) the same job in ten years' time? 8. It \_\_\_\_\_ (get) dark. Shall I turn on the light?

*b) Passive*

1. Too little money \_\_\_\_\_ (spend) by the government on education now. 2. My friend \_\_\_\_\_ (ask) a lot of questions about his work when I entered the room. 3. Ann can't use her office at the moment. It \_\_\_\_\_ (redecorate). 4. Large areas of forest \_\_\_\_\_ (destroy) now. 5. The

tennis court \_\_\_\_\_ (use), so we couldn't play. 6. The new computer system \_\_\_\_\_ (install) at the moment. 7. Now a new supermarket \_\_\_\_\_ (build). 8. There was somebody walking behind us. I thought we \_\_\_\_\_ (follow). 9. She \_\_\_\_\_ (treat) in hospital now. 10. The guests \_\_\_\_\_ (offer) drinks when I came to the party.

**15. Choose the correct translation of the predicates in italics (Simple/Continuous in Active/Passive).**

1. The company *made* a good profit last year.
  - a) была получена
  - b) получила
  - c) получает
2. The company *is making* a good profit now.
  - a) получает
  - b) получают
  - c) получила
3. A good profit *will be made* by the company next year.
  - a) получили
  - b) получают
  - c) будет получена
4. The company *was making* a good profit when I began working for it.
  - a) получала
  - b) получила
  - c) получена
5. The company usually *makes* a good profit.
  - a) получают
  - b) получи
  - c) получает
6. A good profit *was made* by the company last year.
  - a) получила
  - b) была получена
  - c) будет получена
7. A good profit *was being made* by the company when I began working for it.
  - a) получали
  - b) получили
  - c) получают
8. The company *will make* a good profit next year.
  - a) получила
  - b) получает
  - c) получит
9. A good profit *is made* by the company every year.
  - a) получили
  - b) получают
  - c) получают
10. A good profit *is being made* by the company now.
  - a) получили
  - b) получают
  - c) получают
11. The company *will be making* a good profit at this time next year.
  - a) получают
  - b) получают
  - c) получила

16. Translate the following sentences into Russian paying attention to the predicates used in the Active/Passive Continuous forms.

1. When he came, we were finishing the discussion of the recent events. 2. This will be leading to lower profits for the firms and unemployment for the workers. 3. Both companies are taking part in the process of production. 4. When we came to the plant, the new equipment was still being installed. 5. An industry which is being increasingly mechanized may be employing less labour but increasing its output. 6. He is calculating the results of the test. 7. The output of agricultural products is being seriously affected by variation in weather conditions. 8. The machines were being tested when the delegation arrived. 9. The government will be spending a lot of money on education. 10. He was looking through the mail when the telephone rang.

17. Study the meaning and use of one (ones) and that (those).

ONE (ONES)	
<p>1. <i>One</i> — в функции подлежащего в предложениях, соответствующих в русском языке неопределенно-личным предложениям.</p> <p>2. <i>One</i> в форме притяжательного падежа - <i>свой, своя, свое</i>.</p> <p>3. <i>One (ones)</i> как слово-заместитель для замены ранее упомянутого исчисляемого существительного/существительных.</p>	<p><i>One</i> never knows what his answer may be. Никогда не знаешь, что он ответит.</p> <p><i>One</i> should be careful when crossing the street. Следует быть осторожным при переходе через улицу.</p> <p><i>One</i> should always keep <i>one's</i> word. Надо всегда держать <i>свое</i> слово.</p> <p>I don't have a pen. I must buy <i>one</i>. У меня нет ручки. Я должен купить <i>ручку</i>.</p> <p>I don't like this pen. Let me have another <i>one</i>, please. Мне не нравится эта ручка. Дайте мне другую, пожалуйста.</p>
THAT (THOSE)	
<p>1. <i>That (those)</i> как указательное местоимение — <i>тот, та, то; (те)</i>.</p> <p>2. <i>That (of), those (of)</i> — слова-заместители для замены ранее упомянутого существительного/существительных.</p> <p>3. <i>That</i> как относительное местоимение — <i>который, -ая, -ое</i>.</p> <p>4. <i>That</i> — союз <i>что</i>.</p>	<p>Give me <i>that</i> pencil (<i>those</i> pencils), please. Дайте мне, пожалуйста, <i>тот</i> карандаш (<i>те</i> карандаши).</p> <p>The price of gold is higher than <i>that</i> of silver. Цена на золото выше <i>цены</i> серебра.</p> <p>The fax <i>that</i> arrived in the morning is in your file. Факс, <i>который</i> прибыл утром, находится в вашей папке.</p> <p>I think <i>that</i> he is right. Я думаю, <i>что</i> он прав.</p>



**18. Read and translate the following sentences with one (ones) used as indefinite pronouns meaning everyone/anyone and as substitution words.**

1. "Have you seen the dictionary?" – "Is that the one that was published recently?" 2. World trade is improving, but one cannot expect miracles. 3. "Which computer did you use?" – "The one that is in your office." 4. "Have you met our German neighbours?" – "Are they the ones who moved here recently?" 5. One can't learn English in a month. 6. "What sort of job would you like to do?" – "One where I travel a lot." 7. One can't get a driving licence until one is seventeen. 8. One should do one's best at all times. 9. I don't want to wear my old shoes. I want to wear my new ones. 10. "Is it easy to go camping in the country?" – "Yes, but one is not allowed to camp where one likes. One can only use camp sites."

**19. Read and translate the following sentences with that (those) used as substitution words.**

1. The goods which are available on the market are of lower quality than those of our plant. 2. The price of gold is higher than that of silver. 3. The computers at our college are not so up-to-date as those at yours. 4. Students who study engineering can expect higher earnings than those of students who study history. 5. This model is identical with that described above. 6. The output of this factory increased as against that of 2014. 7. The results were favourable, especially those which were obtained by Jones. 8. This is a new instrument, its accuracy is higher than that of the old one. 9. The problems of lighting in this town are as important as those of heating. 10. The freezing point of water on the Centigrade scale is 0° and that on the Fahrenheit scale is +32°.

**20. Read and translate the following sentences paying attention to different uses of one (ones) and that (those).**

1. Do you remember that man we met in London? 2. I know some people that could help you. 3. America possesses every variety of climates, from that of the tropics to that of the Arctic regions. 4. If a person runs a private business, his work is partly that of an employer and partly that of a worker. 5. Only time will tell if the

decisions we have taken are the correct ones. 6. At our plant there are a few machines similar to those described in this journal. 7. One should know the difference between these systems. 8. He showed me his new book. He bought that book in Moscow. 9. According to many employers older workers are more reliable and loyal than younger ones. 10. One never knows what the result may be. 11. These prices are higher than those in most European countries. 12. The flag of the USA has fifty stars on a blue background. Each of these stars represents one of the fifty states. 13. What other research methods will he use? The one he is using is not effective. 14. The letter I received from him yesterday is very important. 15. One cannot make any conclusions about that phenomenon unless one knows the reason for its effect.

### SECTION 3

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#### READING AND DISCUSSION

**21. What do you know about the USA? Before you read Text 7A "The USA", discuss these questions with your classmates.**

- a) Where is the United States of America situated?
- b) What is the climate in the USA like?
- c) What is the Mississippi River famous for?
- d) What do American farmers grow?
- e) What are Florida and the northern states known for?
- f) What provides a solid base for American industry?
- g) When was the United States founded?
- h) When was the Constitution adopted?
- i) How many states are there in the USA?
- j) What is the political system of the USA?
- k) What is the population in the USA?
- l) Why is the USA called "the nation of immigrants"?
- m) What are the big cities in the USA?
- n) What are New York and Chicago famous for?
- o) What can you say about San Francisco, Los Angeles and Philadelphia?

**22. Read Text 7A to find out if your answers are right or wrong. Use the introductory phrases given in Unit 1.**

### **Text 7A**

## **The USA**

The United States of America is one of the largest countries in the world. Its territory stretches from the Atlantic seaboard, across the central plains, over the Rocky Mountains to the densely populated west coast and then to the island state of Hawaii. America is a land of physical contrasts including the weather. It possesses every variety of climates, from that of the tropics to that of the Arctic regions. The United States is also a land of rivers and lakes. The Northern state of Minnesota is known as the land of 10,000 lakes. The broad Mississippi River is the world's third river after the Nile and the Amazon.

American farmers plant wheat on the western plains. They raise corn, wheat and fine beef cattle in the Midwest. Florida and California are famous for their vegetables and fruit production, and the Northern States are known for apples, berries and vegetables. A wealth of minerals provides a solid base for American industry.

The United States of America was founded in 1776. The Constitution was adopted in 1787. 26 amendments have been introduced since then. The Constitution operates today and sets the basic forms for the US government. The United States of America is a federation of 50 states.

The USA is largely an urban nation. Approximately two-thirds of the population live in urban areas. At present the population of the USA is about two hundred and thirty nine million. The USA is called "the nation of immigrants". The country was settled and developed by generations of immigrants and their children. The language of Americans is somewhat different from English spoken in Great Britain. Its grammar and structure are the same but there are new meanings in its vocabulary. There is also marked difference in pronunciation.

There are a lot of big cities in the USA, such as New York, Chicago, Los Angeles, Philadelphia, Boston, Dallas, San Francisco and others. New York is the largest city in the United States. It is in the south eastern New York State at the mouth of the Hudson River. It is a financial centre of the country, the headquarters of the clothing industry and the publishing business. It has a lot of schools and libraries, and some of the finest art galleries and museums in the world. Two hundred miles south of New York is the city of Washington, the capital of the United States of America. It is the largest metropolitan area in the country. Laid out by the

French architect in the late eighteenth century, it was the world's first city especially planned as a centre of government. Chicago is the second largest city in the United States. It was built on the shore of Lake Michigan and is a busy inland port. Chicago is the centre of the meat packing industry. The city is famous for its stores and museums. It is a gigantic industrial and economic centre. San Francisco, on the Pacific Coast in California, is considered to be the most beautiful city in the United States. It has a fine natural harbor; it carries on the trade with other countries. Los Angeles in southwestern California is famous for Hollywood, where both movies and TV shows are produced, and its world-famous Disneyland in the nearby suburb (Anaheim). Philadelphia is the centre of culture, education and science as well as business and industry.

The United States of America became the world leading country at the beginning of the twentieth century.

### 23. Practice the pronunciation of the following proper names.

Amazon [ˈæməzən]	Hudson [ˈhʌdʌsən]
Anaheim [ˈæneɪhɪm]	Lincoln [ˈlɪŋkɒln]
Arctic [ˈɑːktɪk]	Los Angeles [ləʊsˈændʒələːz]
Arlington [ˈɑːlɪŋtən]	Michigan [ˈmɪʃɪɡən]
California [ˌkælɪˈfɔːniə]	Minnesota [ˌmɪniˈsɒtə]
Capitol [ˈkæpɪtəl]	Mississippi [ˌmɪsiˈsɪpi]
Chicago [ʃɪˈkɑːɡəʊ]	New York [ˌnjuːˈjɔːk]
Dallas [ˈdæləs]	Nile [ˈnaɪl]
Disneyland [ˈdɪznɪlənd]	Philadelphia [ˌfɪləˈdelfiə]
Florida [ˈflɒrɪdə]	Potomac [pəˈtəʊmæk]
Hawaii [həˈwaɪi]	San Francisco [ˌsænfɾənˈsɪskəʊ]
Hollywood [ˈhɒliwʊd]	Washington [ˈwɒʃɪŋtən]

### 24. Finish up the sentences of the text.

- America is a land of \_\_\_\_.
- American farmers plant \_\_\_\_.
- The Constitution operates \_\_\_\_.
- About two-thirds of the population live \_\_\_\_.
- The USA is called \_\_\_\_.
- The language of Americans is \_\_\_\_.
- New York is a financial \_\_\_\_.
- Washington was laid out by \_\_\_\_.
- Chicago is famous for \_\_\_\_.
- Movies and TV shows are produced in \_\_\_\_.
- The United States of America became \_\_\_\_.

25. Find in Text 7A the paragraph about the cities in the USA, read it aloud and translate it into Russian.

26. Explain the following references.

a) *Its* territory stretches from the Atlantic seaboard... .

What does the pronoun *its* refer to?

b) *It* possesses every variety of climates... .

What does the pronoun *it* refer to?

c) *They* raise corn, wheat and fine beef cattle in the Midwest.

What does the pronoun *they* refer to?

d) *Its* grammar and structure are the same but there are new meanings in *its* vocabulary.

What does the pronoun *its* (2) refer to?

27. Put the main ideas (a–e) in the same order as they are in Text 7A and retell the text in English according to the above plan.

a) Political system.

b) Cities.

c) Geographical position.

d) Population.

e) Agriculture.

28. Skim Text 7B “The Capital of the United States of America” and try to understand what it is about.

### Text 7B

#### The Capital of the United States of America

Washington, D.C., the city on the East coast, was founded in 1791. It was named after the first American President George Washington (1732–1799). In 1800 Washington, D.C., became the capital of the USA. A visit to George Washington's home is a form of pilgrimage for Americans.

Washington was created to be the seat of the government of the USA. The flag of the USA, the Stars and Stripes, has fifty stars on a blue background. Each of these stars represents one of the fifty states. However, the City of Washington is not in any of these states. It occupies the District of Columbia, abbreviated into D.C., and the name of the capital always goes with the abbreviation not to be mixed up with another Washington, which is a State on the Pacific

Coast. The District of Columbia is between the states of Virginia and Maryland, on the Potomac River not far from the Atlantic Ocean.

Today the population of Washington, D.C., is over 3.4 million. Washington, D.C., is the seat of the US government. All organs of power are situated in the capital city. In Washington, D.C., there is no industry. It is a political, administrative, cultural and educational centre of the country. The White House, the Capitol and the Supreme Court are all in Washington, D.C. The White House, the official home of the US President, was constructed in 1792–1829. The Capitol is the building where the US Congress meets. The building got its name from the temple in Rome.

There is a law against building structures more than 90 feet high in Washington, D.C., so it presents different appearance from New York with its skyscrapers. Low buildings and a lot of trees give Washington a pleasant aspect.

There are several universities in the capital. The Congress library is located here. It contains more than 13 million books in various languages, more than 19 million manuscripts and a lot of other items, such as maps, prints, recordings and musical scores. The Library serves the Congress, the entire governmental establishment and the public at large.

The impressive national capital, with its many beautiful, tree-lined streets includes world-known art galleries, museums and monuments. The Navy Museum displays historic American moments from the earliest history of the country. The National Gallery of Art, a large museum of painting, sculpture and other arts, is also situated in the capital. It is supported by the US government. The Lincoln Memorial is set high on an artificial plateau at the end of the Mall. It is a big temple in Greek Style with 36 marble columns to represent the states in the union at Lincoln's death. The Arlington National Cemetery is the site of the Tomb of the Unknown Soldier. The bodies of American soldiers from every war since the Civil War are also buried in it.

Washington, D.C., is the centre of the political life of the United States of America.

### **29. Answer the following questions.**

- a) When was the capital of USA founded?
- b) What does each star of the USA flag represent?
- c) Why does the name of the capital go with D.C.?
- d) Where is the District of Columbia situated?
- e) Where are all organs of power situated?
- f) Is Washington, D.C., an industrial city?

- g) What is the White House?
- h) What is the Capitol?
- i) Why are all buildings low in Washington, D.C.?
- j) What can you say about the Congress Library?
- k) What museums and galleries is Washington famous for?
- l) What is the Arlington National Cemetery?

30. Put questions to which these are the answers. The important words in the answer are italicized.

1. Washington, D.C., is situated *on the East Coast*. 2. Washington, D.C., was named *after the first American President George Washington*. 3. Washington, D.C., became the capital of the USA *in 1800*. 4. The flag of the USA, the Stars of Stripes, has *fifty stars on a blue background*. 5. Washington occupies the District of *Columbia*. 6. Another Washington is *a state on the Pacific Coast*. 7. The population of Washington, D.C., is *over 3.4 million*. 8. The Congress library contains *a great number of books, manuscripts and other items*. 9. The Lincoln Memorial represents *the states in the union*.

31. Identify the main ideas of the text and retell it in English.

32. Make a story about the United States of America and its capital based on the information given in the above texts.

## SECTION 4

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### SPEAKING

33. Practise Dialogue 1.

#### *Dialogue 1* American Cities

*Teacher:* Can you name the most important cities in the USA?

*Student:* I think I can, but you'll have to help me a bit.

*T.:* Oh, I'm sure you are able to do so without my help. Well, go ahead!

*S.:* The capital of the USA, Washington, D.C., should be mentioned first.

T.: Right! It's good that you started with the capital.

S.: Then comes New York, which is the largest city and seaport in the USA.

T.: What about Chicago?

S.: Chicago is the second largest city in the US. It's an important center of heavy industry.

T.: Do you happen to know what Chicago produces?

S.: It produces different electrical and agricultural machines.

T.: It's also famous for its tinned meat industry, isn't it?

S.: Yes, it is. And after Chicago comes Detroit, a large city in Michigan. Detroit is one of the biggest producers in the motor-car industry.

T.: You are right! Detroit produces millions of car. Now say a few words about Baltimore, will you?

S.: Baltimore is a large port city in northern Maryland and a shipbuilding center.

T.: And it is also a big center of the aircraft, electronics, chemical, electrical and food industries.

S.: I think we should also mention Boston, which is a large seaport and shipbuilding center.

T.: Boston also produces aeroplanes, chemical, electronic and other machines.

S.: Another shipbuilding and machine building center of the USA is Philadelphia.

T.: Philadelphia is also famous for its agricultural and food industries.

S.: San Francisco is a large port and shipbuilding center, the second largest city in California. Los Angeles is a port in southern California, the third largest city in the United States.

T.: What is Los Angeles famous for?

S.: It's famous for Hollywood, the center of the motion-picture industry in the US.

**34. Make up dialogues of your own using Dialogue 1 as a model. Collect the necessary information.**

*Situations:* you meet your friends and talk about:

- a) New York;
- b) Los Angeles;
- c) Chicago.



**35. Practise Dialogue 2.**

*Dialogue 2*  
**Alaska, the Largest State in the US**

*Teacher:* Do you know when Alaska became the 49th state?

*Student:* In 1959.

*T.:* Do you know when it was purchased from Russia?

*S.:* In 1867, if I'm not mistaken.

*T.:* Do you know how much money the US paid for Alaska?

*S.:* I'm afraid, I don't.

*T.:* Alaska is America's largest state, isn't it?

*S.:* It is, but only half a million people live there.

*T.:* What can you say about the climate in Alaska?

*S.:* It's very cold in Alaska throughout the whole year.

*T.:* They say the temperature may drop as low as  $-47^{\circ}$  Fahrenheit in some places. What is the capital of Alaska, by the way?

*S.:* The capital of Alaska is Juneau.

*T.:* What other towns in Alaska can you name?

*S.:* Fairbanks, which is about 600 miles away from Juneau. Towns are far apart in Alaska. Many people use planes to travel in the state.

*T.:* Are there many roads in the state?

*S.:* No, there aren't many because long roads cost a lot to build. Many people travel in boats along the coast.

**36. Make up and act dialogues considering the following assignments.**

a) Your friend came back from the United States of America. You talk about his stay there.

b) The teacher conducts the English lesson devoted to the USA and she asks you some questions about the states of the country. Use the information collected.

**37. Fill in the missing remarks of dialogue 3 and practise it.**

*Dialogue 3*  
**The Most Populated State**

*Teacher:* Which is the most populated state in the US?

*Student:* I'm sure anybody can tell you that it's California.

*T.:* ...

*S.:* The population of California is around 25 million people.

*T.:* ...

- S.: It's over 400 thousand square kilometers.  
 T.: ... .  
 S.: No, two states — Alaska and Texas — are bigger.  
 T.: ... .  
 S.: Because gold was found in California over a hundred years ago.  
 T.: ... .  
 S.: I'll try. Los Angeles, San Francisco, San Diego, San Jose and Oakland, and, of course, its capital Sacramento.

## SECTION 5

### LISTENING

38. Listen to the Text "New Orleans". Study the notes and answer the questions that follow.

*Study the following commentary:*

**Cajun** ['keɪdʒən] — каджун, житель южных районов штата Луизианы

**Acadia** [ə'keɪdiə] — Акадия, название французской колонии

**jambalaya** — джамбалайя, рагу

**gumbo** ['gʌmbəʊ] — суп, приготовленный из мяса/морепродуктов

**okra** ['əʊkrə] — окра съедобная; кушанье, приготовленное из окры

- a) Where is New Orleans situated?
- b) What state is New Orleans located in?
- c) What is New Orleans famous for?
- d) Who occupied the territory of this area at different times?
- e) Who are the Cajuns?
- f) What is the origin of the word *Cajun*?
- g) What is the music of New Orleans like?
- h) What instruments is Cajun music played on?
- i) What is the food of the area like?

39. Check your answers with your classmates and Tapescript 7A of the text. Look up the words you don't know in your dictionary.

40. Retell the text about New Orleans.

41. Collect some more information on New Orleans and the state it is in. Tell your class about it.

42. Listen to the Text "American English". As you listen, fill in the chart according to the following headings.

The number of people speaking English in the USA	
The languages from which some new words were absorbed	
Learning native American words by the Europeans	
Dialects of American English	
Some differences between American and British English	

43. Check your answers with your classmates and Tapescript 7B of the text. Look up the words you don't know in your dictionary.

44. Study some differences in spelling between American and British English. Give your own examples.

*American English*

honor  
theater  
color  
traveled  
recognize  
license  
dialog

*British English*

honour  
theatre  
colour  
travelled  
recognise  
licence  
dialogue

45. Retell the text about American English.

## SECTION 6

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### WRITING

46. There are many real-life situations where you have to state your opinion. Study and learn the following words and phrases to do it.

**Stating your opinion** I am of the opinion that ...  
From my point of view ...  
I think/believe/suppose ...  
I am sure/convinced that ...

<b>Outlining facts</b>	The fact is that ... The (main) point is that ... It is obvious/certain/clear that ...
<b>Agreement</b>	There are many reasons for ... I am of the same opinion. I completely/absolutely agree with the author.
<b>Disagreement</b>	It is only partly true that ... That is not necessarily so. I am of a different opinion because ... I can't agree with this idea.
<b>Linking arguments</b>	First of all, I think ... First, ... / Firstly, ... / Second, ... / Secondly, ... Moreover, ... / Furthermore, ... / In addition, ... On the one hand, ... On the other hand, ... That is why ... After all, ... The reason is that ... It is because ... It is important to mention that ...
<b>Providing examples</b>	For instance ... / For example ... Let me give you an example.
<b>Conclusion</b>	So all in all I believe that ... (In) summing up it can be said that ... Weighing the pros and cons, I come to the conclusion that ...

#### 47. Comment on the following statement.

*Some people think that the language of Americans is different from English spoken in Great Britain; others say that it is the same as British English.*

#### **What is your opinion?**

Use the following plan:

- a) make an introduction (state the problem);
- b) express your personal opinion and give reasons for it;
- c) give arguments for the other point of view and explain why you don't agree with it;
- d) draw a conclusion.

# UNIT 8.

## Customs and Traditions in the UK and US

### SECTION 1

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#### VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text “Festivals and Special Days” and translate the given sentences.

1. **public / bank holiday** — официальный выходной день; праздничный день

**national holiday** — национальный (общегосударственный) праздник

**festival** [ˈfestiv(ə)l] *n* — праздник, празднество

New Year's Day is *a public holiday* in many countries. The first Monday in May is considered *a bank holiday*, and banks along with many other businesses close for the day. July 4 is *a national holiday* in the U.S. The town has a summer *festival* in the park.

2. **Christmas** ['krɪsməs] *n* — Рождество (Христово)  
**Shrovetide** ['ʃrəʊvtaɪd] *n* — Масленица  
**Shrove Tuesday** [ˌʃrəʊv'tju:zdi] — последний день Масленицы  
**Lent** *n* — Великий пост  
**Palm Sunday** [ˌpɑ:m'sʌndi] — Вербное воскресенье  
**Easter** ['i:stə] *n* — Пасха  
**Halloween** [ˌhæləu'i:n] — Хэллоуин, канун Дня всех святых

We're going to my mother's for *Christmas*. *Shrove Tuesday* is observed by many Christians. She's given up chocolate for *Lent*. *Palm Sunday* commemorates Jesus Christ's triumphal entry into Jerusalem. They usually go on holiday at *Easter*. *Halloween* costumes are traditionally modeled after supernatural figures such as vampires, monsters, ghosts, skeletons, witches, and devils.

3. **celebrate** ['selɪbreɪt] *v* — праздновать  
**celebration** [ˌselɪ'breɪʃ(ə)n] *n* — празднование

The family gathered to *celebrate* Christmas. Her triumph was a cause for *celebration*.

4. **present** ['prez(ə)nt] *n adj*, [prɪ'zent] *v* — настоящее (время); подарок; присутствующий, имеющийся налицо; настоящий, нынешний; преподносить, дарить; представлять, излагать; представлять (проблему и т.д.)

**give smb a present of smth** — подарить кому-л. что-л.

The play is set in *the present*. At *present* she's working abroad. They unwrapped their Christmas *presents*. I'll *give you a present of* a new car. The whole family was *present*. What is your *present* occupation? They *presented* her with a bouquet. He *presented* the report to his classmates. The final exam may *present* some problems.

5. **according to** [ə'kɔ:diŋtə] — в соответствии с, согласно, по  
 She always did everything *according to* the rules. *According to* John, it's a great film.

6. **sign** [saɪn] *v* — подписывать  
**signature** ['sɪgnətʃə] *n* — подпись

*Sign* here, please. I wrote my *signature* at the bottom of the page.

7. **guess** [ges] *v* — догадываться, предполагать

Can you *guess* how old he is? We can only *guess* at her reasons for leaving.

8. **entertain** [ˌentə'tein] *v* — развлекать, забавлять, занимать (гостей, публику); принимать (гостей)

**entertainment** [ˌentə'teɪnmənt] *n* — развлечение, увеселение; зрелище, представление; увеселительное мероприятие

He *entertained* us for hours with his stories and jokes. We *don't entertain* as much as we used to. They played games in the evening for *entertainment*. There is live *entertainment* in the bar every night.

9. **connect** [kə'nekt] *v* — соединять, связывать; быть связанным с кем-л., чем-л.

A hallway *connects* the two rooms. The towns *are connected* by train and bus services.

10. **accept** [ək'sept] *v* — принимать, брать (предложенное); допускать что-л.

He *accepted* the invitation. He always *accepts* criticism.

11. **former** ['fɔ:mə] *adj* — бывший, прежний; **the former** — первый (из двух упомянутых)

**the latter** ['lætə] *adj* — последний (из двух упомянутых)

He is a *former* professional football player. He had to choose between giving up his job and giving up his principles. He chose *the former*. *The latter* point is the most important.

12. **support** [sə'pɔ:t] *v n* — поддерживать; помогать; служить опорой; поддержка, опора

He thanked everyone who *had supported* him during the campaign. He praises his friend for his constant *support*. Inspectors found that some of the bridge *supports* were weak.

13. **involve** [ɪn'vɒlv] *v* — включать в себя; вовлекать, влечь за собой

His work *involves* a lot of travelling. We want *to involve* as many people as possible in the celebrations.

14. **fail** [feɪl] *v* — потерпеть неудачу, провалить(ся); не исполнять, не делать, не суметь; выходить из строя, отказывать  
**failure** [ˈfeɪljə] *n* — провал, неудача; повреждение, перебой

He *failed* his driving test. Dad's business *failed* after three years. She *failed* to get into a technical college. She never *fails* to email every week. Two of the engines *failed*. He attempt ended in *failure*. All trains were delayed due to a power *failure*.

15. **destroy** [disˈtrɔɪ] *v* — разрушать; губить, подрывать

The building was *destroyed*. He *destroyed* my confidence.

16. **depend (on)** [dɪˈpend] *v* — зависеть от кого-л., чего-л.; рассчитывать, полагаться на кого-л., чего-л.

**dependence** [dɪˈpendəns] *n* — зависимость; подчиненное положение

**independence** [ˌɪndɪˈpendəns] *n* — независимость, самостоятельность

**independent** [ˌɪndɪˈpendəns] *adj* — независимый, самостоятельный

The country *depends on* its tourist trade. You can *depend on* me. We need to reduce our *dependence* on oil as a source of energy. The country has made great progress since *independence*. India became *independent* of Britain in 1947.

17. **move** [muːv] *v* — двигать(ся); переезжать

**movement** [ˈmuːvmənt] *n* — движение; передвижение

The train began *to move*. He wanted *to move* to London.

He heard *a movement* behind him. They developed an efficient system for *movement* of raw materials to the factory. They joined the antiwar *movement*.

18. **hold** [həʊld] (**held**) *v* — провести, устроить, организовать

The country *is holding* its first free elections for 20 years. The festival *will be held* on Monday.



19. **decorate** ['dekəreɪt] *v* – украшать; отделывать, делать ремонт

They *decorated* the room with balloons for her party. The whole house needs *decorating*.

20. **fireworks** ['faɪəwɜ:kz] *n* – фейерверк

**bonfire** ['bɒnfaɪə] *n* – костер (часто по случаю праздника)

Thousands of people jammed into the square to watch *the fireworks*. They set off *fireworks* in their back garden. In the evening we lit a huge *bonfire* which all the neighbours attended.

2. Match the pairs of synonyms from A and B and translate them.

## A

1. join
2. first-mentioned
3. include
4. gift
5. second-mentioned
6. free
7. bank holiday
8. ruin
9. enjoyment
10. imagine

## B

- a) public holiday
- b) present
- c) guess
- d) connect
- e) entertainment
- f) former
- g) latter
- h) involve
- i) independent
- j) destroy

3. Match the verb on the left with a suitable item on the right. Use each item once only.

1. to give
2. to celebrate
3. to entertain
4. to accept
5. to fail
6. to light
7. to set off
8. to hold
9. to decorate
10. to move

- a) an invitation
- b) fireworks
- c) a Christmas tree
- d) an examination
- e) Christmas
- f) a festival
- g) a present
- h) a bonfire
- i) to Moscow
- j) guests

4. Make the following sentences complete by translating the words and phrases in brackets.

1. The birthday (празднование) went on all day. 2. We do not have any more information at the (настоящий) time. 3. In 1911 a giant (коستر) was built to (праздновать) the coronation of King George V. 4. Please (подписывать) both copies of the document. 5. People think of (Пасха) in connection with spring and new life. 6. There is a place for your (подпись) at the bottom of the form. 7. He attendee the service of (Вербное воскресенье). 8. Two huge towers (служить опорой) the middle of the bridge. 9. The cooking time will (зависеть) on the size of the potato. 10. We wore loose clothes to allow for easier (движение). 11. Children are allocated to schools (в соответствии) the area in which they live. 12. Their attempt to climb Everest ended in (неудача).

5. Read and translate the following groups of sentences paying attention to the words in italics which can function as a noun and a verb, or a verb and an adjective, or a noun and an adjective, with the same form. They can have similar or different meanings. Look up the words in your dictionary if necessary.

1.
  - a) All the students are *present* today.
  - b) I live in the *present*, not the past.
  - c) I got a *present* for my birthday.
  - d) He will *present* his view at the meeting.
2.
  - a) Large beams *support* the damaged walls.
  - b) These beams are the main *support* of the building.
  - c) The people gave us a lot of support in our campaign.
3.
  - a) The club will *hold* its monthly meeting next Monday.
  - b) Can you find a *hold* for your hands?
  - c) *Hold* the baby while I load the car.
4.
  - a) A Valentine card is a *sign* of love.
  - b) Please *sign* my autograph book.
  - c) Can't you read that *sign*? It says "No smoking".
5.
  - a) "I don't know the answer." — "Well just *guess*!"
  - b) My *guess* is that he job will take four hours.
  - c) "Will you be coming tomorrow?" — "I *guess* so."

6. Read and translate the following international words which come from the texts of the Unit. Look up their transcriptions in the dictionary if necessary. Mind the part of speech.

Unique *adj*, festival *n*, guide *n*, calendar *n*, start *n v*, resolution *n*, tradition *n*, romantic *adj*, rose *n*, chocolate *n*, person *n*, carnival *n*,

parade *n*, public *adj*, musical *adj*, palm *n*, normally *adv*, present *n v*, party *n*, soldier *n*, officially *adv*, Catholic *n adj*, Protestant *n*, Christian *n adj*, march *n v*, picnic *n*, barbecue *n*, final *adj*, visit *n v*, veteran *n*.

**7. Read and translate the following noun(s) + noun structures, or noun chains which come from the texts of the Unit. Look up the words in your dictionary if necessary.**

A calendar year, palm leaves, a red paper poppy, a pumpkin pie, a model nativity scene, a midnight mass, a Christmas tree, a fruit pudding, a paper cracker, a paper hat, a sports event, a palace balcony.

**8. Study the ways some verbs are formed from adjectives or nouns. Form the verbs. Read and translate them into Russian. Use your dictionary to help you with the pronunciation.**

a) the suffix **-en**:

*Example*: broad — широкий → broaden — расширять

Cheap, strength, length, wide, weak, quick, bright, dark, deep, fresh, hard, light, sharp, thick, white.

b) the suffixes **-ise/-ize**:

*Example*: symbol — символ → symbolize — символизировать

Commercial, modern, industrial, private, computer, summary, emphasis, memory, pressure, special, economy.

c) the suffixes **-ify/-fy**:

*Example*: simple — простой → simplify — упрощать

Pure, specific, intense, beauty, false, person, terror, class, note, mode, solid, diverse.

**9. Think of anything in this country which should (can) be:**

- nationalized (e.g. the railways);
- cheapened;
- intensified;
- privatized;
- standardized;
- modernized;
- computerized, etc.

## SECTION 2

## GRAMMAR

10. Study the forms and use of the Present, Past and Future Perfect Tense (Active and Passive Voice).

ACTIVE VOICE			
to have + Past Participle			
	Present Perfect	Past Perfect	Future Perfect
+	I (we, you, they) <i>have translated</i> the text. He (she, it) <i>has translated</i> the text. Я <i>перевел</i> текст ( <i>уже</i> ). I <i>have known</i> her for 5 years. Я <i>знаю</i> ее 5 лет.	I (you, he, she, it, we, they) <i>had translated</i> the text before the lesson began. Я <i>перевел</i> текст до того, как начался урок.	I (we) <i>will/shall have translated</i> the text by 3 o'clock tomorrow. You (he, she, it, they) <i>will have translated</i> the text by 3. Я <i>переведу</i> текст завтра к 3 часам.
?	<i>Have I</i> (we, you, they) <i>translated</i> the text? <i>Has he</i> (she, it) <i>translated</i> the text?	<i>Had I</i> (you, he, she, it, we, they) <i>translated</i> the text before the lesson began?	<i>Will/shall I</i> (we) <i>have translated</i> the text? <i>Will you</i> (he, she, it, they) <i>have translated</i> the text?
-	I (we, you, they) <i>have not (haven't) translated</i> . He (she, it) <i>has not (hasn't) translated</i> .	I (you, he, she, it, we, they) <i>had not (hadn't) translated</i> the text before the lesson began.	I (we) <i>will not (won't)/ shall not (shan't) have translated</i> the text. You (he, she, it, they) <i>will not have translated</i> .
PASSIVE VOICE			
to have been + Past Participle			
	Present Perfect	Past Perfect	Future Perfect
	have (has) been translated	had been translated	will (shall) have been translated
+	The text <i>has been translated</i> . Текст <i>был переведен</i> ( <i>уже</i> ).	The text <i>had been translated</i> before the lesson began. Текст <i>был переведен</i> до того, как начался урок.	The text <i>will have been translated</i> by 3 o'clock tomorrow. Текст <i>будет переведен</i> завтра к 3 часам.
?	<i>Has the text been translated?</i>	<i>Had the text been translated?</i>	<i>Will the text have been translated?</i>

—	The text <i>has not (hasn't) been translated.</i>	The text <i>had not (hadn't) been translated</i>	The text <i>will not (won't) have been translated.</i>
Употребление	Выражает законченное действие, связанное с настоящим моментом через этот результат: <i>just, ever, already, never, yet, lately, recently; today, this week (month, year); for, since.</i>	Выражает действие, законченное до определенного момента в прошлом: <i>before something happened, by 4 o'clock.</i>	Выражает действие, которое будет закончено к определенному моменту в будущем: <i>before something happens, by 4 o'clock tomorrow.</i>

11. Compare the following pairs of the sentences. Translate them.

1. He *bought* a car yesterday. He *has just bought* a car. 2. I *know* him well. I *have known* him since my childhood. 3. They *were translating* that text when I came into the classroom. They *had already translated* that text when I came into the classroom. 4. I think the film *will start* very soon. The film *will have started* by the time we get to the cinema. 5. I *was offered* a new job yesterday. I *have been offered* a new job recently. 6. He *was being shown* an up-to-date machine when his colleague phoned him. He *had already been shown* an up-to-date machine when his colleague phoned him. 7. Next year they *will get married*. Next years they *will have been married* for 25 years.

12. Write the following sentences in the negative form. Then change them to general, alternative, special (beginning with the question-words given in brackets) and tag questions.

1. They had gone home when I came to the party. (Where? When? Who?) 2. He has known them for a long time. (Who? How long?) 3. They will have finished dinner by then. (What? When? Who?) 4. The game had been cancelled when we got to the stadium. (When? What?) 5. He has seen Tom and his friends today. (Who? When? Whose?) 6. He had written to Mary three times before she phoned him. (Who? How many? When?) 7. A new hospital had been built before I came to this town. (What? When?) 8. They have been invited to Nick's party. (Where? Whose? Who?) 9. My father's company has made a profit this year. (What? When? Whose?)

**13. Rewrite the following active sentences as passive ones. Translate the sentences into Russian.**

*Example:* The firms *have provided* many new jobs this year. — Many new jobs *have been provided* by the firms this year.

1. He had answered all the letters by 5 o'clock. 2. They have made great progress in the development of new industries. 3. By that time the federal government had spent \$14 billion on education compared to nothing before the war. 4. They have replaced heavy industries by high technology manufacturing industries. 5. The government has passed the laws which limit the activities of industry. 6. The congress will have approved a new programme for road development by the end of this year. 7. They had built 4,500 miles of roads at a cost of \$23 billion fifteen years later. 8. Many managers have now taken business studies courses at colleges. 9. I have already done my homework. 10. Peter has just offered me a new job.

**14. Complete the following sentences using a) the Active Perfect or b) the Passive Perfect forms of the verbs in brackets. Translate the sentences.**

*a) Active:*

1. Nobody came to the meeting because Angela \_\_\_\_\_ (forget) to tell people about it. 2. The builder says he \_\_\_\_\_ (finish) the roof by next Saturday. 3. The firm \_\_\_\_\_ (lose) \$30 million this year. 4. Polly and Simon \_\_\_\_\_ (just/get) married. 5. I \_\_\_\_\_ (see) her before somewhere. 6. I \_\_\_\_\_ (not hear) much of Mary lately. 7. The lesson \_\_\_\_\_ (already start) when I arrived. 8. My girlfriend and I \_\_\_\_\_ (know) each others for ages. 9. I \_\_\_\_\_ (do) a lot of stupid things in my life. 10. After he \_\_\_\_\_ (finish) his report, everybody congratulated him.

*b) Passive:*

1. This office is very inefficient. No reports \_\_\_\_\_ (write) for weeks. 2. I think this work \_\_\_\_\_ (finish) by next week. 3. He found that all his money \_\_\_\_\_ (steal). 4. \_\_\_\_\_ (you invite) to Andy's party? 5. The Super Cinema \_\_\_\_\_ (turn) into a supermarket recently. 6. The station \_\_\_\_\_ (modernize) when I arrived in my home town. 7. The washing machine was broken but it's OK now. It \_\_\_\_\_ (repair). 8. I didn't know what to do because no information \_\_\_\_\_ (give) about that matter. 9. I \_\_\_\_\_ (lend) a car for a week.

**15. Translate the following sentences into Russian paying attention to the predicates used in the Active/Passive Perfect forms.**

1. To help you understand the festivals celebrated in the UK they have been put together as a guide that will steer you through the calendar year. 2. Just as cultures from around the world have influenced American culture, today American culture influences the world. 3. The diverse history of England, Scotland and Wales has led to very different cultural traditions; the Scots and Welsh have right to feel aggrieved whenever the term *English* is used wrongly, to mean all three. 4. The presents have been wrapped in coloured paper and put under the Christmas tree. 5. The number of people working in manufacturing industries has gone down. 6. The Russian metal industry has been given an opportunity to participate in the international division of labour on equal basis. 7. Britain is full of culture and traditions which have been around for hundreds of years. 8. Tea gained popularity quickly in coffee houses. By 1700 over 500 houses sold it and 50 years later this drink had become the favoured one of Britain's lower classes also. 9. By the mid-1980s, the country's production of oil had more than doubled. 10. During the centuries the cultures have added their own elements to the way Halloween is celebrated.

### SECTION 3

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## READING AND DISCUSSION

**16. What do you know about holidays and festivals in the UK and the USA? Read the statements given below and say if they are right or wrong. If the statements are not right, make the necessary corrections.**

- a) Holidays and festivals can hardly make a nation special.
- b) Many people don't have parties on New Year's Eve.
- c) If a groundhog comes out of its hole after its winter sleep on 2nd February and sees its own shade, it is a sign that there will be an early spring.
- d) President's Day celebrates the birthday of John Kennedy.

- e) People sending Valentine cards don't sign their names.
- f) Shrove Tuesday is the last day on which people can enjoy rich food after Lent.
- g) Palm Sunday is the Sunday before Easter.
- h) Many people spend Easter without their family and don't have a holiday.
- i) On April Fool's Day people play jokes on each other.

17. Read Text 8A "Festivals and Special Days (Part 1)" to find out if you are right or wrong.

### Text 8A Festivals and Special Days (Part 1)

Every country has its own unique holidays, celebrations and festivals each year. They make a nation special. Some of them are old-fashioned and many people remember them, others are part of people's life. To help you understand the festivals and special days celebrated in the UK and the USA they have been put together as a guide that will steer you through the calendar year.

People celebrate the start of the new year by going to parties on **New Year's Eve** (*31st December*). When midnight comes they say "Happy New Year" to each other, kiss each other, and sing a song called *Auld Lang Syne*<sup>1</sup>. **New Year's Day** (*1st January*) is seen as a time when people try to change their lives, for example by promising to stop smoking or to take more exercise. These promises are called New Year's resolutions. In large cities many people gather in public places on New Year's Eve, such as Trafalgar Square in London.

According to US tradition, **Groundhog Day** (*2nd February*) is the first day of the year that the groundhog (a small animal with brown fur that lives in holes in the ground) comes out of its hole. If it sees its shadow, there will be six more weeks of winter; if it does not, good weather will come early. In many US communities people watch for the appearance of a groundhog on Groundhog Day. The best-known of these places is Punxsutawney<sup>2</sup>, Pennsylvania, where the groundhog is always called Phil.

**President's Day** (*the third Monday in February*) is a holiday in the US to remember the birthdays of both George Washington (22 February) and Abraham Lincoln (12 February). Some states celebrate the two birthdays separately.



**St Valentine's Day** (*14th February*) is a day when people celebrate romantic love, and send greetings cards called Valentine cards or Valentines or give red roses or chocolates to the person they love. The cards usually have designs of hearts, etc. on them and often contain a sentimental or funny message. Traditionally a Valentine card is not signed by the person who sends it, so the person who receives it has to guess who it is from. Sometimes people have a similar short message printed in a newspaper or magazine. The people who send or receive gifts in this way are also known as Valentines.

In the UK **Shrove Tuesday** (*also Pancake Day*) is a day when people eat pancakes (very thin, flat, round cakes made by frying a mixture of butter, flour, and eggs). It is the last day before Lent, a period of forty days when, in the past, Christians ate only simple food. People used up all their milk, butter, and eggs on Shrove Tuesday because they were not allowed to eat them during Lent.

**Mardi Gras** is a popular US carnival held in New Orleans, Louisiana, during the week before the first day of Lent. Mardi Gras is French for *Fat Tuesday*, because it ends on Shrove Tuesday, a day when people traditionally eat a lot before the start of Lent. People come from around the world to see the parades, costumes, parties and decorations. Mardi Gras "Kings" and "Queens" are chosen by both the white and African-American communities.

**Palm Sunday** is the Sunday before Easter. In many Christian churches people who come to church on Palm Sunday are given a leaf of the palm tree in the shape of a cross. This tradition comes from the Bible story that people put palm leaves on the ground in front of Christ as he entered Jerusalem.

**Easter** is a holiday in late March or early April. Many people spend it with their family or have a short holiday/vacation. It is also an important Christian festival. *Easter Sunday*, the day of the Resurrection, is the end of Lent and the most important date in the Christian year. Many people who do not go to church at other times go on Easter Sunday. The Friday before Easter Sunday is called *Good Friday* and is remembered as the day of the crucifixion of Christ. On Good Friday many people eat hot cross buns (fruit buns decorated with a simple cross). The Monday after Easter is called *Easter Monday*. Children look forward to Easter Sunday because they are given chocolate Easter eggs. These are also popular with adults and millions are sold in the weeks before Easter. Many are packed in coloured foil in brightly-coloured boxes. Inside each egg are sweets

or chocolates. Eggs represent new life and the start of spring, and children sometimes paint the shells of real eggs at home.

In the US and UK, **April Fool's Day** (*1st April*) is the day when people play tricks on each other. The victim of the joke is called the April Fool. A typical trick is to make somebody believe something that is not true, e.g. that the clocks have changed and everything is an hour later, or that the government has announced an election. Newspapers and television often join in with imaginary news stories.

*(to be continued)*

### Notes

1. Auld Lang Syne [ˌɔːldlæŋ'saɪn] — «Доброе старое время», шотландская песня на слова Роберта Бернса, которую по традиции поют на прощание в конце праздничного обеда, митинга и т.п.

2. Punxsutawney [ˌpʌŋksə'tɔːni] — Панксатони, город в округе Джефферсон штата Пенсильвания, США.

**18. Complete the definitions of the festivals and holidays (1–9) below with their names in the box.**

New Year's Day	Groundhog Day	President's Day
St Valentine's Day	Shrove Tuesday	Mardi Gras
Palm Sunday	Easter	April Fool's Day

1. \_\_\_\_\_ is celebrated as a holiday in many places with carnivals, masquerade balls, and parades of costumed merrymakers.

2. \_\_\_\_\_ is a festival commemorating the Resurrection of Jesus.

3. \_\_\_\_\_ is the first day of the year, a public holiday.

4. \_\_\_\_\_ is a day when people play tricks on other people.

5. \_\_\_\_\_ is the day before the Christian period of Lent begins.

6. \_\_\_\_\_ is observed traditionally as a day that indicates six more weeks of winter if sunny or an early spring if cloudy.

7. \_\_\_\_\_ is the day when you give a card to someone you have, or would like to have, a romantic relationship with.

8. \_\_\_\_\_ is the Sunday before Easter.

9. \_\_\_\_\_ is a legal holiday in memory of the birthdays of George Washington and Abraham Lincoln.

**19. Read aloud paragraphs 5–6.**

**20. Ask your classmates:**

a) why the number of holidays is different in different countries; b) how New Year's Eve is celebrated; c) what customs are observed on Groundhog Day; d) birthdays of what political figures are a national holiday; e) what traditions of celebrating St Valentine's Day are; f) what people eat on Shrove Tuesday; g) what kind of holiday Mardi Gras is; h) what the tradition of giving a leaf of the palm tree to people coming to church on Palm Sunday is connected with; i) what Easter Sunday is; j) what Easter eggs represent; k) what kind of jokes are played on April Fool's Day.

**21. Explain the following references.**

- a) Some of *them* are old-fashioned... .  
What does the pronoun *them* refer to?
- b) If *it* sees *its* shadow, there will be six more weeks of winter...  
What do the pronouns *it* and *its* refer to?
- c) ...so the person who receives *it* has to guess who *it* is from.  
What does the pronoun *it* (2) refer to?
- d) Many people spend *it* with their family... .  
What does the pronoun *it* refer to?
- e) *These* are also popular with adults... .  
What does the pronoun *these* refer to?

**22. Find in Text 8A the sentences with the predicates in the Passive Voice and translate them into Russian.**

**23. Retell the text in English according to the plan to be made.**

**24. Skim Text 8B "Festivals and Special Days (Part 2)" and try to understand what it is about. Give a brief overview of its structure and contents.**

Text 8B  
**Festivals and Special Days**  
(Part 2)

**May Day (1st May)** is the first day of May, which has been marked in Britain for many centuries by outdoor events held to celebrate the arrival of spring. In Britain, traditional events on or near May Day include dancing round the maypole<sup>1</sup> and choosing a May Queen.

In Britain, **Mother's Day** is the fourth Sunday in Lent (around the middle of March), when mothers traditionally receive gifts and cards from their children. It was originally a day when servants were given a holiday to visit their families, taking gifts of flowers or a cake. In the US, Mother's Day is the second Sunday in May, when mothers traditionally receive gifts, etc. from their children and are taken by their family for a meal at a restaurant.

**Independence Day** is the official US holiday on 4 July that celebrates the nation's independence. On that day in 1776, the Continental Congress gave its approval to the Declaration of Independence. The day is celebrated with fireworks, outdoor meals, processions, flags and speeches.

**Labor Day** is a US national holiday to honour workers, established in 1894. Labor Day is the first Monday in September and is the last big holiday before the school year begins. Many people celebrate it as the end of summer with picnics and barbecues.

**Halloween** is the night of 31 October, when people once believed that ghosts could be seen. Now, in Britain and America, it is a time when children have parties, dress up as witches, ghosts, etc., make lanterns out of pumpkins from which the inside has been removed, and play trick or treat<sup>2</sup>. They knock on people's doors, and people give them sweets and small presents.

**Armistice Day**<sup>3</sup> (*11th November*) is the anniversary of the end of World War I, also called Poppy Day. People used to stop what they were doing at 11 a.m. on Armistice Day and stand in silence for two minutes to remember the dead. After World War II it was replaced by Remembrance Sunday in Britain and Veterans' Day in America.

In Britain, **Bonfire Night** (*also Guy Fawkes' Night*) is celebrated every year on 5 November in memory of a famous event in British history, the Gunpowder Plot. On 5 November 1605 a group of Roman Catholics planned to blow up the Houses of Parliament while King James I was inside. On the evening before, one of them, Guy Fawkes, was caught in the cellars with gunpowder, and the plot was discovered. He and all the other conspirators were put to death. Originally, Bonfire Night was celebrated as a victory for Protestants over Catholics, but the festival is now enjoyed by everyone. Some children make a guy, a figure of a man made of old clothes stuffed with newspaper or straw to represent Guy Fawkes. The guy is then burned on top of a bonfire on Bonfire Night. A few weeks before, children take their guy into the street and ask for a "penny for the guy". They use the money to buy fireworks. Some people hold private bonfire parties in their gardens,

while others attend larger public events organized by local councils or charities. Chestnuts or potatoes are often put in the bonfire so that they will cook as it burns. Fireworks such as rockets are put in the ground and are let off one by one. Children hold lighted sparklers in their hands and wave them around to make patterns.

**Thanksgiving** is celebrated in the US on the fourth Thursday in November. For many Americans it is the most important holiday apart from Christmas. Schools, offices and businesses close for Thanksgiving, and many people make the whole weekend a vacation. Thanksgiving is associated with the time when Europeans first came to North America. In 1620 the ship the *Mayflower* arrived, bringing about 150 people who today are usually called Pilgrims. They arrived at the beginning of a very hard winter and could not find enough to eat, so many of them died. But in the following summer Native Americans showed them what foods were safe to eat, so that they could save food for the next winter. They held a big celebration to thank God and the Native Americans for the fact that they had survived. Today people celebrate Thanksgiving to remember these early days. The most important part of the celebration is a traditional dinner with foods that come from North America. The meal includes turkey, sweet potatoes and cranberries, which are made into a kind of sauce or jelly. The turkey is filled with stuffing or dressing, and many families have their own special recipe. Dessert is pumpkin made into a pie. On Thanksgiving there are special television programmes and sports events.

**Christmas Day (25th December)** is the most important festival of the year. It is the birthday of Jesus Christ. People have a holiday from school and work, give each other presents, and decorate their homes. On Christmas Day families have a special meal together [*Longman Dictionary of English Language and Culture*].

### Notes

1. maypole ['meɪpəʊl] — майское дерево; столб, украшенный цветами, разноцветными флажками и т.п., вокруг которого танцуют на майском празднике.

2. trick or treat [ˌtrɪkə'tri:t] — детская игра «кошелек или жизнь»; дети ходят от двери к двери и просят их угостить, угрожая какой-либо проделкой.

3. Armistice Day [ˈɑ:mɪstɪs,deɪ] — День перемирия.

### 25. Answer the following questions.

- a) When is the coming of spring celebrated?
- b) What are the traditions of Mother's Day?

- c) What kind of holiday is Independence Day?
- d) What is Labor Day associated with?
- e) What are the old traditions of Halloween?
- f) What is Armistice Day?
- g) What is the origin of Bonfire Night?
- h) Why is the guy put on the bonfire on 5th November?
- i) When and where is Thanksgiving celebrated?
- j) What do people usually eat and do on Thanksgiving?
- k) What kind of holiday is Christmas?

**26. Complete the sentences choosing the best variant corresponding to the contents of Text 8B.**

- 1) In Britain, traditional events on or near May Day include ...
  - a) choosing a May Queen;
  - b) demonstrations;
  - c) taking gifts.
- 2) In Britain, on Mother's Day mothers ...
  - a) are taken for a meal at a restaurant;
  - b) give parties;
  - c) receive gifts.
- 3) Independence Day is celebrated with ...
  - a) picnics and barbecues;
  - b) flags and speeches;
  - c) cooking special meals.
- 4) On Halloween children ...
  - a) play trick or treat;
  - b) receive presents from their parents;
  - c) have picnics.
- 5) Bonfire Night is celebrated in ...
  - a) the UK;
  - b) the USA;
  - c) Russia.
- 6) The most important part of celebrating Thanksgiving is ...
  - a) fireworks;
  - b) sports events;
  - c) a traditional dinner.

**27. Identify the topic of each paragraph and retell the text.**

## SECTION 4

## SPEAKING

28. It is common to use a special greeting on particular days, holidays and other occasions. Here are some of them:

*a) Birthdays:*

Happy birthday (to you)!

Many happy returns (of the day)!

Best wishes / Good luck on your seventeenth birthday!

*b) Special holidays:*

(A) Happy / Merry Christmas!

(A) Happy New Year / Easter!

All the best for a Happy New Year / Easter!

In reply the person greeted may either repeat the greeting or say *Thank you, (and) (the) same to you.*

*c) Special occasions:*

Congratulations (on...)! (*it is used when someone has achieved something, or been fortunate in some way*)

*e.g.* Congratulations on passing your exam!

Congratulations on your promotion!

Well done! (*it is used about the achievement*)

*e.g.* I came first in the chess competition. — Well done!

My / Our (very) best wishes for Woman's Day / May Day / Victory Day / Constitution Day.

29. Practise Dialogue 1–4.

*Dialogues 1–4*  
**Congratulations**

*Marina:* How did you get on in your exams yesterday?

*Nina:* I passed it.

*Marina:* Congratulations! What marks did you get?

*Nina:* Three fives and a four.

*Marina:* Well done. Now you can relax and enjoy yourself for a bit.

*Nina:* Yes. It's a big relief.

\* \* \*

Mike: Hallo, Nick. You look very pleased with yourself.

Nick: Well, I've just passed my driving test.

Mike: Congratulations!

Nick: Thanks.

Mike: I suppose you'll soon be buying a car now.

Nick: Oh no. I can't afford one yet. But my father will let me use his sometimes.

\* \* \*

Chris: I hear you won first prize in the table-tennis competition.

Bill: Yes.

Chris: Congratulations!

Bill: Thanks. I never expected to win.

\* \* \*

Peggy: Happy Christmas.

Anne: Thank you. Merry Christmas to you, too.

Peggy: Thanks. Are you doing anything special?

Anne: No, just staying at home with my family. And you?

Peggy: I'm going over to my brother's for Christmas dinner.

**30. Make up and act some dialogues considering the following assignments. Use the above dialogues as a model.**

- a) Your friend is 16 years old tomorrow.
- b) A friend. Next week is 25 December.
- c) Your friend has just passed some important exams.
- d) A friend. It will be 1 January in three days' time.
- e) A friend tells you he has just won some money.
- f) A friend. It is Easter tomorrow.
- g) A classmate has won a drawing competition.

**31. Practise Dialogue 5.**

### *Dialogue 5* **Christmas**

*Ted:* When you were a boy – what was Christmas like?

*John:* On the day before Christmas Eve we decorated the Christmas tree and the whole house with bells, candles, paper chains and ribbons.



*Ted:* And what about the presents?

*John:* On Christmas Eve I always hung a Christmas stocking near my bed and I wanted to stay awake all night waiting for the sound of silver bells. I dreamt of eight reindeer and Santa Claus coming to my room down the chimney.

*Ted:* And did it ever happen?

*John:* No, before long I was asleep and in the morning I could see the stocking stuffed with sweets and gifts.

*Ted:* What did you usually have for dinner?

*John:* Roast turkey and Christmas pudding.

*Ted:* And what did you do after dinner?

*John:* I liked the afternoons most. The whole family came together and we sat in front of the fire, talking and enjoying the atmosphere of Christmas. My mother played the violin and the children sang Christmas carols. It was peaceful and quiet.

*Ted:* Now Christmas is not as exciting as it was some years ago.

*John:* That's not true! Look at the fire, smell the roast turkey and the Christmas pudding and look at this fabulous Christmas tree. Christmas will always remain enchanting and nothing will change that.

**32. Read the following questions about Christmas and use them to begin a conversation with your classmate. Use Dialogue 5 as a model.**

a) Do you enjoy Christmas? What do you enjoy the most/the least about it?

b) Does your family have any special Christmas traditions? If so, what are they? What time do you open your presents, have Christmas dinner etc.?

c) What presents would you like to get this Christmas?

d) Do you put up Christmas decorations at home? Do you have a Christmas tree? If so, is it real or fake? Do you decorate it yourself?

e) Do you know anyone who has a birthday at Christmas? What are the advantages and disadvantages of having a Christmas birthday?

f) Do you go to church at Christmas? Do you think the original meaning of Christmas is disappearing? Do you think Christmas is becoming too commercial?

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SECTION 5

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LISTENING

**33. Listen to the text “An English Tradition: Afternoon Tea”. Answer the questions that follow.**

- a) What word is afternoon tea synonymous with?
- b) When was afternoon tea introduced?
- c) What is the origin of the tradition of having afternoon tea?
- d) How did this tradition become a social event?
- e) What was it like in the 1880s?
- f) How has this tradition changed in England today?
- g) Will tea have a lasting place in English culture?

**34. Check your answers with your classmates and Tapescript 8A of the text. Look up the words you don't know in your dictionary.**

**35. Retell the text about the English tradition of afternoon tea?**

**36. Listen to the Text “Good Luck and Bad Luck” about British superstitions. As you listen to it, say which of these statements are true and which are false.**

- a) Many people are superstitious.
- b) Black cats bring bad luck.
- c) The number thirteen is lucky.
- d) Friday the 13th is a very unlucky day.
- e) It is bad luck to catch falling leaves in autumn.
- f) A clover having four leaves is lucky.
- g) Leaving an open umbrella inside the house is good luck.

**37. Check your answers with your classmates and Tapescript 8B of the text. Look up the words you don't know in your dictionary.**

**38. Answer the questions mentioned in the text and retell the text.**

**39. Tell your classmates about Russian superstitions.**

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**SECTION 6**

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**WRITING**

40. Using the words and phrases of exercise 46 of Unit 7, comment on the following statements.

1. *Some people think that holidays and festivals make a nation special; others say that they don't.*

2. *Some people think that New Year's Day is the most important festival; others say that there are more important holidays of the year.*

**What is your opinion?**

Use the following plan:

- a) make an introduction (state the problem);
- b) express your personal opinion and give reasons for it;
- c) give arguments for the other point of view and explain why you don't agree with it;
- d) draw a conclusion.

# UNIT 9.

## National Stereotypes and Symbols

### SECTION 1

#### VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text “What the British Think of Americans” and translate the given sentences.

1. **relation** [ri'lei](ə)n] *n* — отношение к чему-л., связь с кем-л., чем-л.; (*pl*) отношения

**relationship** [ri'lei](ə)nʃɪp] *n* — взаимоотношения, отношения; СВЯЗЬ

This theory bears no *relation* to reality. We seek to improve *relations* between our two countries. I have established a good working *relationship* with my boss. This comment bore no *relationship* to the subject of our conversation.

2. **get to know** — узнать, познакомиться

I will need a few weeks *to get to know* the system.

3. **suggest** [sə'dʒest] *v* — предлагать (идею, план и т.п.); предполагать, подразумевать

I *suggested* going to the park. I *suggested* that we (should) go to the park. James first *suggested* this idea to me in 2010. This *suggests* that he has done it.

4. **opinion** [ə'pinjən] *n* — мнение  
in my **opinion** — по моему мнению, по-моему

What is your *opinion* of the project? *In my opinion*, he is wrong.

5. **matter** ['mætə] *n v* — дело, вопрос; затруднение; иметь значение

That's quite another *matter*. Learning languages is just *a matter* of hard work. What's *the matter* with you hand? It *doesn't matter* to me whether he comes or not.

6. **approve** [ə'pru:v] *v* — одобрять; утверждать

Not everyone *approves* of the festival. The Russian Parliament *has approved* the reforms.

7. **subway** ['slʌbwei] *n* — подземный переход, пешеходный тоннель; (*амер.*) метро

He ran through the pedestrian *subway*. We can take *the subway* to Grand Central Station.

8. **despite** [di'spait] *prep* — несмотря на

She was good at maths *despite* the fact that she found it boring.

9. **attitude** ['ætɪtju:d] *n* — позиция, отношение

He has a positive *attitude* about the changes.

10. **reason** ['ri:zn] *n* — причина, мотив; основание

He has found out *the reason* why the experiment wasn't a success. There is every *reason* to believe that he has done it.

11. **average** ['ævərɪdʒ] *n adj* — среднее число (величина); средний; нормальный, стандартный  
**on average** — в среднем

Take all these temperatures and find their *average*. The *average* age was 63. I was just an *average* sort of student. Prices have increased *on average* about eight percent.

12. **make fun of smb/smith** — высмеивать кого-л./что-л.; подсмеиваться, шутить над кем-л./чем-л.

The other children at school used *to make fun of* his hair.

13. **except (for)** [ɪk'sept] *prep* — кроме, за исключением

All my family were builders *except* my mother. Everyone passed the exam *except for* Bob.

14. **enjoy** [ɪn'dʒɔɪ] *v* — любить что-л., получать удовольствие от чего-л.; пользоваться, обладать, иметь  
**enjoy oneself** — хорошо проводить время, веселиться

I *enjoy* dancing. His play *enjoyed* great success on Broadway. Everyone eventually relaxed and began *to enjoy themselves*.

15. **be aware of** [ə'weə] — знать, быть сведущим в чем-л.

He *was* well *aware of* the problem.

16. **reflect** [rɪ'flekt] *v* — отражать(ся); показывать

The statistics *reflect* a change in people's spending habits. He saw himself *reflected* in the shop window.

17. **display** [dɪs'pleɪ] *n v* — показ, демонстрация; показывать, демонстрировать

Designs for the new museum are on public *display*. The exhibition gives local artists an opportunity *to display* their work.

18. **because of** [bɪ'kɔʊzəv] *conj* — из-за, по причине

He retired last month *because of* illness.

19. **have to do with smb/smith** — иметь отношение к кому-л./ чему-л.

**have nothing to do with smb/smith** — не иметь никакого отношения к кому-л./ чему-л.

I am sure he *has something to do with* it. He made his own decision — I *had nothing to do with* it.

20. **create** [kri'eit] *v* — создавать, творить

**creation** [kri'eɪ(ə)n] *n* — создание, творение

The government plans *to create* more jobs for young people. The machine *creates* a lot of noise. Scientists disagree about how the universe *was created*. These changes will lead to *the creation* of new businesses.

## 2. Match the pairs of antonyms from A and B. Translate them.

### A

1. independence
2. fact
3. unusual
4. including
5. dislike
6. unfamiliar
7. conceal
8. destruction
9. be unimportant
10. have nothing to do

### B

- a) matter
- b) except
- c) aware
- d) opinion
- e) reflect
- f) creation
- g) have smth to do
- h) average
- i) relationship
- j) enjoy

## 3. Match the noun on the left with a suitable item on the right. Use each item once only.

1. The passenger
2. The relations
3. The facts
4. The committee
5. His attitude
6. The show
7. The newspaper
8. His behaviour
9. The creation
10. The matter

- a) approved the plan
- b) is urgent
- c) enjoyed success
- d) of jobs is the top priority
- e) reflects the people's views
- f) took the subway
- g) was made fun of
- h) were improved
- i) to studies was very bad
- j) suggest that she did it

## 4. Replace the italicized words with the words below.

a) reason	b) create	c) because of	d) have nothing to with
e) opinion	f) the matte	g) despite	h) enjoy myself
i) display	j) get to know		

1. In my *view* it was a waste of time. 2. By now you will *be familiar with* the computer software they use. 3. *In spite of* his age, he still leads an active life. 4. The food was excellent — I had no *cause* for complaint. 5. She was late *as a result of* the snow. 6. He dearly loved to *demonstrate* his knowledge. 7. The company is trying to *produce* a young energetic image. 8. The fees they are offering *bear no relation to* the amount of work involved. 9. What is *wrong* with the radio? 10. I always *have a nice time* at John's parties.

5. Read and translate the following groups of sentences paying attention to the words in italics which can function as a noun and a verb, or a verb and an adjective, or a noun and an adjective, with the same form. They can have similar or different meanings. Look up the words in your dictionary if necessary.

- Yesterday was an *average* working day.
  - We receive 20 letters a day on *average*.
  - Economic growth is expected to *average* 2% next year.
- The shop has a large *display* of gift suggestions.
  - This column will *display* the title of the mail message.
  - The *display* problems are due to a shortage of disk space.
- My question *has to do* with yesterday's homework.
  - He *has to do* this job every day.
  - He *has to do* well at college.
- I phoned *because* I needed to talk to you.
  - We got into all this trouble *because* of you.
- There is an important *matter* we must discuss.
  - Books *matter* more than anything else to him.
  - The physical world is composed of *matter*.

6. Read and translate the following international words which come from the texts of the Unit. Look up their transcriptions in the dictionary if necessary. Mind the part of speech.

Individual *n adj*, negative *adj*, positive *adj*, fix *v*, meeting *n*, really *adv*, display *n*, attack *v*, colour *n*, accent *n*, intellectual *n*



*adj*, class *n*, standard *n*, multiracial *adj*, multicultural *adj*, drama *n*, historical *adj*, detective *n adj*, reserve *v*, formal *adj*, realistic *adj*, snobbish *adj*, enthusiastic *adj*, confusion *n*, contact *n v*, etiquette *n*.

**7. Read and translate the following noun(s) + noun structures, or noun chains which come from the texts of the Unit. Look up the words in your dictionary if necessary.**

A television programme, James Bond films, a bowler hat, a football match, a business colleague, a business lunch, eye contact, a business matter, business behaviour, a business deal, a business card.

**8. Study the ways some verbs and adjectives are formed. Form the verbs and adjectives with the help of the prefix re- and the words meaning negation. Read and translate them into Russian. Use your dictionary to help you with the pronunciation.**

a) re- (the prefix means a repeated action, again in a new way):

*Example:* read — читать → reread — перечитывать

Discover, consider, create, awaken, define, distribute, examine, open, construct, appear, build, generate, start.

b) un-, in-, im-, il-, ir-, dis- (the prefixes have a negative or opposite meaning):

*Example:* able — способный → unable — неспособный

1) un- is the most common, e.g. *unusual*;

2) in- is often used before words with a Latin origin, e.g. *invisible*;

3) im- is used before some words beginning with *m* or *p*, e.g. *impolite*;

4) il- can be used before *l*, e.g. *illegal*;

5) ir- is used before a few words beginning with *r*, e.g. *irreplaceable*;

6) dis- is used before some adjectives and verbs, e.g. *dislike*.

Conventional, equal, acceptable, employed, adequate, formal, perfect, probable, literate, logical, regular, responsible, agree, believe, patient, possible, practical, dependent, relevant.

**9. Read and translate the following sentences having the verbs with re- prefix. Look up the words in your dictionary if necessary.**

1. We guarantee to refund you your money. 2. You should completely rewrite your essay. 3. They are going to reorganize the

firm. 4. Make sure that you re-present your cheques by the end of the week. 5. A car isn't the sort of thing you renew every year. 6. I failed my exam but I can retake it next year. 7. We need to reappraise the situation in a year's time. 8. I'm going to have to redo that report.

10. Use one of the prefixes below to give the adjectives the opposite meaning. Translate the phrases. Use a dictionary if necessary.

un-	in-	im-	il-	ir-
1. an ___ capable performer		9. an ___ efficient manager		
2. an ___ logical idea		10. an ___ liquid assets		
3. an ___ cashed cheque		11. an ___ matured bill		
4. an ___ perfect market		12. an ___ favourable balance		
5. an ___ legal contract		13. an ___ recoverable debt		
6. an ___ expensive car		14. an ___ valid licence		
7. an ___ regular		15. an ___ literate man		
8. an ___ economic process		16. an ___ profitable method		

## SECTION 2

### GRAMMAR

11. Study the forms and use of the Present, Past and Future Perfect Continuous Tense.

ACTIVE VOICE			
to have been + Present Participle			
	Present Perfect Continuous	Past Perfect Continuous	Future Perfect Continuous
+	I (we, you, they) <i>have been translating</i> the text for two hours. He (she, it) <i>has been translating</i> the text for two hours. Я <i>перевожу</i> текст два часа.	I (you, he, she, it, we, they) <i>had been translating</i> the text for two hours when she came. Я <i>переводил</i> текст два часа, когда она пришла.	I (we) <i>will/shall have been translating</i> the text for two hours when she comes. You (he, she, it, they) <i>will have been translating</i> the text for two hours. Я <i>буду переводить</i> текст два часа, когда она придет.

?	<i>Have I (we, you, they) been translating the text? Has he (she, it) been translating the text?</i>	<i>Had I (you, he, she, it, we, they) been translating the text for two hours?</i>	<i>Will/shall I (we) have been translating the text? Will you (he, she, it, they) have been translating?</i>
—	<i>I (we, you, they) have not (haven't) been translating for two hours. He (she, it) has not (hasn't) been translating.</i>	<i>I (you, he, she, it, we, they) had not (hadn't) been translating the text for two hours when she came.</i>	<i>I (we) will not (won't)/ shall not (shan't) have been translating the text. You (he, she, it, they) will not have been translating.</i>
<b>NOT USED IN THE PASSIVE VOICE</b>			
Употребление	Выражает действие, которое началось в прошлом и продолжается в настоящем: <i>for two hours, since morning.</i>	Выражает действие, начавшееся ранее другого прошедшего действия (Past Simple) и еще происходившего в момент его совершения: <i>for two hours, since morning, when he came.</i>	Выражает действие, которое начнется раньше другого будущего действия и будет еще совершаться в момент его наступления: <i>for two hours, since morning, when he comes.</i>

**12. Read and translate the following sentences, make them negative and interrogative.**

1. Silvia has been studying English for two years. 2. It has been raining for an hour. 3. At the time the factory closed down, Sarah had been working there for five years. 4. Dave has been playing the piano since he was seven years old. 5. He has had a camera since 1995. 6. I had been walking along the road for about ten minutes when a car suddenly stopped just behind me. 7. Mary has been working in London since 18 January. 8. Anne has been looking for a job for six months. 9. Next year I will have been working for the company for 30 years. 10. We had been playing for half an hour when it started to rain.

**13. Read and translate the following sentences. Mind the use of the Perfect Continuous.**

1. It has been raining all day. 2. I have been learning English since I was six. 3. I had been working at the factory for two years when my brother arrived. 4. She has been crying non-stop since

she got his letter. 5. When John retires next week, he will have been working for our firm for 25 years. 6. After I had been walking for an hour, I decided to have a rest. 7. We have been developing this product for three years. 8. She has been playing tennis professionally for ten years. 9. All the roads were blocked: it had been snowing all night.

14. Put the verb into the most suitable form: the Present/Past Perfect or the Present/Past Perfect Continuous.

1. I \_\_\_\_\_ (read) the book you lent me, so you can have it back now. 2. Tom's father \_\_\_\_\_ (do) the same job for 20 years. 3. We were good friends. We \_\_\_\_\_ (know) each other for a long time. 4. Please, hurry up! We \_\_\_\_\_ (wait) for an hour. 5. Kevin \_\_\_\_\_ (look for) a good job in London since he left school. 6. I \_\_\_\_\_ (lose) my English textbook. \_\_\_\_\_ (you/see) it anywhere? 7. We were extremely tired at the end of the journey. We \_\_\_\_\_ (travel) for more than 24 hours. 8. Somebody \_\_\_\_\_ (smoke) all my cigarettes. The packet is empty. 9. Jake \_\_\_\_\_ (run) a small business since last year. 10. When we arrived at the cinema, the film \_\_\_\_\_ (already/begin).

15. Read and memorize the prepositions of two or more words. Translate the given sentences.

1. according to согласно чему-л.	According to the timetable, the train leaves at 8.15 a.m.
2. apart from не считая, кроме, не говоря уже о	Father was the only one who knew you thoroughly, <i>apart from me</i> .
3. as to относительно, что касается	Mr. Pike inquired <i>as to</i> the exchange price.
4. as well as так же как, а также	This article is interesting <i>as well as</i> useful.
5. because of благодаря, из-за, вследствие	I couldn't get to work <i>because of</i> my illness.
6. by means of посредством, с помощью	Thoughts are expressed <i>by means of</i> words.
7. due to благодаря, из-за, вследствие	Our success was <i>due to</i> luck.

8. <b>in addition to</b> <i>в дополнение к, кроме</i>	<i>In addition to</i> giving a general introduction to computers, the course also provides practical experience.
9. <b>in front of</b> <i>перед, впереди, напротив</i>	I will wait for you <i>in front of</i> the shop.
10. <b>in order to</b> <i>чтобы, для того чтобы</i>	He stood on the chair <i>in order to</i> reach the top shelf.
11. <b>in spite of</b> <i>несмотря на</i>	<i>In spite of</i> the threat of war, he says he remains confident that peace is possible.
12. <b>instead of</b> <i>вместо</i>	He accepted the realities <i>instead of</i> resisting them.
13. <b>in view of</b> <i>свиду, принимая во внимание</i>	<i>In view of</i> his youth, the police have decided not to press charges.
14. <b>on account of</b> <i>из-за, по причине, вследствие</i>	He couldn't read the speech himself, <i>on account of</i> a sore throat.
15. <b>owing to</b> <i>из-за, благодаря, вследствие</i>	Flights were delayed <i>owing to</i> the strike.
16. <b>with (in) regard to</b> <i>что касается, относительно</i>	<i>With regard to</i> your recent application, I am afraid we are unable to offer you the job.
17. <b>thanks to</b> <i>благодаря, из-за, вследствие</i>	<i>Thanks to</i> the new network, clerks will be able to deal with all the payments at one time.

**16. Read and translate the following sentences paying attention to the prepositions of two or more words.**

1. There's no decision as to when the work might start. 2. The bus was delayed due to heavy snow. 3. He couldn't go to work in Africa on account of his poor health. 4. In some cases, negative stereotypes are spread by one country in order to discredit another. 5. The work was done according to her instructions. 6. Owing to his illness, he couldn't continue with his studies. 7. Apart from everything else, we had financial problems. 8. In many parts of Spain, when people go out to the countryside, instead of a barbecue, they will cook paella. 9. Classes were cancelled because of a staff meeting. 10. The load was lifted by means of a crane. 11. In view of what you've said, I think we should reconsider our course of action. 12. The company had a successful year thanks to the improvement in sales. 13. In addition to his flat in London, he has a villa in Italy. 14. I am writing to you with regard to your letter of 22 March.

**17. Supply the missing prepositions.**

1. He owns a big chemical factory \_\_\_ running a massive oil business in the USA. 2. We finished the work in time \_\_\_ all difficulties.

3. I was able to afford a car \_\_\_ by means of a loan. 4. We didn't place orders with this firm \_\_\_ the high place. 5. \_\_\_ Charles Anderson, the government should pay closer attention to public opinion. 6. \_\_\_ his help we finished our work early. 7. \_\_\_ the journey, they will speak about that later. 8. They went home early \_\_\_ watch the match on television. 9. She got the job \_\_\_ her excellent qualifications. 10. You should go out more \_\_\_ staying at home all the time. 11. All I could see was the enormous hat on the woman sitting in front of me. 12. The room was empty \_\_\_ one man sitting beside the fire.

### SECTION 3

## READING AND DISCUSSION

18. Before you read the text "What the British Think of Americans", discuss these questions with your classmates or teacher.

- a) Do you know what stereotype is?
- b) What is a stereotype based on?
- c) What is the relationship between the British and Americans?
- d) What is the USA associated with for many British people?
- e) Do young and old people have the same attitude to America?
- f) What is an average middle-aged American man like?
- g) Do the British think Americans are not interested in culture?
- h) How do Americans spend their free time?
- i) What are the positive aspects of the American character?

19. Read Text 9A to find out if you are right or wrong. Use the introductory phrases given in Unit 1.

### Text 9A

## What the British Think of Americans

British people have mixed opinions about the Americans, reflecting the close but sometimes troubled relationship between the two nations. When people get to know Americans as individuals they have a lot more respect and affection for them than the popular, rather negative, *stereotype* (fixed idea of a person's character) based on a casual meeting or on television programmes might suggest.

For many British people the US is associated with power in international politics, Hollywood, money and violence. The British are a little jealous of America's power. But although Americans believe they rule the world, few of them know much about anything outside the US. The British think that money matters more than anything else to Americans, and they do not really approve of this and do not like brash (too public) displays of wealth. They also believe that the US is a dangerous place where you cannot walk in the streets or subways without fear of being attacked. Despite this, many want to go there for their holidays. Young people generally have a much more positive attitude and love everything that comes out of America.

Many people see and hear American tourists in Britain and this influences their opinion of Americans in general. The average American man visiting Britain appears to be middle-aged or old, wealthy, and wearing a colourful shirt or check "pants". He is fat, because of the unhealthy foods that Americans eat, and friendly, but can easily become excited and rude. His wife finds everything British "cute" or "quaint", especially anything to do with the royal family. They both talk loudly with strong accents. British people make fun of Americanisms like "Gee, honey!" and "Have a nice day!"

British people believe that Americans have no culture, and that except for a few intellectuals Americans are not very interested in culture. Americans spend their free time watching baseball and football, often on television. If they want culture they get television programmes from the BBC.

Seriously, however, there are many more positive aspects of the American character. British people who visit Americans in their own country find them friendly and welcoming to visitors. They have no worries about class, they work hard, they enjoy the best living standards and the most advanced technology in the world, and they have an open attitude to life. The popular stereotype of white Americans is created by white Britons, but these people know that the US, like Britain, is a multiracial, multicultural society and are aware of the great variety of lifestyles, as well as the problems, which that brings [*Oxford Guide to British and American Culture for Learners of English*].

**20. Add some more sentences confirming the following statements.**

1. British people have mixed opinions about Americans. 2. The British are jealous of America's power. 3. American tourists

influence British people's opinion of Americans in general. 4. British people make fun of Americanisms. 5. British people who visit Americans in their own country find them friendly and welcoming to visitors.

**21. Read aloud paragraph 2 and translate it into Russian.**

**22. Explain the following references.**

a) ...*they* have a lot more respect and affection for *them*... .

What do the pronouns *they* and *them* refer to?

b) ...few of *them* know much about anything outside the US.

What does the pronoun *them* refer to?

c) ...*they* do not really approve of *this*... .

What do the pronouns *they* and *this* refer to?

d) Despite *this*, many want to go there for *their* holidays.

What do the pronouns *this* and *their* refer to?

e) *He* is fat, because of the unhealthy foods that Americans eat...

What does the pronoun *he* refer to?

**23. Retell the text in English according to the plan to be made.**

**24. From your own experience of Americans in real life, on television, in films or books, do you think the stereotypes described in the text are common about them?**

**25. Skim Text 2B "What Americans Think of the British" and try to understand what it is about. Give a brief overview of its structure and contents.**

### Text 9B

## What Americans Think of the British

The US once belonged to Britain, and many Americans have British ancestors, so when Americans think of Britain, they think of a place that seems very familiar. Americans watch British television programmes, especially period dramas, see James Bond films, and read detective stories by Agatha Christie. As children, they read British books like "Winnie-the-Pooh". On the basis of these experiences, which are common even to



people who are not of British origin, most Americans know more about Britain than about any other country. Although only a few Americans travel to Britain, almost all have an opinion of the British.

Many Americans would have difficulty drawing a map of Britain. They think the country consists of London and a village in Scotland where one of their ancestors came from. London itself is covered in fog. The average British man wears a bowler hat and carries an umbrella. He waits in a queue for the bus, eats fish and chips, and drinks a lot of tea. He has a servant — everyone in Britain does — and he has great respect for the Queen.

Americans admire the behaviour of the British, although they themselves would never want all their social rules. Americans think of the British as being perfectly polite and proper, knowing which knife and fork to use, always saying “please”, “thank you” or “excuse me”.

Americans often say that the British are “quaint”, a word which means *old-fashioned*, but in a nice way. This impression comes partly from differences in how the two countries speak English. British English has words and structures that have not been used in the US for a long time, and so it sounds old-fashioned or formal. A favourite British adjective is *lovely*, which is used to describe anything. Other British words, like *holiday*, *smashing* and *brilliant* make Americans smile.

The view of Britain as a country where everyone behaves in a strange but nice way is not realistic, and Americans who have been to Britain have some negative impressions to add to the positive. The British are snobbish and do not seem very friendly. The famous British reserve seems cold to Americans who are more used to an open, enthusiastic way of communicating. Overcooked food, the smallness of the houses, baths instead of showers, and the weather which is always dull or rainy, are other favourite complaints of Americans visiting “the old country”. But in spite of these negative things, the view of Britain from the US is, in general, very positive and for many Americans going to Britain is almost like going home [*Oxford Guide to British and American Culture for Learners of English*].

**26. Identify the topic of each paragraph of Text 9B.**

**27. Complete the sentences choosing the best variant corresponding to the contents of Text 9B.**

- 1) Americans know more about Britain than about any other country because ...
  - a) they read British books.
  - b) they watch British television programmes.
  - c) many Americans have British ancestors.
- 2) The average British man ...
  - a) knows a lot about Americans.
  - b) doesn't know anything about Americans.
  - c) eats fish and chips and drinks a lot of tea.
- 3) Americans ...
  - a) don't understand the behaviour of the British.
  - b) like the social rules of the British.
  - c) have great respect for the Queen.
- 4) Americans consider the British to be quaint because of ...
  - a) the way they speak English.
  - b) their behaviour.
  - c) their politeness.
- 5) One of the favourite complaints about the British that they...
  - a) take showers instead of baths.
  - b) are snobbish.
  - c) are very friendly.

**28. From your own experience of the British in real life, on television, in films or books, do you think the stereotypes described in the text are common about them?**

**29. What stereotypes do others have of Russians? Go online to foreign articles to find information about Russians.**

**30. Imagine your foreign friend has come to study at your college. What advice would you give him?**

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**SECTION 4**

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**SPEAKING**

**31. Small talk is a casual form of conversation about things that are not important, often between people who do not know each other well. It “breaks the ice” or fills an awkward silence between people. One of the commonest small talk themes in Britain is the weather. Study and learn the following words and expressions that can be used while talking about weather.**

*a) Describing the weather:*

good, nice, fine, lovely, beautiful, wonderful, pleasant; bad, awful, terrible, nasty, miserable, unpleasant, dull; sunny, warm, hot, mild, cool, chilly, cold, freezing, frosty; rainy, wet, humid, dry; foggy, smoggy, misty; windy, stormy.

*b) Describing the sky:*

cloudy, cloudless, clear, bright, blue, grey, dark.

*c) Weather phenomena:*

sunshine, strong wind, light wind, cold wind, warm wind, heavy rain, cold rain, warm rain, light rain, pouring rain, thick fog, heavy fog, heavy snow, deep snow, light snow, wet snow, falling snow, melting snow.

*d) Expressions:*

What is the weather like today? It rains. It's raining now. It's raining hard. It's going to rain (it looks like rain). It often snows. It's snowing now. It's pouring now. It's hailing now.

*e) Temperature:*

What's the temperature? The temperature is five degrees above (below) zero. It's about three degrees above (below) zero.

*g) Examples:*

The weather is nice today. Terrible weather, isn't it? It's a nice day, isn't it? It is cold and windy. It's cloudy, but there's no rain. It looks like it's going to snow.

**32. Practise these dialogues.***Dialogue 1*

A.: It's such a nice day!

B.: Yes, it is.

A.: It looks like it may rain soon.

B.: Yes, and I hope that it does.

A.: Why is that?

B.: I really love how rain clears the air.

A.: Me too. It always smells so fresh after it rains.

B.: Yeas, but I love the night air after it rains.

A.: Really? Why is it?

B.: Because you can see the stars perfectly.

A.: I really hope it rains today.

B.: Yeah, me too.

*Dialogue 2*

A.: What's the weather like today? Is it cloudy?

B.: No, it isn't. It's sunny.

A.: Is it hot?

B.: Yes, very.

A.: What shall we do?

B.: Let's go to the country!

A.: OK.

*Dialogue 3*

A.: It's a nice day today, isn't?

B.: It certainly is. Not a cloud in the sky, but 30 degrees above zero is too hot, much too hot.

A.: Oh, yes, it's hot and humid.

B.: Is it usual summer weather in this area?

A.: Maybe yes, maybe no. It depends, you know.

*Dialogue 4*

A.: Look, Jane, is it hot outside?

B.: I think it is.

A.: What's the temperature today?

B.: It's 25 degrees above zero.

A.: Let's go for a walk.

B.: I'm sorry, I'm busy.

A.: What a pity!

*Dialogue 5*  
**In a Taxi**

*Anne:* Taxi!

*Taxi driver:* Where to, miss?

*Anne:* The Carling Hotel, please.

*Taxi driver:* Certainly. Have you got any luggage?

*Anne:* Yes, I've got this suitcase.

*Taxi driver:* Right. I'll just see to that. Now where are you staying again, miss?

*Anne:* The Carling Hotel in West Street.

*Taxi driver:* Right ... A bit grey today, isn't it?

*Anne:* Pardon?

*Taxi driver:* It's a bit grey today, the weather. It's not very nice.

*Anne:* Oh, I see. No, it isn't very nice.

*Taxi driver:* Still at least it isn't raining.

*Anne:* Yes, that's true.

*Taxi driver:* Is this your first time here?

*Anne:* No. This is my third visit to Oxford.

*Taxi driver:* Are you here on business or on holiday?

*Anne:* On business, I'm afraid.

*Taxi driver:* How long are you staying?

*Anne:* Oh, just two days.

*Taxi driver:* Well, here we are. That's £8.25, please, miss.

*Anne:* Here you are. Keep the change.

*Taxi driver:* Thanks a lot, miss.

**33. Make up and act some dialogues considering the following assignments. Use the words and expressions given above and Dialogues 1—5 as a model.**

- a) small talk before classes;
- b) small talk at a bus stop;
- c) today's weather;
- d) the weather in the town you have just come from.

## SECTION 5

## LISTENING

34. Listen to the text "The National Symbol of Russia". Answer the questions that follow.

- a) What does the coat of arms of Russia derive from?
- b) When was it abolished and restored?
- c) Has the coat of arms ever been modified?
- d) What is its general layout like?
- e) What is the shape of the eagle traced back to?
- f) Who was the current coat of arms designed by?
- g) When was it adopted officially?
- h) What has been changed and retained in it?

35. Check your answers with your classmates and Tapescript 9A of the text. Look up the words you don't know in your dictionary.

36. Retell the text about the coat of arms of the Russian Federation.

37. Collect some information about the coat of arms of your home town and tell your classmates about it.

38. Listen to the Text "Some Tips before You Travel" about some advice for those going abroad. As you listen to it, fill in the chart according to the following headings.

France	
Asian cultures	
China	
Afghanistan	
Pakistan	
The Middle East	
America	
Mexico	
Ireland	

39. Check your answers with your classmates and Tapescript 9B of the text. Look up the words you don't know in your dictionary.

40. Retell the text about good manners in different countries and places.

41. Give three or four examples of bad manners in this country.

## SECTION 6

### WRITING

42. We have to fill in different forms on various occasions. Forms do not usually ask questions, but they ask for information. Match an expression in A with a question in B.

#### A

1. First name/forename
2. Surname/Last name
3. Title
4. Date of Birth
5. Place of Birth
6. Country of origin
7. Present address
8. Permanent address
9. Marital Status
10. Occupation
11. Annual income
12. Qualifications
13. Hobbies/Interests
14. Tel. no.

#### B

- a) When were you born?
- b) Where are you living now?
- c) What diploma do you have?
- d) What is your phone number?
- e) Are you married or single?
- f) What is your family name?
- g) How much do you earn a year?
- h) What is your rank/status?
- i) What do you do in your free time?
- j) Where do you come from?
- k) What is your first name?
- l) Where do you live?
- m) What do you do?
- n) Where were you born?

43. Forms ask you to do certain things. Do the following.

- a) Title (Mr/Mrs/Miss). \_\_\_\_\_
- b) Write your name in block capitals. \_\_\_\_\_
- c) Put a cross if you are male.
- d) Put a tick if you are a female.

- e) I am a college student / an employee / an employer  
(Delete where are not applicable)
- f) Sign your name. \_\_\_\_\_

44. Study the parts and some features that are characteristic of the following forms. Fill them in for yourself.

- a) A college registration form.

Technical college	
Registration form	
1.	Title .....
2.	Family name .....
3.	Forename(s) .....
4.	Date of birth.....
5.	Age .....
6.	Nationality .....
7.	Marital status .....
8.	Occupation .....
9.	Address ..... postcode: .....
10.	Telephone number
11.	home: .....
11.	work: .....
12.	Interests .....



## b) A hotel registration form.

HILTON HOTEL	
Surname: _____	First Name: _____
Address: _____	
City: _____	Country: _____ Postal Code: _____
Tel. No.: _____	Fax No.: _____
email: _____	
Room type required: _____	
Single or Double occupancy _____	
Arrival Date: _____	Departure Date: _____
Total: _____ nights	
Flight Carrier: _____ Arrival time at Athens Airport: _____	
I authorise the Hotel to charge my credit card with the amount indicated above as advance payment for _____ nights stay ( <i>please print</i> ).	
Credit Card type: _____	Number: _____
Exp. Date: _____	
Cardholder Name: _____	Signature: _____
Date: _____	

45. Use the Internet to find some information about a college you like and a hotel you would like to stay at. Fill in the registration forms provided and present them to the class.

# UNIT 10.

## Ancient Structures

### SECTION 1

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#### VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text “The Great Pyramid of Giza” and translate the given sentences.

1. **ancient** [ˈeɪn(ə)nt] *adj* – древний, старинный

The law protects *ancient* monuments and old churches.

2. **structure** [ˈstrʌktʃə] *n* – конструкция, сооружение, строение, здание, конструкция

Wood *structures* were very common in earlier times.

3. **engineering** [ˌendʒɪˈniəriŋ] *n adj* – инженерное искусство, инженерное дело; техника; машиностроение; проектирование; инженерный; технический; машиностроительный

The bridge is a triumph of modern *engineering*. Train services on Sunday will be restricted because of *engineering* works.

4. **size** [saiz] *n* — размер, величина

Houses increase in size as you travel further from the city. Richard wears *size* 10 shoes.

5. **scale** [skeil] *n* — масштаб, шкала

House building is being carried out on a large *scale*. This thermometer has two *scales* marked on it. In a map drawn to the *scale* 1: 50,000, one centimeter represents half a kilometre.

6. **scholar** ['skɒlə] *n* — ученый

He was the most distinguished *scholar* in his field.

7. **locate** [ləu'keɪt] *v* — находиться, располагаться; определять местонахождение

The offices *are* conveniently *located* just a few minutes from the main station. The mechanic *located* the defect immediately.

8. **contain** [kən'teɪn] *v* — содержать(ся), вмещать, иметь

This book *contains* all the information you need.

9. **plausible** ['plɔ:zəb(ə)l] *adj* — правдоподобный, вероятный

Her story sounded perfectly *plausible*.

10. **weigh** [wei] *v* — весить, иметь вес; взвешивать

**weight** [weɪt] *n* — вес; тяжелый предмет, тяжесть

He *weighs* 60 kilograms. What is your height and *weight*? He stays in good shape by lifting *weights*.

11. **effort** ['efət] *n* — усилие, напряжение; попытка

**make an effort** — попытаться, сделать попытку, постараться

The job will require a great deal of time and *effort*. I went to keep-fit classes in *an effort* to lose weight. I didn't really feel like going out, but I am glad I *made the effort*.

12. **manpower** ['mæn,paʊə] *n* — рабочая сила; людские ресурсы или резервы

*Manpower* will be reduced by an average of 20%.

13. **account** [ə'kaʊnt] *n* — счет; отчет, доклад, сообщение  
**take into account** — принимать во внимание, учитывать  
**account for smth** *v* — отвечать (за что-л.); объяснять (что-л.);  
 составлять

**accountant** [ə'kaʊntənt] *n* — бухгалтер

**accounting** *n* — (бухгалтерский) учет, счетное дело; отчетность

I opened *an account* in this bank. He kept detailed *accounts*. There were some *accounts* of the incident in the paper. Coursework *is taken into account* as well as exam results. The differences in achievement between the pupils *are partly accounted for* by differences in age. We talked to the *accountant*. He is good at *accounting*.

14. **estimate** ['estimeɪt] *v*, ['estɪməɪt] *n* — оценивать, составлять смету; оценка, смета

The value of the painting *was estimated* at several thousand pounds. I can give you a rough *estimate* of the amount of wood you will need. We got *estimates* from three firms and accepted the lowest.

15. **record** ['rekɔ:d] *n*, [rɪ'kɔ:d] *v* — запись, отчет; записывать, вести запись

**keep a record** — вести запись

He *recorded* details of their conversation in his diary. My teacher *keeps a record* of my absences.

16. **stone** [stəʊn] *n* — камень

**limestone** ['laɪmstəʊn] *n* — известняк

Most of the houses are built of *stone*. Many landmarks across the world, including the Great Pyramid and its associated complex in Giza, Egypt, are made of *limestone*.

17. **scaffolding** ['skæf(ə)ldɪŋ] *n* — строительные леса

The statue is currently surrounded by *scaffolding*.

18. **brick** [brik] *n* – кирпич

The college is built of *brick*.

19. **damage** ['dæmidʒ] *n v* – повреждение, разрушение, дефект; повреждать, разрушать, наносить ущерб

This will do a lot of *damage* to the beam. Fires *damage* parts of buildings and whole buildings.

20. **enormous** [i'no:məs] *adj* – громадный, огромный

This living room is *enormous*.

## 2. Match the words with the definitions below.

a) size	b) scholar	c) structure	d) brick	e) scaffolding
f) manpower	g) account	h) accountant	i) scale	j) stone

1. a temporary structure for workers to stand on;
2. a building or something that has been built;
3. an arrangement with a bank to keep your money there;
4. the size or level of something;
5. how large or small something or someone is;
6. the supply of people who are able to work;
7. a person whose job is to keep or check financial accounts;
8. a person who knows a lot about a particular subject;
9. a hard solid substance found in the ground;
10. a rectangular block of hard material used for building walls.

## 3. Match the following English words with the Russian equivalents.

- |                |                              |
|----------------|------------------------------|
| 1. enormous    | a) правдоподобный, вероятный |
| 2. limestone   | b) вес                       |
| 3. ancient     | c) громадный, огромный       |
| 4. plausible   | d) (бухгалтерский) учет      |
| 5. engineering | e) повреждение, разрушение   |
| 6. accounting  | f) оценка, смета             |
| 7. weight      | g) известняк                 |
| 8. estimate    | h) инженерное искусство      |
| 9. damage      | i) запись, отчет             |
| 10. record     | j) древний, старинный        |

**4. Match the verb on the left with a suitable item on the right. Use each item once only.**

- |               |                       |
|---------------|-----------------------|
| 1. keep       | a) into account       |
| 2. make       | b) in the city centre |
| 3. take       | c) a distance         |
| 4. account    | d) 80 kilograms       |
| 5. weigh      | e) scaffolding        |
| 6. contain    | f) an effort          |
| 7. be located | g) a scholar          |
| 8. estimate   | h) some information   |
| 9. build      | i) a record           |
| 10. become    | j) for a mistake      |

**5. Make the following sentences complete by translating the words and phrases in brackets.**

1. The Great Wall of China is made of earth covered with (камень). 2. The Egyptian pyramids are a famous symbol of (древний) Egypt. 3. One of the biggest pyramids is made of (огромный) stone blocks which (вешить) up to 200 tonnes each. 4. (Известняк) makes up about 10% of the total volume of all sedimentary rocks. 5. What is the (масштаб) of the map? 6. The Great Pyramid is a marvel of human (инженерное искусство). 7. The flood caused great (разрушение) to the town. 8. The factory will (постараться) to provide better working conditions. 9. How much liquid can this bottle (содержать)? 10. The dealer will (оценивать) the worth of the used car.

**6. Read and translate the following international words which come from the texts of the Unit. Look up their transcriptions in the dictionary if necessary. Mind the part of speech.**

Pyramid *n*, monument *n*, massive *adj*, proportion *n*, dynasty *n*, sarcophagus *n*, debate *n v*, tonne *n*, maneuver *v*, parallel *n adj*, protect *v*, raid *n*, barrier *n*, interval *n*, barrack *n*, archaeologist *n*, bronze *n adj*, antiquarian *n adj*, astronomer *n*, confederation *n*, seasonal *adj*.

**7. Read and translate the following noun(s) + noun structures, or noun chains which come from the texts of the Unit. Look up the words in your dictionary if necessary.**

Slave labour, farm work, a stone block, mud bricks, a granite sarcophagus, food products, a construction project, a guard station, an army unit, enemy movements, a signal tower, a wall inner surface, post-and-lintel formation, a Bronze age chiefdom, a knee injury.

8. Using a dictionary complete the chart with the appropriate word form. In some cases there may be more than one answer.

	Verb	Noun	Adjective	Adverb
1.			educational	
2.		product		
3.				nationally
4.	differ			
5.			comfortable	
6.	weigh			
7.		construction		
8.			various	
9.				organisationally
10.	specialise			

9. Read the text and use the word given in brackets to form a word which will fill the blank. Use a dictionary if necessary.

Since ancient times, numerous "seven wonders" lists have been created. The content of these lists tends to be (vary) \_\_\_\_\_ (1), and none is definitive. The seven wonders that are most (wide) \_\_\_\_\_ (2) agreed upon as being in the (origin) \_\_\_\_\_ (3) list are the Seven Wonders of the Ancient World, which was compiled by ancient (Greece) \_\_\_\_\_ (4) historians and is thus confined to the most magnificent structures known to the ancient (Greece) \_\_\_\_\_ (5) world. Of all the Ancient Wonders, the pyramids alone survived.

The Pyramids of Egypt are three pyramids at Giza, outside modern Cairo. The largest pyramid, built by Khufu (Cheops), a king of the fourth dynasty, had an (origin) \_\_\_\_\_ (6) estimated (high) \_\_\_\_\_ (7) of 482 ft, now (approximate) \_\_\_\_\_ (8) 450 ft. The base has sides 755 ft long. It contains 2,300,000 blocks; the average (weigh) \_\_\_\_\_ (9) of each is 2.5 tons. Estimated date of (complete) \_\_\_\_\_ (10) is 2680 B.C.

The Hanging Gardens of Babylon were (supposed) \_\_\_\_\_ (11) built by Nebuchadnezzar around 600 B.C. to please his queen, Amuhia. They are also associated with the (myth) \_\_\_\_\_ (12) Assyrian queen Semiramis. (Archeology) \_\_\_\_\_ (13) surmise that the gardens were laid out atop a vaulted (build) \_\_\_\_\_ (14), with (provide) \_\_\_\_\_ (15) for raising water. The terraces were said to rise from 75 to 300 ft.

The Statue of Zeus at Olympia was made of gold and ivory by the (Greece) \_\_\_\_\_ (16) sculptor Phidias (5th century B.C.).

Reputed to be 40 ft high, the statue has been lost without a trace, except for (reproduce) \_\_\_\_\_s (17) on coins.

The Temple of Artemis at Ephesus was begun about 350 B.C., in honour of a non-Hellenic goddess who later became identified with the (Greece) \_\_\_\_\_ (18) goddess of the same name.

The Colossus at Rhodes was a bronze statue of Helios, about 105 ft high. The work of the (sculpture) \_\_\_\_\_ (19) Chares, who (reputed) \_\_\_\_\_ (20) laboured for 12 years before completing it in 280 B.C., it was destroyed during an earthquake in 224 B.C.

The Pharos Lighthouse of Alexandria was built by Sostratus of Cnidus during the 3rd century B.C. on the island of Pharos off the coast of Egypt. (Bad) \_\_\_\_\_ (21) damaged by three earthquakes between 956 and 1323, it then became an abandoned ruin.

## SECTION 2

### GRAMMAR

10. Revise the forms and use of the Simple, Continuous, Perfect and Perfect Continuous Tenses given in the above Units.

11. Choose the correct translation of the predicates in italics.

- |  |  |
|--|--|
| 1. They <i>had discussed</i> a new film when I came into the room.                     | a) <i>обсуждали</i> b) <i>обсуждают</i> c) <i>обсудили</i> |
| 2. They <i>discussed</i> a new film yesterday.   | a) <i>обсудили</i> b) <i>обсудят</i> c) <i>обсуждают</i>   |
| 3. They often <i>discuss</i> a new film.   | a) <i>обсудили</i> b) <i>обсуждают</i> c) <i>обсудят</i>   |
| 4. They <i>have</i> already <i>discussed</i> a new film.                               | a) <i>обсудят</i> b) <i>обсудили</i> c) <i>обсуждают</i>   |
| 5. They <i>had been discussing</i> a new film for two hours when I came into the room. | a) <i>обсуждали</i> b) <i>обсудили</i> c) <i>обсуждают</i> |
| 6. They <i>will be discussing</i> a new film at 3 o'clock tomorrow.                    | a) <i>обсудят</i> b) <i>обсуждают</i> c) <i>обсудили</i>   |
| 7. They <i>will discuss</i> a new film tomorrow.                                       | a) <i>обсуждают</i> b) <i>обсудили</i> c) <i>обсудят</i>   |
| 8. The new film <i>was discussed</i> yesterday.  | a) <i>обсудили</i> b) <i>обсудят</i> c) <i>обсуждают</i>   |



9. The film *had been discussed* when I came into the room. а) обсудили б) обсуждают с) обсуждали
10. They *are discussing* a new film now. а) обсудили б) обсуждали с) обсуждают
11. The new film *has been* already *discussed*. а) обсуждали б) обсудили с) обсуждают
12. They *will have discussed* a new film by the time I come. а) обсудят б) обсуждали с) обсудили
13. They *were discussing* a new film when I came. а) обсудили б) обсудят с) обсуждали
14. The new film *is discussed* every day. а) обсудили б) обсуждают с) обсудят
15. The new film *was being discussed* when I came. а) обсуждали б) обсудили с) обсудят
16. They *have been discussing* a new film since the morning. а) обсудили б) обсуждают с) обсуждали

12. Make up 21 sentences with different time expressions (see the table below) both in English and in Russian to illustrate the use of tenses in the Active and Passive Voice (Simple, Continuous, Perfect, Perfect Continuous), then ask your classmate to do back translation.

*Example:*

They *are exporting* their products to Spain *now*. Сейчас они экспортируют свою продукцию в Испанию.

Their products *are being exported* to Spain *now*. Сейчас их продукция экспортируется в Испанию.

Simple	Continuous	Perfect	Perfect Continuous
often, every day (week, month, year), usually, always, twice a week (three times a week, etc.), daily (weekly, monthly), yesterday, last week (month, year), next week (month, year, etc.), in two days, tomorrow.	now, at present, at the moment, from 5 till 7, when somebody came, at 3 yesterday.	already, yet, just, lately, this year (week, month), by 3 o'clock, after, when, before, for, since.	since, for, all (my) life, when, after, before.

**13. Put the verb into the correct form.****a) Active Voice.**

1. I don't think Mary \_\_\_\_\_ (do) very well in her exam tomorrow.
2. Mr Smith \_\_\_\_\_ (see) a lot of people this week.
3. Computers \_\_\_\_\_ (become) increasingly important in production processes now.
4. He \_\_\_\_\_ (live) in this house for the last few months.
5. I \_\_\_\_\_ (go) to London last week.
6. When I got to the party, Peter \_\_\_\_\_ (go) home.
7. The customers \_\_\_\_\_ (pay) money for our services at 3 o'clock tomorrow.
8. My friend usually \_\_\_\_\_ (start) at 9.00.
9. He \_\_\_\_\_ (know) Mary since 2001.
10. This old practice of doing business \_\_\_\_\_ (change) by the beginning of the next year.

**b) Passive Voice.**

1. A conference on these problems \_\_\_\_\_ (hold) now.
2. The mail \_\_\_\_\_ (usually/bring at 9 a.m. every day).
3. The letter didn't arrive because it \_\_\_\_\_ (send) to my old address.
4. The test \_\_\_\_\_ (discuss) at the next meeting.
5. The machine \_\_\_\_\_ (test) at that moment when we arrived at the plant.
6. Two million cars \_\_\_\_\_ (produce) so far this year.
7. America \_\_\_\_\_ (discover) by Columbus.

**14. Read and translate the following sentences paying attention to the Tense form and the Voice of the predicate. Use a dictionary if necessary.**

1. This computer will cost \$350 next year.
2. The construction of the Great Pyramid of Giza was completed around 2560 B.C.
3. The construction of the Great Pyramid of Giza has always been the subject of much debate among scholars.
4. Many economic systems were undergoing fundamental changes during that period of time.
5. With the progress of society and the growth of population, the demand for land has increased.
6. Jim is often allowed to miss classes.
7. This country has been importing most goods from Germany and the USA for the last five years.
8. He is being interviewed for the job now.
9. Some efforts had been made by the time I joined the company.
10. The lost dog is being looked for everywhere.
11. The company will be preparing its budget in the near future.
12. They met at the last film festival and have been working together ever since.
13. The most extensive and best-preserved version of the Great Wall of China dates from the Ming dynasty (1368–1644) and runs for some 8,850 km.
14. These

products were being designed by a special team when I joined it. 15. It took approximately 20 years to complete the construction of the Great Pyramid of Giza. 16. This speaker is always listened to very carefully. 17. John will be asked to take part in the discussion. 18. Several theories are debated by scholars as to how the Great Pyramid of Giza was built and by whom. 19. The pyramid was constructed out of stone blocks. 20. I have been introduced to all the guests.

### SECTION 3

## READING AND DISCUSSION

**15. What do you know about the Great Pyramid of Giza? Read the statements given below and say if they are right or wrong. If the statements are not right, make the necessary corrections.**

- a) The Great Pyramid of Giza is one of the oldest monuments on the list of the Seven Wonders of the Ancient World.
- b) It was built before the Great Wall of China.
- c) The pyramids are lots of different shapes.
- d) Building the Great Pyramid of Giza was easy for workers.
- e) The Egyptian pyramids were built to protect people.
- f) There are theories that aliens built the pyramids.
- g) The Great Pyramid was constructed out of bricks.
- h) It was faced with stones.

**16. Read Text 10A "The Great Pyramid of Giza" to find out if you are right or wrong.**

### Text 10A

## The Great Pyramid of Giza

The Great Pyramid of Giza is the oldest monument on the list of the Seven Wonders of the Ancient World. It is also the only one left standing. It is a marvel of human engineering and construction, and its sheer size and scale rival any structure built within the last few hundred years. Its construction, though, has always been the subject of much debate among scholars, because of its massive size and near perfect proportions.

The Great Pyramid of Giza was built for the Fourth Dynasty Pharaoh Khufu (or Cheops), and was completed around 2560 B.C. It is part of a complex of three large pyramids in the Giza Necropolis located in modern Cairo, Egypt. The Great Pyramid is the largest of the three pyramids, and it is part of its own smaller complex that also contains three small pyramids built for Khufu's wives.

It took approximately 20 years to complete, and several theories are debated by scholars as to how it was built and by whom. Some theories point to slave labour, but it seems more plausible that Egyptians themselves lent their efforts, working during the times of year when the Nile was flooded and their farm work would not have been possible. It would have been a sort of civil service.

Some evidence and theories suggest that 20,000 workers built it, and were even paid to do so. This would have required a great deal of organisation and manpower in the way of accounting and record keeping. The Egyptians were known for their excellent documentation.

The pyramid was constructed out of stone blocks, each weighing at least 2 tonnes. There are theories suggesting that multiple men together maneuvered each block over a ramp that encircled the structure as it rose, or that they moved each stone up long ramps that got higher and longer as the pyramid got taller, or even that scaffolding was used. And there are also the ideas that aliens built the pyramids.

The Great Pyramid, when completed, was faced with white Tura limestone, which must have presented quite the spectacular appearance in the Egyptian desert. It was 481 feet high (it has since lost its top and is currently 25 feet less tall) and covers 13.1 acres. It is estimated that 2.3 million stone blocks were used. The pyramid itself is filled with internal passages and chambers that would have housed the Pharaoh's granite sarcophagus and all the necessary goods for a journey to the afterlife. This would have included a great deal of precious metals and stones, food products, and hand-carved furnishings. The Great Pyramid of Giza is a testament to human ingenuity and strength, and its size and near-perfect proportions must have been awe-inspiring to behold [*Ancient History Encyclopedia*].

**17. Add some more sentences confirming the following statements.**

1. The Great Pyramid of Giza is a marvel of human engineering and construction. 2. The Great Pyramid is part of a complex of three large pyramids in the Giza Necropolis. 3. Several theories are debated

- by scholars as to how the Great Pyramid was built and by whom.  
4. The Egyptians were known for their excellent documentation.  
5. The pyramid is filled with internal passages and chambers.

18. Find in Text 10A the paragraph about the construction of the Great Pyramid and translate it into Russian.

19. Read aloud paragraphs 2–3.

20. Explain the following references.

a) *It* is also the only *one* left standing.

What do *it* and *one* refer to?

b) ...*its* sheer size and scale rival any structure... .

What does the pronoun *its* refer to?

c) ...*it* is part of *its* own smaller complex... .

What do the pronouns *it* and *its* refer to?

21. Find in Text 10A the sentences with the predicates used in the Passive Voice and translate them into Russian.

22. Retell the text in English according to the plan to be made.

23. Skim Text 10B “The Great Wall of China” and try to understand what it is about and what information is new to you.

### Text 10B

## The Great Wall of China

The Great Wall of China, erected in ancient China, is one of the largest construction projects ever undertaken. The Great Wall actually consists of numerous walls — many of them parallel to each other — built over some two millennia across northern China and southern Mongolia to protect the Chinese states and empires against the raids and invasions of the various nomadic groups of the Eurasian Steppe. The most extensive and best-preserved version of the wall dates from the Ming dynasty (1368–1644) and runs for some 8,850 km.

Before the use of bricks, the Great Wall was mainly built from rammed earth, stones, and wood. During the Ming, however, bricks were heavily used in many areas of the wall, as were materials such

as tiles, lime, and stone. The size and weight of bricks made them easier to work with than earth and stone, so construction quickened. Additionally, bricks could bear more weight and endure better than rammed earth. Stone can hold under its own weight better than brick, but is more difficult to use. Consequently, stones cut in rectangular shapes were used for the foundation, and gateways of the wall. The work was done by enormous gangs of labourers and many of them died doing the work.

Communication between the army units along the length of the Great Wall, including the ability to call reinforcements and warn garrisons of enemy movements, was of high importance. Signal towers were built upon hill tops or high points along the wall for their visibility. Wooden gates could be used as a trap against those going through. Barracks, stables, and armories were built near the wall inner surface.

Now some the Wall portions north of Beijing and near tourist centers have been preserved and even extensively renovated, in many locations the Wall is in disrepair. The Great Wall is still one of the more remarkable structures on Earth. It was designated a UNESCO World Heritage site in 1987 [*Encyclopædia Britannica*].

**24. Complete the sentences choosing the best variant corresponding to the contents of Text 10B.**

- 1) The Great Wall of China consists of ...
  - a) one wall;
  - b) numerous walls;
  - c) two walls.
- 2) The Great Wall was to ...
  - a) keep people safe;
  - b) be a border;
  - c) protect people against attacks of Mongolians.
- 3) The Great Wall was originally built from ...
  - a) bricks;
  - b) limestone;
  - c) earth and stones.
- 4) The construction of the Great Wall was ...
  - a) carried out by soldiers;
  - b) easy for the workers;
  - c) difficult for the workers.

5) Signal towers were built ...

- a) near the Wall;
- b) on hills;
- c) behind the Wall.

25. Identify the topic of each paragraph of Text 10B and retell it in English.

26. Use reference books or the Internet to find out about an ancient structure in Russia. Tell your class about it.

## SECTION 4

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### SPEAKING

27. Practise Dialogues 1 and 2.

#### *Dialogue 1* Visiting the Great Wall of China

*Jerry:* Fay, I'd like to visit the Great Wall this weekend. Do you know how I can get there?

*Fay:* There are two ways to go there. You could go there directly by bus or train, or you could join a group tour.

*Jerry:* Is one way better than the other?

*Fay:* Going with a group is certainly more convenient. Everything is taken care of for you, including lunch and tickets to places of interest along the way.

*Jerry:* That sounds like a good deal.

*Fay:* On the other hand, if you go directly, you won't stop along the way, which means you can spend more time at the Wall itself. It's also cheaper.

*Jerry:* Well, I like to go off on my own. I think going directly would be better for me. Do you know how I can get there?

*Fay:* I've heard the cheapest way is by minibus number 919, which you can catch near the subway station. There's also a train which starts on the west side of the city which goes directly to the Wall, but I've never taken it. I know there's a small station outside the west gate of Beijing Aeronautics University. You could go there and ask around.

*Jerry:* That's very close to where I live, so I'll check it out! By the way, have you ever been to the Great Wall?

*Fay:* Yes, I have. It was very impressive! Not only is it so long, but I was surprised at how steep the steps are. It's almost like climbing a mountain! The scenery from the wall is quite spectacular. Looking out from the Wall, you can really get a sense of history.

*Jerry:* Great! I'm really looking forward to it.

## *Dialogue 2* **A Project on Stonehenge**

*Igor:* We have to make a project for our English class. We should make our project interesting and exciting. Have you got any ideas what to write about?

*Marina:* What about Stonehenge? It is also one of the most famous and mysterious archaeological sites of Great Britain.

*Igor:* Stonehenge? But it's only a group of huge stones. What can be interesting there?

*Marina:* You see, these huge stones were transported from Wales and set up in a circle on Salisbury Plain. One of the mysteries is how it was ever built with the technology of that time. Another is its purpose. It appears to function as a kind of astronomical clock and we know it was used by the Druids for ceremonies marking the passing of the seasons. I'm sure we can find lots of interesting information about it on the Internet.

*Igor:* Of course we can find lots of information about Stonehenge because the British speak too much about it. I even have a picture of Stonehenge on my computer desktop. I don't think many of our classmates know about Stonehenge so they won't get bored with our project.

*Marina:* I agree with you. It will be interesting to learn about this mysterious place.

**28. Read the following questions about ancient places and use them to begin a conversation with your classmate. Use the above dialogues as a model.**

a) Do you think old buildings and monuments are more beautiful than modern ones?

b) Why do you think ancient buildings are able to last for thousands of years while modern buildings are not?



- c) Are there any ancient monuments in your country?
- d) How important are ancient monuments in defining a nation and culture?
- e) How do you think ancient civilizations constructed such enormous structures as the pyramids?
- f) Why do some civilizations seem to disappear mysteriously?
- g) Are there any ancient ruins you would really like to visit?
- h) Which is the most mysterious ancient site?
- i) What is the problem with ancient sites becoming popular tourist destinations?
- j) Do you think there are many more ancient sites which have not been discovered yet?

## SECTION 5

### LISTENING

**29. Listen to the Text "The Colosseum". Answer these questions.**

*Study the following commentary:*

Colosseum [ˌkɒlə'siəm] – Колизей

Domitian [də(u)'miʃiən] – Домициан, римский император

Titus ['taɪtəs] – Тит, римский полководец и император

Vespasian [ve'speɪz(j)ən] – Веспасиан, римский император

- a) What is the Colosseum?
- b) What is it built of?
- c) Where is the Colosseum situated?
- d) What was it used for?
- e) What purposes was the building later reused for?
- f) Why is the Colosseum considered to be an iconic symbol of Imperial Rome?
- g) What is the Colosseum like nowadays?
- h) What euro coin is the Colosseum depicted on?

**30. You will hear the numbers given below in the chart. Say what these numbers refer to.**

80,000	81	one (2)	96	70	50,000	21st	80
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31. Check your answers with your classmates and Tapescript 10A of the text. Look up the words you don't know in your dictionary.

32. Retell the text about the Colosseum.

33. Listen to the Text "The Temple of Hephaestus". As you listen to it, say which of these statements are true and which are false.

*Study the following commentary:*

Acropolis [ə'krɒpəlɪs] — афинский Акрополь

Agora of Athens ['ægərə əv 'æθənz] — афинская Агора, городская площадь

Athena ['æθi:nə] — *греч. миф.* Афина

Dorian ['dɔriən] — дорический, архитектурный стиль, возникший в древнегреческой области Дориде

Hephaestus [hi'fi:stəs] — *греч. миф.* Гефест

Hercules ['hɜ:kju:lɪz] — *греч. миф.* Геркулес (Геракл)

Ictinus [ik'tainəs] — Иктин, один из наиболее прославленных архитекторов Древней Греции

Otto ['ɒtəʊ] — Оттон, первый король Греции в 1832—1862 гг.

Pallas ['pæləs] — *греч. миф.* Паллада, эпитет богини Афины

Pallantides ['pæləntaɪdɪz] — Паллантиды, персонажи древнегреческой мифологии

Parthenon ['pɑ:θɪnən] — Парфенон, главный храм в древних Афинах

Theseus ['θi:sju:s] — *греч. миф.* Тесей (Тезей)

Troy [trɔɪ] — *ист.* город Троя

- a) The Temple of Hephaestus stays partially ruined nowadays.
- b) The Temple of Hephaestus was dedicated to King Otto.
- c) It is an example of Dorian architecture.
- d) The temple made from bricks.
- e) Ictinus worked on the Temple of Hephaestus and Parthenon.
- f) The temple is located close to Parthenon.
- g) The temple has 13 columns on the east and west sides, which are longer, and six on the north and south sides, which are shorter.
- h) On the eastern front of the temple, there are sculptures depicting the labours of Hercules.
- i) On the west side the sculptures depict the battle of Theseus with the Pallantides.

j) Before the Temple of Hephaestus became a museum it had been an Orthodox church.

34. Check your answers with your classmates and Tapescript 10B of the text. Look up the words you don't know in your dictionary.

35. Retell the text about the Temple of Hephaestus.

## SECTION 6

### WRITING

A CV (curriculum vitae [kə'rikjələm 'vi:tai]) or a résumé ([ˈrezjumeɪ]; *AmE*) is a summary of your personal details, educational qualifications and work experience, usually sent with a letter of application and when applying for a study programme or a job.

36. Study the parts and some features of the following CV. Read and translate it.

Name	Michael Danford
Address	54 Dryfield Road Oxford CB4 5DS UK
Telephone number	01254 2386254
Email address	mdanford@mail.uk
Date of birth	22 March 1989
<b>Education</b>	
2005–2008	Bristol Technical College Richmond Street Bristol BC 9 8YB
2000–2005	Watford Comprehensive School Leeds CB3

<b>Qualifications</b>	
2008	Technician (Electrical Engineering)
2008	Certificate of French Language Centre, Bristol College (General Course)
2005	General Certificate of Secondary Education: English, Mathematics, General Science, Physics, Design and Technology, and Drawing
<b>Work experience</b>	
October 2009 to present	Electrical Technician at Design & Electrical Co., Oxford
January 2006 – May 2008	Temporary job as an electrician at Morris's Electrical Company, Inc., Oxford
March 2006 – April 2008	Saturday and holiday job as an assistant electrician at DMI, Oxford
<b>Other information</b>	English – native, French – fluent; driving licence
<b>Interests</b>	Electronics, member of the town football team, photography, and playing the piano
<b>Referee</b>	Dr. Smith Head of the Department of Electrical Engineering Bristol Technical College Richmond Street Bristol BC 9 8YB

**37. How is a CV different in Russia?**

**38. Write your own CV in English using qualifications you might get in the future. Use Michael Danford's CV as a guide for your writing.**

**39. Find some advertisements for jobs or study abroad programmes. Look in newspapers or on the Internet. Choose one and write a CV based on the information provided.**

# UNIT 11.

## Science and Technology

### SECTION 1

#### VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text “The Role of Science and Technology in Our Life” and translate the given sentences.

1. **explore** [iks'plɔ:] *v* – исследовать, изучать; выяснять  
**exploration** [,eksplə'rei](ə)n *n* – исследование, изучение  
**investigate** [in'vestigeit] *v* – исследовать, изучать; расследовать  
**investigation** [in,vesti'gei](ə)n *n* – исследование; расследование

The best way to *explore* the region is by boat. We need to carry out a full *exploration* of all the alternatives. Scientists *are investigating* the effects of mobile phones on the brain. Police *are still investigating* how the accident happened. They have conducted *the investigation* into the spending habits of teenagers. The police have completed their *investigations* into the accident.

2. **define** [di'fain] *v* — определять, давать определение  
**definition** [,defi'ni](ə)n] *n* — определение  
**term** [tə:m] *n* — термин

Culture can *be defined* in many ways. We *defined* the scope of our study quite broadly. What is *the definition* of “skyscraper”? That is an outdated *term* that no one uses anymore.

3. **deal** [di:l] (**dealt** [delt]) (**with**) *v* — иметь дело (с), рассматривать вопрос

How do you intend *to deal with* this problem?

4. **refer (to)** [ri'fə:] *v* — ссылаться, упоминать; относить, обращаться (к чему-л., кому-л.)

In her autobiography she occasionally *refers to* her unhappy schooldays. The term “accent” *refers to* pronunciation.

5. **utensil** [ju:'tens(ə)l] *n* — принадлежность; инструмент

Participants in the class must supply their own writing *utensils*. Many farming *utensils* have undergone great modifications.

6. **embrace** [im'breis] *v* — охватывать; включать, заключать в себе, содержать

Linguistics *embraces* a diverse range of subjects such as phonetics and stylistics.

7. **craft** ['kra:ft] *n* — ремесло  
**craftsman** ['kra:ftsmən] *n* — ремесленник, мастер

The gallery has major exhibitions of arts and *crafts*. It is clearly the work of a master *craftsman*.

8. **apply** [ə'plai] *v* — использовать, применять; обращаться за чем-л., по поводу чего-л.

**application** [æpli'keiʃn] *n* — применение, использование; заявление

He wants a job in which he can *apply* his foreign languages. I *applied* for a new job with the local newspaper. The invention would have a wide range of *applications* in industry. I sent off *applications* for four different jobs.

9. **breakthrough** ['breikθru:] *n* — достижение, открытие, прорыв

The scientists achieved a real *breakthrough* in biotechnology.

10. **research** [ri'sə:tʃ] *n* *v* — научное исследование, научно-исследовательская работа, изучение, изыскание; исследовать, заниматься исследованиями

**carry out/do research** — проводить исследования, исследовать, изучать

What has their *research* shown? He *researches* heart disease. He *is carrying out/doing* research into/on the language of dolphins.

11. **shape** ['ʃeɪp] *n* *v* — форма, очертание; вид, образ, облик; придавать форму, сформулировать

**take a shape** — обретать форму, складываться

Squares, circles and triangles are types of *shape*. Technological developments have changed *the shape* of industry. The garden is beginning *to take shape*.

12. **concern** [kən'sɜ:n] *n* *v* — забота, беспокойство, отношение, интерес; касаться, иметь отношение, заботиться

**concerning prep** — относительно, касательно

I share your *concern* about these problems. "I'm worried about your college work," said the teacher. "Your private life isn't my *concern*." This study *concerns* the noise levels in cities. These problems *concern* all of us. He asked some several *concerning* the firm.

13. **agriculture** [ægrɪ'kʌltʃ] *n* — сельское хозяйство

**agricultural** [ægrɪ'kʌltʃ(ə)rəl] *adj* — сельскохозяйственный

**fertilizer** ['fɜ:tilaɪzə] *n* — удобрение

The number of people employed in *agriculture* has fallen in the last decade. We only use organic *fertilizer* in our gardens.

14. **fuel** ['fjuəl] *n* — топливо, горючее

The power plant burns sugar cane as *fuel*.

15. **switch** [switʃ] *n v* — эл. выключатель, переключатель; поворот, изменение, перемена (темы разговора и т.п.); переключать; перейти, переключиться

**switch on** *v* — включать

**switch off** *v* — выключать

Which *switch* do I press to turn it off? She made *the switch* from full-time to part-time work. She *switched* to another channel to watch the football. She *switched* to Mechanical Engineering in her second year at college. Could you *switch on/off* the radio?

16. **satellite** ['sætəlaɪt] *n* — *асмп.* (искусственный) спутник

The moon is *the satellite* of the Earth. The World Cup was transmitted around the world by *satellite*.

17. **nuclear** ['nju:kliə] *adj* — ядерный

**nuclear energy** — ядерная энергия

**nuclear power** — атомная, ядерная энергия

Many people worry about the risks connected with using *nuclear power*.

18. **source** [sɔ:s] *n* — источник чего-л.

The college had its own power *source*. Oranges are a good *source* of vitamin C.

19. **benefit** ['benɪfɪt] *n v* — выгода, польза; извлекать пользу, выгоду

The discovery of oil brought many *benefits* to the town. The new plan may *benefit* many students.

20. **in (one's) turn** — в свою очередь

I told Frank and he *in (his) turn* told Mary.



**2. Match the pairs of synonyms from A and B and translate them.**

**A**

1. origin
2. help
3. examine
4. statement of meaning
5. occupation
6. use
7. investigation
8. outline
9. combustible material
10. conduct

**B**

- a) definition
- b) research
- c) fuel
- d) benefit
- e) application
- f) shape
- g) explore
- h) carry out
- i) craft
- j) source

**3. Match the verb on the left with a suitable item on the right.**

Use each item once only.

1. switch
2. carry out
3. take
4. apply
5. deal
6. define
7. refer
8. achieve
9. investigate
10. work

- a) for a job
- b) a term
- c) on the TV set
- d) the effects
- e) a shape
- f) a breakthrough
- g) in agriculture
- h) research
- i) to a dictionary
- j) with a problem

**4. Make the following sentences complete by translating the words and phrases in brackets.**

1. There are a lot of (инструменты) which make our life simpler and more organised.
2. The plates are painted by our finest (мастера).
3. The study will (охватывать) all aspects of the housing problem.
4. Has Jane spoken to you (касательно) the new computers?
5. He spread (удобрение) on the field with a rake.
6. There is a debate about using (атомная энергия).
7. How many (спутники) does Jupiter have?
8. Let me (обращаться) to my notes to find the exact figures.
9. The country's economy is mainly (сельскохозяйственный).
10. He will (использовать) what he has learned in class to the test.

**5. Read and translate the following groups of sentences paying attention to the words in italics which can function as a noun and a verb, or a verb and an adjective, or a noun and an adjective, with the same form. They can have similar or different meanings. Look up the words in your dictionary if necessary.**

1. a) They *deal* in men's clothes.  
 b) The firm will lose much money if the *deal* is unsuccessful.  
 c) She spends a good *deal* of her time in China.  
 d) They always *deal* fairly with their customers.  
 e) These books *deal* with the troubles in Ireland.
2. a) In Britain, the spring *term* starts in January.  
 b) This is an outdated *term* that no one uses any more.  
 c) I was working on a *term* paper for a geography class.  
 d) They *term* this building structure a skyscraper.  
 e) The *term* of the contract is 60 months.
3. a) Why did you *switch* jobs?  
 b) He wanted to *switch* off the lamp.  
 c) He flicked the *switch* and turned the lamp on.  
 d) This is a simple *switch* box.
4. a) *Turn* right at the traffic lights.  
 b) It is your *turn* to answer the questions.  
 c) *Turn* over two or three pages.  
 d) He will *turn* 18 next year.  
 e) Just take a right *turn* and you will reach the college.  
 f) The students called out their names in *turn*.  
 g) Increased production will in *turn* lead to increased profits.
5. a) Your advice was of great *benefit* to me.  
 b) I always *benefit* from my father's advice.  
 c) Are entitled to unemployment *benefit*?

**6. Read and translate the following international words which come from the texts of the Unit. Look up their transcriptions in the dictionary if necessary. Mind the part of speech.**

Gadget *n*, adapt *v*, airplane *n*, antibiotics *n*, infectious *adj*, anatomy *n*, physiology *n*, era *n*, result *n v*, bacteria *n*, virus *n*, computerize *v*, revolutionize *v*, interactivity *n*, capsule *n*, comfort *n*, aspirin *n*, penicillin *n*, commercialize *v*, politician *n*, nanotechnology *n*, philosopher *n*, alchemy *n*, atom *n*, multidisciplinary *adj*, manipulate *v*, molecule *n*.

**7. Read and translate the following noun(s) + noun structures, or noun chains which come from the texts of the Unit. Look up the words in your dictionary if necessary.**

A space flight, a communications satellite, the transformation era, a computer network, a space station, fuel shortage, weapons of mass

destruction, the Internet wonders, a space capsule, a space observatory, life expectancy, drug abuse, pseudoscience alchemy, graphite molecules, zinc oxide, suntan lotion, science fiction.

**8. Define parts of speech. Translate the words of the same root.**

1. manage – management – manager – manageable – unmanageable – manageability – managerial;
2. efficient – inefficient – efficiently – efficiency;
3. apply – application – applicable;
4. organise – organiser – organisation – organisational – organisationally;
5. responsible – irresponsible – responsibly – responsibility;
6. act – actor – action – active – actively – activity – inactivity;
7. consider – considerable – considerably – considerate – inconsiderate – considerately – considerateness – consideration;
8. person – personal – personally – personality – personalize – personalization – personify – personification;
9. include – inclusion – inclusive – inclusively;
10. possible – impossible – possibly – possibility.

**9. Read the text and use the word given in brackets to form a word which will fill the blank. Use a dictionary if necessary.**

Humans have always looked at the heavens and wondered about the nature of the objects seen in the night sky. With the (develop) \_\_\_\_\_ (1) of rockets and the advances in electronics and other technologies in the 20th century, it became possible to send machines and animals and then people above Earth's atmosphere into outer space. Well before technology made these (achieve) \_\_\_\_\_s (2) possible, however, space (explore) \_\_\_\_\_ (3) had already captured the minds of many people, not only aircraft pilots and (science) \_\_\_\_\_s (4) but also (write) \_\_\_\_\_s (5) and (art) \_\_\_\_\_s (6). Space (explore) \_\_\_\_\_ (7) has been a common and enduring theme in literature and art. (Achieve) \_\_\_\_\_s (8) in space flights enabled humans to begin to explore the solar system and the rest of the universe, to understand the many objects and phenomena that are better observed from a space perspective, and to use for human benefit the resources and attributes of the space (environ) \_\_\_\_\_ (9). All of these (active) \_\_\_\_\_es (10) – (discover) \_\_\_\_\_ (11), (science) \_\_\_\_\_ (12) understanding, and the (apply) \_\_\_\_\_ (13) of that understanding to serve human purposes – are the elements of space (explore) \_\_\_\_\_ (14).

## SECTION 2

## GRAMMAR

## 10. Study the rules of the sequence of tenses.

1) Действие в придаточном предложении относится к настоящему	He <i>said</i> that he <i>worked</i> at the plant. He <i>said</i> the he <i>was working</i> at the plant.	Он <i>сказал</i> , что <i>работает</i> на заводе.
2) Действие в придаточном предложении относится к прошлому	He <i>said</i> that he <i>had worked</i> at the plant.	Он <i>сказал</i> , что <i>работал</i> на заводе.
3) Действие в придаточном предложении относится к будущему	He <i>said</i> that he <i>would work</i> at the plant.	Он <i>сказал</i> , что <i>будет работать</i> на заводе.
4) Изменение местоимений и наречий	this → that, these → those, here → there, now → then, today → that day, this week (year) → that week (year), yesterday → the day before, last week (year) → the week (the year) before, two days ago → two days before, tomorrow → the next day	

11. Read and translate the sentences. Say whether the action of the object clause precedes, follows or is simultaneous with the action of the principal clause. Mind the sequence of tenses.

- |  |   |
|--|---|
| 1. He <i>says</i> he <i>needs</i> a rest.                              | He <i>said</i> that he <i>needed</i> a rest.                        |
| 2. She <i>thinks</i> that I <i>went</i> home early.                    | She <i>thought</i> that I <i>had gone</i> home early.               |
| 3. They <i>know</i> Peter <i>will see</i> them later.                  | They <i>knew</i> Peter <i>would see</i> them later.                 |
| 4. My friend <i>says</i> he <i>can speak</i> French.                   | My friend <i>said</i> he <i>could speak</i> French.                 |
| 5. He <i>says</i> he <i>has seen</i> that book on the teacher's table. | He <i>said</i> he <i>had seen</i> that book on the teacher's table. |
| 6. He <i>says</i> that I <i>am wasting</i> my time.                    | He <i>said</i> that I <i>was wasting</i> my time.                   |
| 7. Jane <i>says</i> that she <i>may arrive</i> later.                  | Jane <i>said</i> that she <i>might arrive</i> later.                |
| 8. He <i>thinks</i> she <i>has been sleeping</i> .                     | He <i>thought</i> she <i>had been sleeping</i> .                    |
| 9. Mary <i>says</i> he <i>should go</i> to the dentist's.              | Mary <i>said</i> he <i>should go</i> to the dentist's.              |
| 10. Sarah <i>says</i> she <i>must finish</i> the report.               | Sarah <i>said</i> she <i>must (had to) finish</i> the report.       |

**12. Read and translate the following sentences into Russian paying attention to the rules of the sequence of tenses.**

1. He said somebody had stolen his wallet so he had to cancel his credit card. 2. Lucy said she would invest all her money in a new Internet company. 3. He said he was going to do that job. 4. Bob said that he had gone to the theatre the day before. 5. He told us that they had defined the scope of their study quite broadly. 6. My friend told me that I might borrow money from Alex. 7. He told me he would deal with that problem. 8. He gave up smoking when he realized how much money he wasted. 9. He said they needed to carry out a full exploration of all the alternatives. 10. I told them that we were starting a new company. 11. Bob told me that I could talk to his father and he would lend me some money. 12. Mary said that most people worried about the risks connected with using nuclear power.

**13. Put the sentences in the past as shown. Use the rules of the sequence of tenses.**

*Example:*

They *say* unemployment is high. —

They *said* unemployment *was* high.

1. I am sure that modern science and technology changes our life in many dramatic ways. 2. He doesn't know that she studied agricultural science. 3. He says she is earning a lot of money now. 4. I want to ask you who will win money on the lottery. 5. He says he has just changed his job because he wants to earn more money. 6. She wants to know how much money she may need to buy this car. 7. She asks me when the scientific revolution began. 8. They say the discovery of oil will bring many benefits to the town. 9. I am sure the discussion won't take long if everybody keeps to the point. 10. I think Tom has a lot of work to do. 11. I think that his car is five years old, so he can sell it and buy a new one. 12. She says she paid \$2,000 for her computer, but it isn't worth very much now.

**14. Study the use of indirect (reported) speech.**

Type	Direct Speech	Indirect/Reported Speech
Statements	Bob says, "I know this rule." Bob says to us, "I know this rule." Bob said, "I know this rule."	Bob says that he knows this rule. Bob tells us that he knows this rule. Bob said that he knew that rule.

<b>Requests and orders</b>	Bob says, "Open the door, please." Bob said to us, "Open the door." Bob said, "Don't open the door."	Bob asks me to open the door. Bob told me to open the door. Bob asked me not to open the door.
<b>General questions</b>	Bob asks me, "Do you know this rule?" Bob asked, "Do you know this rule?"	Bob asks me if (whether) I know this rule. Bob asked if (whether) I knew that rule.
<b>Special questions</b>	I ask him, "Where does Bob live?" I asked, "Where does Bob live?"	I ask him where Bob lives. I asked where Bob lived.
<b>Verbs introducing indirect speech</b>	Add, advise, allow, ask, describe, explain, complain, continue, inform, insist, note, observe, order, offer, promise, protest, remark, reply, remind, recommend, refuse, suggest, think, warn, wonder	

### 15. Change the sentences to indirect speech.

#### a) Statements.

*Example:*

He said, "I spent \$20 on books." —

He said that he had spent \$20 on books.

1. Mary said, "I overslept this morning." 2. He said, "You always waste your money on things you don't need." 3. She said, "They have phoned you today." 4. Bob said, "I'm leaving now." 5. Kate said, "The train leaves at 11.00 tonight." 6. He said, "My Dad was a technician." 7. John said to his Dad, "I want to go to a café but I don't have enough money." 8. The manager reported, "The firm may sell these products in the near future." 9. She said, "You must do this job as soon as possible." 10. He said, "I didn't understand the difference between these two terms."

**b) Direct general (Yes/No) questions.** (*These questions are reported using if or whether.*)

*Example:*

Alan asked me, "Do you go to college?" —

Alan asked me if (whether) I went to college.

1. He asked, "Did Mary phone back?" 2. She asked her friend, "Is the meeting on Tuesday or Wednesday?" 3. We asked him, "Have you finished this job?" 4. He asked me, "Does my hair look funny?" 5. She

wanted to know, "Can you afford to go on holiday this year?" 6. My friend asked me, "Will you be ready in time?" 7. The student asked the teacher, "Is a building higher than 150 m called a skyscraper?" 8. The customer asked the banker, "May I pay by cheque?" 9. We asked him, "Have you applied for a new job?" 10. He asked the director, "Is your plant producing organic fertilizers now?"

**c) Direct special (wh-) questions.** (*In reported questions the word order changes — there is no subject/verb inversion.*)

*Example:*

She asked, "What did you discuss at the seminar?" —

She asked me what we had discussed at the seminar.

1. We asked the teacher, "What time is the meeting?" 2. He asked me, "How much did you pay for your dictionary?" 3. He asked his friend, "When can you lend me some money?" 4. She asked me, "What are the main characteristics of this machine?" 5. They asked, "When will Steve deal with this problem?" 6. He asked them, "Why hasn't he given a definite answer?" 7. We asked him, "How does the photocopier work?" 8. He asked, "When does the train arrive?" 9. The teacher asked his students, "What is the definition of a triangle?" 10. I wanted to know, "How much time is left?"

**d) Requests and orders.**

*Example:*

He said to me, "Switch the computer on, please." —

He asked me to switch the computer on.

She said to me, "Don't waste money." —

She told me not to waste money.

1. The teacher said to his students, "Give two examples of this phenomenon." 2. She said to me, "Get all the documents ready." 3. The teacher said to us, "Don't make so many mistakes in your test papers." 4. He said to us, "Read articles on constriction in any English magazine or newspaper to improve your constriction vocabulary." 5. I asked my friend, "Help me to solve this problem, please." 6. He asked me, "Show me how to operate this machine." 7. I said to my Dad, "Give me some money to go to the concert." 8. He said, "Don't buy these books, Tom."

## SECTION 3

## READING AND DISCUSSION

16. What do you know about science and technology? Before you read Text 11A “The Role of Science and Technology in Our Life”, discuss these questions with your classmates or teacher.

- a) What do science and technology cover?
- b) How are science and technology related?
- c) Are science and technology part of every aspect of our lives?
- d) How have science and technology changed our lives?
- e) What are harmful effects of scientific and technological achievements?
- f) What do the uses that people choose to make of scientific knowledge determine?

17. Read Text 11A to find out if you are right or wrong. Use the introductory phrases given in Unit 1.

## Text 11A

**The Role of Science and Technology in Our Life**

To understand and explore the importance of science and technology in our daily lives, let us first start by defining the terms *science* and *technology*. Science covers the broad field of knowledge that deals with observed facts and the relationships among those facts. Technology refers to the use of tools, gadgets and resources that help us control and adapt to our environment. The term also refers to the use of machines and utensils which make our daily lives simpler and more organised.

The scientific revolution that began in the 16th century was the first time that science and technology began to work together. Today, science and technology are closely related. Many modern technologies such as space flights or nuclear power depend on science and the application of scientific knowledge and principles. In turn, technology provides science with up-to-date instruments for its investigation and research. Science provides the basis of much of modern technology.

Science and technology are part of almost every aspect of our lives. Although we rarely think about it, they make extraordinary things possible. At the flick of a switch, we have light and electricity. When we are ill, science helps us get better. Science and technology create ways to improve our future.



Modern science and technology have changed our lives in many dramatic ways. Airplanes, automobiles, communications satellites, computers, plastics, and television are only a few of the scientific and technological inventions that have transformed human life. Research by nuclear physicists has led to the development of nuclear energy as a source of power. Agricultural scientists have developed better varieties of plants and highly effective fertilizers. The development of antibiotics and other new drugs has helped to control many infectious diseases. And now we live in the information era when the computer network embraces the globe and connects not only the countries and space stations but a lot of people all over the world. All these things prove the power and the greatest progressive role of science and technology in our life.

Although scientific and technological achievements have benefited us in many ways, they have also created serious problems. The rapid growth of industrial technology, for instance, has resulted in such grave effects as environmental pollution and fuel shortages. Breakthroughs in nuclear research have led to the development of weapons of mass destruction. Some people fear that biological research will produce new disease-causing bacteria or viruses that resist drugs. People are also concerned that computerized information systems may destroy personal privacy.

But science itself is neither good nor bad. The uses that people choose to make of scientific knowledge determine whether that knowledge will help or harm society.

**18. Add some more sentences confirming the following statements.**

1. Science covers the broad field of knowledge. 2. Technology refers to the use of machines and utensils. 3. Science provides the basis of much of modern technology. 4. Science and technology make extraordinary things possible. 5. Science and technology play the greatest progressive role in our life. 6. Scientific and technological achievements have also created serious problems. 7. Science and technology are neither good nor bad.

**19. Find in Text 11A the paragraph about the achievements of modern science and technology and translate it into Russian.**

**20. Read aloud paragraph 5.**

21. Explain the following references.

a) Although we rarely think about *it*, *they* make extraordinary things possible.

What do the pronouns *it* and *they* refer to?

b) ...*they* have also created serious problems.

What does the pronoun *they* refer to?

c) ...*that* knowledge will help or harm society.

What does the pronoun *that* refer to?

22. Find in Text 11A the sentences with the predicates used in the Perfect Tenses and translate them into Russian.

23. Put the main ideas (a–e) in the same order as they are in Text 11A.

a) Extraordinary things science and technology make possible.

b) The problems created by science and technology.

c) Understanding science and technology.

d) The ways science and technology have changed our life.

e) The dependence of technology on science.

24. Comment on the picture given in the text.

25. Use the above titles as a guide for making a summary of the text. Use the following introductory phrases: *the title of the text is...*; *the text deals with (the problem of...)*; *the author starts by saying that...*, *according to the text that...*; *it is clear from the text that...*; *the text further says that...*; *the author comes to the conclusion that...*; *I find the text interesting (important, dull, difficult) because...* .

26. Skim Text 11B “Wonders of the Modern World” and give a brief overview of its structure and contents.

### Text 11B

## Wonders of the Modern World

Today's wonders are not similar in kind to the wonders of the Ancient World. They were all buildings, such as the Pyramids in Egypt, or other architectural structures. Over the past 100 years, we have seen amazing technological and scientific achievements. These are surely our modern wonders.

The Internet is everywhere. More than half a billion people use it, and the number of people who are online increases by 100 million every year. In 1994 there were only a few hundred web pages. Today there are billions. It has revolutionized the way we live and work. But we are still in the early days. Soon there will be more and more interactivity between the user and the website, and we will be able to give instructions using speech. More Internet wonders are yet to come.

In 1969, Neil Armstrong stepped out of his space capsule onto the surface of the moon and made his famous statement: "That's one small step for a man, one giant leap for mankind". Since then, there have been space probes to Mars, Jupiter, Saturn, and even to the Sun. One day, a space observatory will study how the first stars and galaxies began. So far, it seems that we are alone in the universe. There are no signs yet that there is intelligent life outside our own solar system. But who knows what the future holds?

Surely nothing has done more for the comfort and happiness of the human race than the advances in health care! How many millions of people have benefited from the humble aspirin? How many lives has penicillin saved? Average life expectancy worldwide has risen dramatically over the past 100 years, from about 47 years in 1900 to about 77 years today.

We are a world on the move. Airlines carry more than 1.5 billion people to their destinations every year. It is estimated that, at any one time these days, there are as many people travelling in aeroplanes as the total number of people who travelled abroad in the whole of the nineteenth century.

The last wonder of the modern world is simply that we are still here. We have had nuclear weapons for over 50 years that could destroy the world, but we haven't used them to do it. This is surely the greatest wonder of all [*A. Halliday. Wonders of the Modern World*].

**27. Match each topic of Text 11B with items given in the box.**

1. interactivity	5. nuclear weapons	9. destinations	13. online
2. web pages	6. solar systems	10. website	14. airline
3. health care	7. human race	11. galaxies	15. aspirin
4. observatory	8. space capsule	12. aeroplane	16. abroad

- a) The Internet.
- b) Space travel.
- c) Medical science.

- d) International travel.
- e) We are still here!

**28. Ask your classmates:**

1. in what way modern wonders are different from ancient ones; 2. what has changed because of the Internet; 3. what will happen with the Internet; 4. what statement Neil Armstrong made when he stepped onto the surface of the moon; 5. what has happened in space exploration since 1969; 6. what advances in health care are; 7. how many people travel abroad every year; 8. why *We are still here!* is a wonder; 9. which of the wonders mentioned is the most important for you.

**29. What other wonders would you add to those mentioned in the text? Discuss them with your classmates.**

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## SECTION 4

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### SPEAKING

**30. Answer the following conversation questions about science.**

- a) What images spring to your mind when you hear the word *science*?
- b) What kind of people love science?
- c) Are you interested in the field of science?
- d) What science subjects are you studying at college?
- e) Which is your favorite science subject? Biology? Physics? Chemistry? Why?
- f) Do you remember any interesting experiments from your classes? Which one did you enjoy the most?
- g) Do you like reading about scientific discoveries?
- h) Do you like visiting science museums?
- i) How important is science?
- j) What are the most important scientific discoveries?
- k) In what ways has science had a negative impact on society?

**31. Make up dialogues of your own using the above questions or your answers to them. Act these dialogues.**

**SECTION 5****LISTENING**

**32. Listen to the text "Technology Developments". Answer the questions that follow.**

- a) What technical breakthroughs are expected in this century?
- b) What combinations of the various technologies will be of major importance?
- c) What is the perspective of the development of genetics, energy and environment technologies?
- d) What technology will be the driving force for economic and social development in the next ten years?
- e) What are the reasons for this?

**33. Check your answers with your classmates and Tapescript 11A of the text. Look up the words you don't know in your dictionary.**

**34. Retell the text about some new technical breakthroughs in the 21st century.**

**35. Listen to the Text "The Importance of Science and Technology". Complete the sentences according to the text.**

The importance of \_\_\_\_\_ and technology in contemporary \_\_\_\_\_ is demonstrated by the use of it in our daily lives. And we often have no idea how science and \_\_\_\_\_ really \_\_\_\_\_ us. We live and work in \_\_\_\_\_ given to us by science and technology. We are transported around on the \_\_\_\_\_, across the water and in the air by \_\_\_\_\_ that are the \_\_\_\_\_ result of science and technology. Modern \_\_\_\_\_ are literally built on science and technology. When we \_\_\_\_\_ on the tap, or flip a light \_\_\_\_\_, we are \_\_\_\_\_ science and technology. \_\_\_\_\_ is also science and technology, and anyone who is more than mildly ill or has been injured in more than a minor way will \_\_\_\_\_ from science and technology. Food in modern \_\_\_\_\_ is touched by science and technology, either in its \_\_\_\_\_, packaging

and \_\_\_\_\_ or \_\_\_\_\_. Without technology, we would not have computers, telephones and other things. Without science, we would \_\_\_\_\_ know anything about our planet, \_\_\_\_\_ or even our \_\_\_\_\_ area.

**36. Check your answers with your classmates and Tapescript 11B of the text. Look up the words you don't know in your dictionary.**

**37. Retell the text about English as a world language.**

## SECTION 6

### WRITING

**38. In English there are a number of conventions to be used when writing a formal letter informing the reader of a serious issue. Learn some standard expressions to use in formal writing.**

#### The start

Dear Sir / Madam;

Dear Mr Smith / Mrs Smith / Miss Smith / Ms Smith;

Dear Jane.

#### The reference

With reference to	your letter of 12th May, 2015; your phone call today, yesterday, etc.; your advertisement in the newspaper, etc.
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#### The reason for writing

I am writing to	confirm ...; enquire about ...; apologize for ...; comment on; apply for ... .
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**Requesting**

Could you possibly ...?

I would be grateful if you could ...?

**Agreeing to requests**

I would be delighted to ... .

**Giving bad news**

Unfortunately ...,

I'm afraid that ... .

**Enclosing documents**

I am enclosing ...;

Please find enclosed (herewith) ... / Enclosed you will find ... .

**Closing remarks**

Thank you for your help.

Please contact us again if

you have any questions / problems.  
there are any problems / questions.  
we can help in any way.

**Reference to future contact**

I look forward to

hearing from you soon.  
meeting you next Friday, next week, etc.  
seeing you next Monday, next week, etc.

**The finish**

Yours faithfully / Yours sincerely;

Sincerely yours / Yours truly (*AmE*);

Best wishes.

39. Study an outline of a sample formal letter and its contents using some of the above expressions.

Lermontov Street, 15 308000 Belgorod Russia (701) 552-3201 e-mail: education@post.ru	←	Return address and date
15 September, 2015		
The Principal, The Liverpool English College, 7 Nelson Street, Office 324 Liverpool W2 1 ED	←	Inside address
Dear Mr. Johnson	←	Salutation
I am writing with reference to your advertisement for English classes in this month's <i>English Today</i> magazine. I am interested in coming to your school this summer.	←	Body
I have studied English for three years but I have never been to England and I feel that this is now necessary, especially to improve my pronunciation and grammar. Please could you send me more information about your courses, and an application form? I would also like some information about accommodation.		
I look forward to hearing from you as soon as possible.		
Yours faithfully, Olga Ivanova	←	Closing signature

40. Write a similar letter about yourself to:

The Principal  
The London Language School  
53, Oxford Rd  
London YS 9BT



# UNIT 12.

## Great Scientists

### SECTION 1

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#### VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text “Isaac Newton” and translate the given sentences.

1. **devote** [di'vəʊt] *v* — посвящать

I could only *devote* two hours a day to the work.

2. **come up with** *v* — создавать, вырабатывать; придумывать

I hope you can *come up with* a better plan than this.

3. **community** [kə'mju:niti] *n* — коллектив, сообщество; населенный пункт

**scientific community** — научные круги, научная общественность

He urged the international *community* to take decisive actions. The library is open to all members of *the community*. The progress of science depends on interactions within *the scientific community*.

4. **conduct** [kən'dʌkt] *v* — проводить, ставить (опыты)  
I decided *to conduct* an experiment.

5. **gravitate** ['græviteit] *v* — притягиваться  
**gravitation** [ˌgrævi'teɪʃ(ə)n] *n* — гравитация, сила тяжести;  
притяжение, тяготение

**universal** [ˌjuːni'vɜːs(ə)l] **gravitation** — всемирное тяготение  
**the law of universal gravitation** — закон всемирного тяготения  
**gravity** ['græviti] *n* — сила тяжести, тяготение

The moon *gravitates* towards the earth. Particles are attracted to each other by *gravitation*. *Gravity* pulls objects together.

6. **be composed of** [kəm'pəʊzɪd] *v* — состоять из кого-/чего-л.  
**composition** [ˌkɒmpə'ziʃ(ə)n] *n* — состав, структура

*Air is composed* mainly of nitrogen and oxygen. The overall *composition* of the Senate was Democrats 57 and Republicans 43.

7. **regard** [ri'gɑːd] *v* — рассматривать, считать

He *regards* himself as a patriot. The project *was* widely *regarded* as a success.

8. **motion** ['məʊʃ(ə)n] *n* — движение  
**in motion** — в движении, двигаясь, на ходу

What was Newton's first law of *motion*? Scientists have never discovered the secret of perpetual *motion*. Please don't stand while the bus is *in motion*.

9. **forefront** ['fɔːfrʌnt] *n* — первый план; важнейшее место  
**be in/at the forefront of** — быть в авангарде, занимать важнейшее место

They are *at the forefront of* scientific research into these problems.

10. **attract** [ə'trækt] *v* — притягивать; привлекать  
**attraction** [ə'trækʃ(ə)n] *n* — притяжение, тяготение; привлекательность

Magnets *attract* iron objects. Her ideas *attracted* a lot of attention in the scientific community. It is a force of *attraction* that exists between any two objects that have mass. I could now see *the attraction* of a steady job and regular income.

11. **force** [fɔ:s] *n v* — сила, действие; заставлять, принуждать  
**force of gravity** — сила тяжести

Deep internal *forces* cause movements of the earth's crust. *The force* of the wind had brought down a great many trees in the area. He didn't *force* me — I wanted to go. *The force of gravity* makes things fall to earth.

12. **state** [steit] *v* — утверждать, заявлять, излагать; устанавливать, точно определять  
**statement** ['steitmənt] *n* — утверждение, заявление

"This is a difficult situation," he *stated* simply. Please *state* your name and address. The facts *are* clearly *stated* in the report. This is his first public *statement* about the investigation.

13. **equal** ['i:kwəl] *adj v* — равный, одинаковый; равняться; быть равным; приравнивать; уравнивать  
**equality** [i'kwɒliti] *n* — равенство

There is an *equal* number of boys and girls in the class. Three feet is roughly *equal* to one metre. A metre *equals* 39.38 inches. We need to ensure *equality* of opportunity in all areas of work.

14. **relativity** [ˌrelə'tiviti] *n* — относительность  
**the theory of relativity** — теория относительности

Einstein's theory is divided into special and general *relativity*. Albert Einstein was famous for many things, but his greatest brainchild is *the theory of relativity*.

15. **angle** ['æŋg(ə)] *n* — угол

**angular** ['æŋgjʊlə] *adj* — угловой

**angular momentum** [mə(u)'mentəm] — момент импульса, момент количества движения, кинетический момент

The interior *angles* of a square are right *angles* or *angles* of 90 degrees. The picture was hanging at *an angle*. The stone can fracture into sharp, *angular* shapes. In physics, *angular momentum* is a measure of the amount of rotation an object has, taking into account its mass, shape and speed.

16. **efficient** [i'fi(ə)nt] *adj* -- эффективный, действенный

**efficiency** [i'fi(ə)nsi] *n* -- эффективность, действенность; производительность, продуктивность

Bicycles are a cheap and *efficient* form of transport. What is so impressive about their society is *the efficiency* of the public services. We are always looking for ways to improve *efficiency* at the factory.

17. **cool** [ku:l] *v* — охлаждать(ся)

**cooling** *n* — охлаждение

An electric fan is designed *to cool* the engine. *Cooling* through evaporation is a natural occurrence.

18. **inspire** [in'spraɪə] *v* — вдохновлять, воодушевлять

The director *inspired* everybody on the project.

19. **describe** [dis'kraɪb] *v* — описывать

The article *describes* how the experiment was done.

20. **contribute** [kən'trɪbjʊ:t] *v* — делать вклад (в науку и т.п.); способствовать, содействовать

It was a real team effort — everyone *contributed* something to the success of the project.

2. Match the pairs of antonyms from A and B and translate them.

## A

1. heating
2. different
3. useless
4. rounded
5. stillness
6. discourage
7. disregard
8. impede
9. antigravity
10. repulsion

## B

- a) angular
- b) inspire
- c) cooling
- d) gravity
- e) efficient
- f) contribute
- g) attraction
- h) equal
- i) regard
- j) motion

3. Match the English word combinations with the Russian equivalents. Use them to make sentences of your own.

1. to come up with a decision
2. to conduct an experiment
3. to be in motion
4. to be composed of parts
5. to contribute to science
6. to be at the forefront of
7. to attract steel
8. to cool an engine
9. to gravitate to the earth
10. to state facts

- a) двигаться, передвигаться
- b) притягиваться к Земле
- c) занимать важное место
- d) притягивать сталь
- e) выработать решение
- f) охладить двигатель
- g) состоять из частей
- h) излагать факты
- i) проводить эксперимент
- j) делать вклад в науку

4. Replace the italicized underlined words with the words below.

- |                        |              |                |             |            |
|------------------------|--------------|----------------|-------------|------------|
| a) force               | b) community | c) gravitation | d) devote   | e) inspire |
| f) to the forefront of | g) conduct   | h) composition | i) describe | j) regard  |

1. She wants to *dedicate* herself to conserving our natural resources.
2. The *public* welcomed the new library.
3. The *structure* of this protein is particularly complex.
4. The new product took the company *into the leading position* in the computer software field.
5. Three people were knocked down on the road by the *strength* of the wind.
6. They tried to *speak of* the journey in vivid detail.
7. An apple falls down instead of up because of *gravity*.
8. He decided to *carry out* a chemical test.
9. The critics *consider* the play excellent.
10. The plan is designed to *motivate* employees to work more efficiently.

5. Read and translate the following groups of sentences paying attention to the words in italics which can function as a noun and a verb, or a verb and an adjective, or a noun and an adjective, with the same form. They can have similar or different meanings. Look up the words in your dictionary if necessary.

1. a) He highly *regards* her work.  
b) I have no information as *regards* his progress in studies.  
c) Give your brother my *regards* when you see him.
2. a) The building was in a *state* of repair.  
b) They received *state* funding for the project.  
c) Alaska is the largest *state* in the US.  
d) Please *state* your occupation.
3. a) The rocket has to work against the *force* of gravity.  
b) They tried to *force* them to turn right.  
c) He joined the police *force* after graduating.  
d) New driving regulations are coming into *force* this year.
4. a) He isn't *equal* to the task.  
b) Are the two bags *equal* in weight?  
c) I will never be his *equal* at English.  
d) No one can *equal* him in mathematics.
5. a) The mirror will *angle* to reflect light from the window.  
b) An *angle* at 90° is called a right *angle*.  
c) We need to approach the problem from a new *angle*.

6. Read and translate the following international words which come from the texts of the Unit. Look up their transcriptions in the dictionary if necessary. Mind the part of speech.

Physicist *n*, mathematician *n*, optics *n*, gravitation *n*, professor *n*, telescope *n*, serious *n*, publish *v*, theology *n*, concept *n*, mass *n adj*, inertia *n*, object *n*, acceleration *n*, reaction *n*, opposite *adj*, dominate *v*, dominant *n adj*, modify *v*, campaign *n*, corruption *n*, depression *n*, argument *n*, correct *n adj*, pedagogical *adj*, prestigious *adj*, prize *n*, classic *n adj*, systematically *adv*, diagram *n*, present *n v*, periodic *adj*, consultant *n*, rotation *n*, motor *n*, transformer *n*, generator *n*, decade *n*.

7. Read and translate the following noun(s) + noun structures, or noun chains which come from the texts of the Unit. Look up the words in your dictionary if necessary.

A glass factory, petroleum production, coal industry, a government consultant, mass-energy equivalence, a field theory,

a physics community, computer science, a stored-program computer, quantum theory, radiation density, a proton theory.

8. Using a dictionary complete the chart with the appropriate word form. In some cases there may be more than one answer.

	Verb	Noun	Adjective	Adverb
1.	equalise			
2.		user		
3.				decisively
4.			contributory	
5.		gravitation		
6.	conduct			
7.			successful	
8.	relate			
9.			informational	
10.		attraction		

9. Read the text and use the word given in brackets to form a word which will fill the blank.

Marie Curie (1867–1934) was a (physics) \_\_\_\_\_ (1) and (chemistry) \_\_\_\_\_ (2) of (Poland) \_\_\_\_\_ (3) upbringing and, (subsequent) \_\_\_\_\_ (4), French (citizen) \_\_\_\_\_ (5). She was a pioneer in the field of (radioactive) \_\_\_\_\_ (6), the first person honoured with two Nobel Prizes, and the first female professor at the University of Paris.

Her (achieve) \_\_\_\_\_s (7) include the (create) \_\_\_\_\_ (8) of a theory of (radioactive) \_\_\_\_\_ (9), techniques for isolating radioactive isotopes, and the (discover) \_\_\_\_\_ (10) of two new elements, polonium and radium. Marie's (system) \_\_\_\_\_ (11) studies also included two uranium minerals, pitchblende and torbernite.

While an (active) \_\_\_\_\_ (12) loyal French citizen, she never lost her sense of (Poland) \_\_\_\_\_ (13) identity. She named the first new (chemistry) \_\_\_\_\_ (14) element that she discovered (1898) polonium for her native country, and in 1932 she founded the Radium Institute in her home town Warsaw, headed by her (physics) \_\_\_\_\_ (15)-sister Bronislawa.

## SECTION 2

## GRAMMAR

## 10. Study the forms and use of the Present Participle.

		Present Participle	
		Active	Passive
Simple	asking 1) часть сказуемого: He is <i>writing</i> a letter. Он <i>пишет</i> статью. 2) определение: The <i>playing</i> boy is my son. <i>Играющий</i> мальчик — мой сын. The boy <i>playing</i> in the garden is my son. Мальчик, <i>играющий</i> в саду, — мой сын. 3) обстоятельство: ( <i>While</i> ) <i>reading</i> he was making some notes. <i>Читая</i> , он делал заметки.	being asked 1) определение: The bridge <i>being built</i> across the river will be very big. Мост, <i>строющийся</i> ( <i>который строится</i> ) через реку, будет очень большим. 2) обстоятельство: <i>Being built</i> of wood the bridge couldn't carry heavy loads. — <i>Так как мост был построен (будучи построенным)</i> из дерева, он не мог выдержать тяжелых нагрузок.	
	Perfect	having asked Обстоятельство: <i>Having lost</i> the key he couldn't get into the house. <i>Потеряв</i> ключ, он не мог попасть в дом.	having been asked Обстоятельство: <i>Having been translated</i> into many languages Tolstoy's books became known all over the world.— <i>После того как книги Толстого были переведены</i> на многие языки, они стали известны во всем мире.

## 11. Translate the following sentences paying attention to the forms and functions of the Present Participle.

## a) An attribute

1. It was Newton's reflecting telescope, made in 1668, that finally brought him to the attention of the scientific community. 2. Newton's three laws of motion relate the forces acting on a body to its motion. 3. Mendeleev was involved in research on Russian petroleum production, the coal industry and advanced agricultural methods, and he acted as a government consultant on issues ranging from new types of gunpowder to national tariffs. 4. Life must be very unpleasant for



people living near busy airports. 5. There are delays this morning for people travelling to work. 6. A few days after the interview, I received a letter offering me a job. 7. They were looking at the rising sun. 8. The calculations being made are very accurate. 9. John has got a sister studying civil engineering at college in Manchester. 10. The large building being built in this street is a new college.

### **b) An adverbial modifier**

1. Michael Faraday continued to work at the Royal Institution, helping with experiments for other scientists. 2. Having finished her work, she went home. 3. Being a foreigner, she needs a visa in this country. 4. Faraday himself gave many lectures, establishing his reputation as the outstanding scientific lecturer of his time. 5. Being packed in strong cases, the goods arrived in good condition. 6. Knowing English well he translated the text without a dictionary. 7. He saw an empty shop while walking around town one day. 8. Having found a hotel, we looked for somewhere to have dinner. 9. Mr Thomas found coins while digging in the back garden. 10. He was sitting in the armchair, reading a newspaper.

### **c) A predicative**

1. The number of cars on the road is increasing. 2. The earth is slowly getting warmer. 3. The engineers are working on a new project. 4. The video has been playing for two hours. 5. Ann was watching television when the phone rang. 6. Mary is still writing letters. She has been writing letters all day.

## **12. Translate what is given in brackets using the Present Participle.**

1. The group of students (выполняющих) the test is in the lab. 2. She sat on the river bank (наблюдая) the setting sun. 3. (Чувствуя) tired, I went to bed early. 4. (Купив) our tickets, we went into the theatre. 5. At the end of the street there is a path (ведущая) to the river. 6. While (выполняя) calculations we can apply computers. 7. (После того как мне сказали) the title of my report I decided to go to the library to work at it. 8. Tennis fans (надеющиеся) to buy tickets have been queuing all night at Wimbledon. 9. (Сделав) all her shopping, she went for a cup of tea. 10. The (восходящее) sun was hidden by the clouds. 11. I must see the tests (проводящиеся) in the lab now.

## SECTION 3

## READING AND DISCUSSION

13. What do you know about Isaac Newton? Before you read Text 12A "Isaac Newton", study the statements given below. Do you think they are true or false?

- a) Newton is one of the most influential scientists of all time.
- b) Isaac Newton was brought up by his mother.
- c) In 1661 he was sent to the University of Cambridge where he became interested in gravity.
- d) During his study he also devoted time to astronomy.
- e) Newton's first invention was a reflecting telescope.
- f) Newton established the modern study of gravity.
- g) "Mathematical Principles of Natural Philosophy" is one of Newton's most important books.
- h) Newton's work on formulating a theory of gravitation is known to have been inspired by watching a pear fall from a tree.
- i) Newton's first law states that to every action there is an equal and opposite reaction.
- j) His second law says that force equals mass times acceleration.
- k) His third law states that every object in motion will stay in motion until acted upon by an outside force.
- l) Newton's ideas dominate physics till present.

14. Read Text 12A to find out if you are right or wrong. Discuss your answers with your classmates.

**Text 12A**  
**Isaac Newton**

Sir Isaac Newton, an English physicist and mathematician, is one of the most influential scientists of all time. He came up with numerous theories and contributed ideas to many different fields.

Isaac Newton, an English physicist and mathematician, was born on 25 December 1642, in Woolsthorpe, Lincolnshire, England. He was the only son of a prosperous local farmer, also named Isaac Newton, who died three months before he was born. When Isaac was three his mother remarried, and Isaac remained with his grandmother. Luckily for humanity, Newton was not a good farmer, so in 1661 he was sent

to the University of Cambridge to study where he became interested in mathematics, optics, physics and astronomy. In 1665 Newton was forced to leave Cambridge when it was closed because of the plague. So he decided to return to Woolsthorpe. The two years he spent there were an extremely fruitful time during which he began to think about gravity. He also devoted time to optics and mathematics.

In 1667 Newton returned to Cambridge, where he became a fellow of Trinity College. Two years later he was appointed professor of mathematics. It was Newton's reflecting telescope, made in 1668, that finally brought him to the attention of the scientific community and in 1672 he was made a fellow of the Royal Society. From the mid-1660s, Newton conducted a series of experiments on the composition of light, discovering that white light is composed of the same system of colours that can be seen in a rainbow and establishing the modern study of optics (or the behaviour of light). He also studied and published works on history, theology and alchemy.

In 1687 Isaac Newton published his single greatest work "Mathematical Principles of Natural Philosophy" which is widely regarded to be one of the most important books in the history of science. In it he described universal gravitation and the three laws of motion, the concepts that remained at the forefront of science for centuries after. Newton's law of universal gravitation describes the gravitational attraction between bodies with mass, the earth and moon, for example. Newton was known to have said that his work on formulating a theory of gravitation was inspired by watching an apple fall from a tree – a story well publicized to this very day. Newton's three laws of motion relate the forces acting on a body to its motion. The first is the law of inertia, it states that every object in motion will stay in motion until acted upon by an outside force. The second is commonly stated as force equals mass times acceleration. The third and final law is known as to every action there is an equal and opposite reaction.

Newton's ideas on light, motion, and gravity dominated physics for the next three centuries, until modified by Albert Einstein's theory of relativity. His other important scientific achievements include the principles of conservation related to momentum and angular momentum, an empirical law of cooling, and others.

Isaac Newton was a difficult man, prone to depression and often involved in bitter arguments with other scientists, but by the early 1700s he was the dominant figure in British and European science. He died on 31 March 1727 and was buried in Westminster Abbey.

15. Add some more sentences confirming the following statements.

1. Luckily for humanity, Newton was not a good farmer. 2. Newton was forced to leave the University of Cambridge. 3. In 1667 Newton returned to Cambridge. 4. Newton conducted some experiments on the composition of light. 5. Newton's law of universal gravitation describes the gravitational attraction between bodies with mass.

16. What do these numbers refer to?

one	two (2)	three (4)	31	25	1727	1642
1687	1661	1672	1665	1668	mid-1660s	1667

17. Find in Text 12A the paragraph about the three laws of motion, read it aloud and translate it into Russian.

18. Explain the following references.

- a) *He* was the only son of a prosperous local farmer... .  
What does the pronoun *he* refer to?
- b) ...*it* was closed because of the plague.  
What does the pronoun *it* refer to?
- c) In it he described universal gravitation... .  
What do the pronouns *it* and *he* refer to?

19. Find in Text 12A the sentences with the Present Participle and translate them into Russian.

20. Retell the text in English using the introductory phrases given in exercise 25 of Unit 11.

21. Skim Text 12B "Dmitri I. Mendeleev" and try to understand what it is about. Give a brief overview of its structure and contents.

### Text 12B Dmitri I. Mendeleev

Dmitri Ivanovich Mendeleev, the outstanding Russian scientist, was born on February 8, 1834 in Tobolsk. His father, Ivan Pavlovich Mendeleev, went blind around the time his final son was born, and died in 1847. The scientist's mother, Mariya Dmitriyevna Kornileva,

worked as a manager of a glass factory to support herself and her children. When the factory burned down in 1848, the family moved to St. Petersburg.

Mendeleev attended Pedagogical Institute in St. Petersburg and graduated in 1855. After teaching in Simferopol and Odessa, he came back to St. Petersburg to earn a Master's degree. Mendeleev continued his studies abroad, with two years at the University of Heidelberg, Germany. In 1861 Mendeleev returned to St. Petersburg, where he obtained a professorship at the Technological Institute in 1864. After the defense of his doctoral dissertation in 1865 he was appointed professor of chemical technology at the University of St. Petersburg. He became professor of general chemistry in 1867 and continued to teach there until 1890.

As he began to teach inorganic chemistry, Mendeleev could not find a textbook that met his needs. Since he had already published a textbook on organic chemistry in 1861 that had been awarded the prestigious Demidov Prize, he set out to write another one. The result was "The Principles of Chemistry" (1868—1871), which became a classic, running through many editions and many translations.

While he was researching and writing that book, Mendeleev made the discovery that led to his most famous achievement. He noticed certain recurring patterns between different groups of elements and, using existing knowledge of the chemical and physical properties of the elements, he was able to make further connections. He systematically arranged the dozens of known elements by atomic weight in a grid-like diagram; following this system, he could even predict the qualities of unknown elements. In 1869 Mendeleev formally presented his discovery of the Periodic Law to the Russian Chemical Society. In London in 1889 Mendeleev presented a summary of his research in the lecture titled "The Periodic Law of the Chemical Elements." His diagram, known as the periodic table of elements, is still used today.

In the later years of his career, Mendeleev was internationally recognized for his contributions to the field of chemistry. Mendeleev died on February 2, 1907 [*Encyclopædia Britannica*].

**22. Complete the sentences choosing the best variant corresponding to the contents of Text 12B.**

1) When his father died, Mendeleev was...

- a) 10 years old;
  - b) 13 years old;
  - c) 12 years old.
- 2) The family moved to St. Petersburg because...
    - a) Mendeleev's father died;
    - b) Mendeleev asked his mother about it;
    - c) the glass factory burned down.
  - 3) Mendeleev studied in...
    - a) St. Petersburg and Heidelberg, Germany;
    - b) Simferopol;
    - c) Odessa.
  - 4) To teach inorganic chemistry Mendeleev...
    - a) used his textbook published in 1861;
    - b) he wrote a new textbook;
    - c) could not find a textbook meeting his needs.
  - 5) While writing his book "The Principles of Chemistry", he...
    - a) made some experiments;
    - b) made his most famous achievement;
    - c) used existing knowledge of chemistry.
  - 6) Mendeleev's discovery was...
    - a) arrangement of elements by atomic weight in a grid-like diagram;
    - b) prediction of the quality of some elements;
    - c) study of chemical and physical properties of elements.
  - 7) His discovery was called...
    - a) the periodic table of elements;
    - b) the periodic law of chemical elements;
    - c) the connections between chemical and physical properties of elements.
  - 8) Dmitri I. Mendeleev was recognized...
    - a) only in Russia;
    - b) only abroad;
    - c) internationally.

**23. Identify the topic of each paragraph of Text 12B and retell it in English.**

**24. Use the Internet or reference books to find some information on other great scientists and tell your class.**

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**SECTION 4**

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**SPEAKING**

25. Answer the following conversation questions about scientists.

a) What is your opinion of scientists? Do you think they are boring or interesting people?

b) Would you prefer to be a famous scientist or a famous engineer? Why?

c) Have you ever had an idea for an invention? Please explain.

d) If you could invent something, what would it be? Please explain.

e) How would society be different if scientists hadn't discovered and developed electricity?

f) Do you trust scientists? Why/not?

g) Should scientists refuse to work on projects such as hydrogen bombs and chemical and biological weapons, or are they not responsible for the use to which their investigations are put?

h) When do you think scientists will develop a cure for AIDS?

i) Who is your favourite scientist?

j) Who is the most famous scientist in your country? What did he/she invent?

26. Make up dialogues of your own using the above questions or your answers to them. Act these dialogues.

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**SECTION 5**

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**LISTENING**

27. Listen to the Text "Albert Einstein". As you listen to it, say which of these statements are true and which are false.

a) Albert Einstein [ˈælbət ˈaɪnstain] was born in the USA.

b) He is well known for his theory of relativity.

c) Einstein received the Nobel Prize for his discovery of mass-energy equivalence, expressed by the equation  $E = mc^2$ .

- d) His theory of relativity provided a new theory of gravitation.
- e) Einstein's general theory of relativity reconciled mechanics with electromagnetism.
- f) Einstein contributed to the development of computer science.
- g) His another contribution includes statistical mechanics which laid the foundation for the photon theory.
- h) Einstein published a lot of scientific and non-scientific works.
- i) The name *Einstein* became synonymous with *a great scientist*.

28. You will hear the numbers given below in the chart. Say what these numbers refer to.

1999	1955	300	1879	150	1921
------	------	-----	------	-----	------

29. Check your answers with your classmates and Tapescript 12A of the text. Look up the words you don't know in your dictionary.

30. Retell the text about Albert Einstein.

31. Listen to the Text "Alan Turing". As you listen to it, make notes under the following headings.

1. Alan Turing* as the father of modern computer science.
2. The Turing machine.
3. His work at the National Physical Laboratory.
4. His work at the University of Manchester.
5. His contributions to cryptanalysis at Bletchley Park.

\*Alan Turing ['ælən 'tju(ə)rɪŋ] — Алан Тьюринг

32. Check your answers with your classmates and Tapescript 12B of the text. Look up the words you don't know in your dictionary. Retell the text about Alan Turing.



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**SECTION 6**

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**WRITING**

*Writing a biography* requires special care and tact. In a biography, you are telling the story of someone's life. You thus have to make sure you present it accurately and that you write interesting and engaging information that leaves your reader feeling as though they learned something from your writing.

**33. Read the notes about Ernest Rutherford, a New Zealand-born physicist, who won the Nobel Prize in Chemistry for his pioneering work in nuclear physics.**

**Biography: Notes  
Ernest Rutherford**

**30 August, 1871** born in Nelson, New Zealand

**After Government schools** Nelson Collegiate School

**1889–1893** Canterbury College

**1894** research work at Canterbury College; received the B.Sc. degree; won a scholarship to Cambridge University

**1894–1898** worked as a research student at Cambridge University

**1898** left for Canada to take up the post of professor of physics at McGill University in Montreal

**1898–1907** investigated the newly-discovered phenomenon of radioactivity at McGill University

**1907** returned to England

**1907–1919** professor of physics at Manchester University

**1908** awarded the Nobel Prize in Chemistry

**1914–1918 First World War** Rutherford's research work was interrupted

**After First World War** returned to research and experiments; the first artificially induced nuclear reaction; created a new discipline – nuclear physics

**1919** professor of experimental physics and director of the Cavendish Laboratory at Cambridge

**1925–1930** president of the Royal Society

**19 October, 1937** died in Cambridge

**34. Using the above notes, complete the gaps in Ernest Rutherford's biography.**

Ernest Rutherford was born on \_\_\_\_\_, in Nelson, New Zealand. His father was a farmer, and his mother was an English school teacher. Ernest received his early education in \_\_\_\_\_ and at the age of 16 entered Nelson Collegiate School. In 1889 he was awarded a University scholarship and he proceeded to the University of New Zealand, Wellington, where he entered \_\_\_\_\_. He graduated in Mathematics and Physics in 1893 and he continued with research work at the College for a short time, receiving the \_\_\_\_\_ the following year. In 1894, he won a \_\_\_\_\_ to Cambridge University and worked as a \_\_\_\_\_ under Sir Joseph Thomson. In 1898, he became \_\_\_\_\_ at McGill University in Montreal, Canada. There, working with chemist Frederick Soddy, he investigated the newly-discovered phenomenon of \_\_\_\_\_. Rutherford and Soddy proposed that radioactivity resulted from the disintegration of atoms.

In 1907 Rutherford returned to \_\_\_\_\_ to become \_\_\_\_\_ at Manchester University. In 1908, he was awarded the \_\_\_\_\_ in Chemistry. In 1914 the war \_\_\_\_\_ his work.

In \_\_\_\_\_ he returned to physics and a long series of \_\_\_\_\_ in which he discovered that the nuclei of certain light elements, such as nitrogen, could be "disintegrated" by the impact of energetic alpha particles coming from some radioactive source, and that during this process fast protons were emitted. This was the first artificially induced \_\_\_\_\_. Rutherford virtually created a new discipline, that of \_\_\_\_\_.

In 1919 Rutherford became professor of \_\_\_\_\_ and director of the Cavendish Laboratory at \_\_\_\_\_, succeeding Thomson. Many of his students at the Cavendish Laboratory went on to become pioneering scientists. From 1925 to 1930 he was president of the \_\_\_\_\_. He died in Cambridge on \_\_\_\_\_. He was buried in Westminster Abbey. In 1997, the "Rutherford", a unit of radioactivity, was named in his honour.

**35. Look at the notes about Alfred Nobel, a Swedish chemist and the inventor of dynamite, who left money to set up the Nobel Prizes.**

**21 October, 1833** born in Stockholm, Sweden

The age of nine left Stockholm; his family moved to St. Petersburg, Russia; his father took a job manufacturing explosives

**1842–1850** educated by private tutors; studied chemistry, languages and literature

**1850** went to Paris to study chemistry

**1851–1854** went to the United States to study chemistry

**1854** returned to Russia and began working in his father's factory making military equipment for the Crimean War

**After the Crimean War, 1856** the factory had difficulty switching to peacetime production of machinery

**1859** went bankrupt

**1863** Alfred and his parents returned to Sweden; Alfred began experimenting with explosives in a small laboratory on his father's estate; built a small factory to manufacture nitroglycerin; applied for patents for his work with nitroglycerin; invented a practical detonator

**1864** Nobel's nitroglycerin factory blew up; his younger brother Emil and several other people were killed

**1866** moved to the United States and continued his work with nitroglycerin; discovered that it became safer with added elements, and the result was dynamite

**1867** applied for a patent for his new discovery

**1873** returned to Europe; started the first of several factories to manufacture dynamite

**1887** more exploding discoveries – Alfred introduced ballistite, one of the first nitroglycerin smokeless powders and a precursor of cordite

**1891** had a disagreement with the French government and moved to Italy, where he stopped his experimentations

**1895** made a will, and set aside most of his money to set up the Nobel Prizes which would award those who made great discoveries

**10 December, 1896** died in San Remo, Italy

**36. Use the notes to write a biography of Alfred Nobel.**

*Alfred Nobel was born ...*

**37. Research some facts about a famous scientist, who you think is interesting. Write a short biography of him/her.**

# UNIT 13.

## The World of Inventions

### SECTION 1

#### VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text “The Greatest English Inventions” and translate the given sentences.

1. **turn out** [ˈtɜːnˈaʊt] *v* — оказываться; стать, сделаться

The job *turned out* to be harder than we thought.

2. **lead** [liːd] (**led**) *v* — руководить, возглавлять, управлять  
**lead to** *v* — приводить к чему-л., вызвать что-л., быть причиной чего-л., иметь результатом; вести куда-л. (о дороге и т.п.)

I think we've chosen the right person *to lead* the expedition.  
Eating too much sugar can *lead to* health problems. What *led*

you to this conclusion? The students in this college are all taking courses *leading to* the qualification of a technician. Take the left path; it *will lead you to* the house.

3. **pressure** [ˈpreʃə] *n* — давление; воздействие

The gas is stored under *pressure*. The workers are under increasing *pressure* to work longer hours.

4. **mine** [maɪn] *n* — шахта; рудник

**mining** [ˈmaɪnɪŋ] *n* — горное дело; горнодобывающая промышленность; ведение горных работ

**mining engineer** — горный инженер

My grandfather used to work in the *mines*. *Mining* is prohibited in the National Park. Major industries include *mining*. He works as a *mining engineer*.

5. **pull** [pʊl] *v* — тянуть, тащить, везти

He *pulled* the heavy box across the floor to the door. The horse *was pulling* the cart.

6. **appliance** [əˈplaɪəns] *n* — приспособление, устройство

**household** [ˈhaʊshəʊld] **appliances** — бытовая техника, бытовые приборы

**device** [diˈvaɪs] *n* — устройство, приспособление, прибор

Don't plug in an electrical *appliance* with wet hands — you could get an electric shock. They sell *household appliances*. All new cars are now fitted with these safety *devices*.

7. **affect** [əˈfekt] *v* — действовать, воздействовать, влиять

Your opinion *will not affect* my decision.

8. **fan** [fæn] *n* — вентилятор

**ceiling** [ˈsiːlɪŋ] **fan** — потолочный вентилятор

He switched on the electric *fan*. There was no air conditioning, just a *ceiling fan* turning slowly.

9. **proceed** [prə'si:d] *v* — продолжать; идти далее

He *proceeded* to explain his plans in more detail. He left detailed instructions about the best way to *proceed*. Passengers for Rome should *proceed* to Gate 32 for boarding.

10. **take a photo (a photo)** — фотографировать

She *took* a lot of *photos* of the kids.

11. **design** [di'zain] *n v* — план, проект; конструкция; планировать, проектировать; разрабатывать

The basic *design* of the car is very similar to that of earlier models. The building was originally Victorian in *design*. He *designed* and built his own house.

12. **cease** [si:s] *v* — прекращать(ся); приостанавливать

**halt** [hɔ:lt] *v* — останавливать, прекращать(ся)

The factory *has* now *ceased* production of toys. She walked towards him and then *halted*.

13. **transmit** [trænz'mit] *v* — передавать

**transmission** [trænz'miʃn] *n* — передача; пересылка

**transmitter** [trænz'mitə] *n* — (радио)передатчик; передающая радиостанция

This chapter explains how sounds *are transmitted* through the air. There will be simultaneous *transmission* of the concert on TV. In electronics and telecommunications a *transmitter* is an electronic device which, with the aid of an antenna, produces radio waves.

14. **evolve** [i'vɒlv] *v* — развиваться, эволюционизировать

The company *has evolved* into a major chemical manufacturer.

15. **engine** ['endʒɪn] *n* — двигатель

**jet engine** — реактивный двигатель

**steam engine** — паровой двигатель, паровая машина

The car has a four-cylinder *engine*. A *jet engine* operates on the application of Sir Isaac Newton's third law of physics: for every action there is an equal and opposite reaction. In 1781 James Watt patented a *steam engine* that produced continuous rotary motion.

16. **reject** [ri'dʒekt] *v* — отвергать, отклонять

She firmly *rejected* my suggestions.

17. **tube** [tju:b] *n* — трубка, труба

**television tube** — телевизионная трубка

Gases produced in the reaction pass through this *tube*.

18. **outline** ['aʊtlaɪn] *n v* — обрисовывать; намечать в общих чертах

At the interview he *outlined* his plan.

19. **share** [ʃeə] *v* — делить, разделять, пользоваться совместно

He *shares* my opinion. We *share* a room in the hall of residence.

20. **launch** [lɔ:ntʃ] *v* — начинать, пускать в ход, предпринимать; выпускать, запускать (продукцию)

The company plans to *launch* the product next month. She is trying to *launch* a new career as a singer.

## 2. Match the words with the definitions below.

a) transmitter	b) tube	c) appliance	d) engine
e) design	f) pressure	g) fan	h) mine

1. a machine that changes energy into mechanical motion;
2. the action of pressing or pushing against something;
3. an object shaped like a pipe;
4. a pit or tunnel from which minerals (e.g. coal) are taken;
5. a machine powered by electricity and used in houses;
6. a machine with blades going round to create a current of air;

7. a piece of equipment used for sending electronic signals;
8. the way something has been made.

**3. Match the following English word combinations with the Russian equivalents.**

- |                         |                                 |
|-------------------------|---------------------------------|
| 1. mining engineer      | a) потолочный вентилятор        |
| 2. household appliances | b) наметить план в общих чертах |
| 3. ceiling fan          | c) реактивный двигатель         |
| 4. take a photo         | d) жить в одной комнате         |
| 5. jet engine           | e) паровой двигатель            |
| 6. television tube      | f) горный инженер               |
| 7. steam engine         | g) электронный прибор           |
| 8. share a room         | h) бытовая техника              |
| 9. outline a plan       | i) телевизионная трубка         |
| 10. electronic device   | j) фотографировать              |

**4. Read and translate the following sentences. Pay attention to the meaning of the words and word combinations given below.**

- I. a) *turn v n* — поворачивать(ся); перейти, обратиться к; превращаться, переходить во что-л.; поворот; очередь  
 b) *in turn* — по очереди, друг за другом  
 c) *turn down v* — отказываться о чего-л.; уменьшать, приглушать (звук)  
 d) *turn off v* — выключать (свет, воду)  
 e) *turn on v* — включать (свет, воду)  
 f) *turn out v* — оказываться; стать, сделаться  
 g) *turn over v* — переворачивать(ся)  
 h) *turn up v* — появляться, приходить, объявляться; увеличивать (громкость, температуру)

1. Turn the light off after you.
2. This job is too good to turn down.
3. Turn right at the end of the road.
4. It is my turn to cook tonight.
5. I turned the volume up.
6. She spoke to each student in turn.
7. She turned the chair to face the door.
8. They turned the lights on.
9. A hobby can be turned into a career.
10. She told him to turn the music down.
11. We will turn now to the British news.
12. Take a right turn at the traffic lights.
13. I waited for the bus but it didn't turn up.
14. Could you turn over the tape, please?
15. The truth turned out to be stranger than we had expected.



II. a) lead (led) *v n* — вести, приводить кого-л.; вести, приводить (о дороге и т.п.); вести, лидировать; приводить к чему-л.; вести (какой-л. образ жизни); возглавлять, управлять; поводок, привязь; нить (к решению), зацепка

b) to take the lead, to be in the lead — лидировать

c) leader *n* — руководитель, глава

d) leadership *n* — руководство, управление

e) lead [led] *n* — свинец

1. Hot summer can lead to serious water shortages. 2. The German leader wants to introduce further changes. 3. He led me to a large room. 4. He led the country between 1949 and 1984. 5. Police say they have no leads so far. 6. The country's leadership is in crisis. 7. His door leads to the garden. 8. England took the lead with a goal from Owen. 9. Pencils do not contain real lead nowadays. 10. Suddenly we were in the lead. 11. She leads such an interesting life. 12. Please keep your dog on a lead when on the beach.

5. Read and translate the following groups of sentences paying attention to the words in italics which can function as a noun and a verb, or a verb and an adjective, or a noun and an adjective, with the same form. Use your dictionary if necessary.

1. a) Give the rope a hard *pull*.

b) You push and I will *pull*.

c) Ponies were used to *pull* the coal trucks.

2. a) The president was correct to *reject* the offer.

b) That tire was a *reject*.

3. a) He speaks in a rather *affected* voice.

b) Smoking *affected* his health.

c) She was badly *affected* by the bad news.

4. a) He worked without *cease*.

b) The company can *cease* trading in June.

5. a) The *proceeds* of the sale amounted to \$500.

b) The work always *proceeds* according to a plan.

c) When he flies to Rome, he usually *proceeds* to Gate 2 for boarding.

6. Read and translate the following international words which come from Text 13A. Look up their transcriptions in the dictionary if necessary. Mind the part of speech.

Engineer *n*, locomotive *n*, wagon *n*, passenger *n*, rocket *n*, infection *n*, finally *adv*, generator *n*, revolutionary *adj*, image *n*,

photogram *n*, photographer *n*, originally *adv*, telephone *n*, programmable *adj*, harmonic *adj*, tone *n*, patent *n v*, contribution *n*, demonstrate *v*, scan *n v*.

**7. Read and translate the following noun(s) + noun structures, or noun chains which come from Text 13A. Look up the words in your dictionary if necessary.**

Cowpox infection, cowpox pus, smallpox infection, a railway steam locomotive, a high-pressure steam engine, a full-scale model, a rocket steam engine, household appliances, a power tool, a ceiling fan, insect wings, telegraph technology, a telephone patent, a jet engine, a fight-test engine, a full-production model, air travel, a colour television tube, television technology, a computer hypertext, a web browser.

**8. Define parts of speech. Translate the words of the same root.**

1. market – marketable – marketability – marketer – marketer;
2. distribute – distribution – distributional – distributive – distributor;
3. individual – individualism – individualist – individualistic – individualistically – individuality – individualize – individualization – individually;
4. motivate – motivation – motive – motiveless;
5. specify – specific – specificity – specifically – specification;
6. benefit – beneficial – beneficially – beneficiary;
7. provide – provision – provisional – provisionally;
8. compete – competition – competitive – competitively – competitiveness – competitor;
9. convert – convertible – convertibility – conversion;
10. social – socially – unsocial – socialize.

**9. Read the text and use the word given in brackets to form a word which will fill the blank.**

The (invent) \_\_\_\_\_ (1) of the modern ballpoint pen was the (Hungary) \_\_\_\_\_ (2) László Jozsef Bíró (1899–1985) from Budapest. He presented the first (produce) \_\_\_\_\_ (3) of the ball pen at the Budapest International Fair in 1931. While working as a journalist in Hungary, he noticed that the ink used in newspaper printing dried (quick) \_\_\_\_\_ (4), leaving the paper dry and smudge-free. He tried using the same ink in a fountain pen but

found that it would not flow into the tip, as it was too (viscosity) \_\_\_\_\_ (5). Working with his brother Georg, a (chemistry) \_\_\_\_\_ (6), he developed a new tip consisting of a ball that was free to turn in a socket, and as it turned it would pick up ink from a cartridge and then roll to deposit it on the paper. Bíró patented the (invent) \_\_\_\_\_ (7) in Paris in 1938.

In 1943 the brothers moved to Argentina and on June 10 filed another patent, and formed Biro Pens of Argentina. This new design was licensed by the (Britain) \_\_\_\_\_ (8), who produced ballpoint pens for Royal Air Force aircrew, who found they worked much better than fountain pens at high altitude.

In 1950 Marcel Bich bought the patent from Bíró for the pen, which soon became the main (produce) \_\_\_\_\_ (9) of his Bic company. László Bíró died in Buenos Aires in 1985. Argentina's (Invent) \_\_\_\_\_'s (10) Day is celebrated on Bíró's birthday, September 29.

## SECTION 2

### GRAMMAR

#### 10. Study the forms and use of the Past Participle.

Past Participle
asked done
1) часть сказуемого: We have <i>done</i> this job. — Мы <i>выполнили</i> эту работу. The job was <i>done</i> . — Работа была <i>выполнена</i> .
2) определение: He showed us some magazines <i>received</i> by their library. — Он показал нам журналы, <i>полученные</i> их библиотекой. The telegram <i>sent</i> was signed by the director. — <i>Отправленная</i> телеграмма была подписана директором. There are a few <i>broken</i> chairs in the room. — В комнате несколько <i>сломанных</i> стульев.
3) обстоятельство: <i>When questioned</i> , I didn't know what to answer. — <i>Когда меня стали спрашивать</i> , я не знал, что ответить.

**11. Translate the following sentences paying attention to the forms and functions of the Present and Past Participles.**

**a) An attribute**

1. A lot of people invited to the party cannot come. 2. There was a tree blown down in the storm last night. 3. The police never found the money stolen in the robbery. 4. The broken cup was lying on the table. 5. A thermometer is an instrument used for measuring temperature. 6. All the books taken from the library must be returned next week. 7. I have a message for people delayed by the traffic chaos. 8. They showed us a list of the products sold. 9. An extension is a new part added on to a building. 10. The problems discussed at a number of meetings last month have now been solved.

**b) An adverbial modifier**

1. Until translated into other languages this article was not widely known. 2. When asked what he thought of this plan the manager approved it. 3. Asked whether he intended to return soon, he replied that he would be away for about three months. 4. When spoken to he explained the advantages of this appliance. 5. If changed a little the problem will be easy to solve.

**c) A predicative**

1. The Taj Mahal was built around 1640. 2. The car is driven by electricity. 3. Your car is being repaired now. 4. You will be told where to go. 5. The room looks nice. Somebody has cleaned it. 6. Has Peter been asked? 7. He students have finished their exams. 8. Your application is still being considered by the directors. 9. The new hospital will be opened next year. 10. The plane has landed safely.

**12. Define the part of speech and the function of the words with the -ed ending in the following sentences.**

1. A developed country, or more economically developed country, is a sovereign state that has a highly developed economy and advanced technological infrastructure relative to other less industrialized nations. 2. Richard Trevithick invented the first high-pressure steam engine. 3. Michael Faraday is commonly referred to as the Father of Electricity. 4. The answer received from them greatly surprised me. 5. He described the method used by this researcher. 6. The researcher used the method described in this journal. 7. The approach to the problem considered remained traditional. 8. He has been invited

to Andy's party. 9. The results obtained changed the entire picture. 10. The applied method has led to another solution of the problem.

**13. Mind the use of the Present and Past Participles in the pairs of the following sentences. Translate them into Russian.**

*Example:*

The book *written* by this economist describes new trends in economics. — Книга, *написанная* этим экономистом, описывает новые направления в экономической теории.

The book *describing* new trends in economics is written by this economist. — Книга, *описывающая* новые направления в экономической теории, написана этим экономистом.

1. Microcomputers invented in the 1970s help much in research work. Microcomputers helping much in research work were invented in the 1970s. 2. The college laboratory equipped with up-to-date devices works on new projects. The college laboratory working on new projects is equipped with up-to-date devices. 3. Gases produced in the reaction pass through this tube. Gases passing through this tube are produced in the reaction. 4. The report on prices made by Bob is being discussed now. The report on prices being discussed now was made by Bob. 5. Machines called computers make complicated calculations. Machines making complicated calculations are called computers.

**14. Translate what is given in brackets using the Present and Past Participles.**

1. A bridge (построенный) only two years ago has been declared unsafe. 2. The (представленная) article has been read by our teacher. 3. The machine (разработанная) by our engineers will increase the output of coal. 4. Cosmic rockets (запускаемые) with first space velocity (7.9 km per sec.) become artificial satellites of the Earth. 5. The experiments (проведенные) by our students and (описанные) in the journal illustrated the properties of metals. 6. (Когда его попросили) to help me, he phoned me at once. 7. There were a few (сломанных) chairs in the room. 8. The book (взятая) by me from Richard is very interesting. 9. He showed us a list of journals (получаемых) by the college library. 10. The books (написанные) by Tolstoy are read with great interest all over the world.

## SECTION 3

## READING AND DISCUSSION

15. Before reading Text 13A “Greatest British Inventions”, discuss these questions with your classmates or teacher.

- a) What world’s most influential inventions have come from Great Britain?
- b) What did Richard Trevithick invent?
- c) What is Thomas Wedgwood’s creation?
- d) What is Charles Babbage famous for?
- e) What did Alexander Bell invent?
- f) What ideas did Frank Whittle produce?
- g) What invention did John Baird first publicly demonstrate?

16. Read Text 13A to find out if you are right or wrong.

**Text 13A**  
**Greatest British Inventions**

Several of the world’s most influential inventions have come from Great Britain. Remarkable scientists, inventors, doctors, and engineers developed extraordinary ideas that still benefit the world today. Without their ingenuity and perseverance, things as we know it may never have existed. Who knows how things might have turned out if these inventions had never come to fruition.

Richard Trevithick<sup>1</sup> (1771–1833) built the first railway steam locomotive. When he initially invented the first high-pressure steam engine, it was so successful that he built a full-scale model for transporting ore. As a result, the English mining engineer went on to build several different models. Finally, in 1804, he invented the Penydarren locomotive, which could pull five wagons, transport up to 70 passengers and 10 tons of iron.

Thomas Wedgwood<sup>2</sup> (1771–1805) created the first photograph in 1802. The revolutionary photos were of insect wings that he took using silver nitrate on leather. While his experiments only created shadow image photograms, his conceptual breakthrough have led historians to call him the “first photographer.” Also, William Talbot<sup>3</sup>, a British inventor, created Calotype. It is a negative/positive development process that has become the basis for modern picture taking.

British mathematician and scientist Charles Babbage<sup>4</sup> (1791–1871) invented both the mechanical computer, known as the difference engine, and the programmable computer named the analytical engine. Although he invented the designs, he never saw the machines completed. Government funding ceased after only ten years of Babbage working on the project so his work was halted. Eventually British researchers built his machines, the first in 1989 and the latter in 2011. The programmable computer led the way to computing in the modern world.

Telephone is also among the greatest English inventions. British inventor Alexander Bell<sup>5</sup> (1847–1922) used existing telegraph technology to develop the harmonic telegraph. This device transmitted different tones across wires using multiple reeds. Working with engineer Thomas Watson<sup>6</sup> to refine his invention, the two patented their ideas in 1875 in both the USA and the UK.

Frank Whittle<sup>7</sup> (1907–1996), a member of the British Royal Air Force, produced the ideas that led to the creation of the jet engine. They were originally rejected when introduced to the Air Ministry but then supported with the outbreak of World War II. The government contracted him for a flight-test engine and then a full-production model. Calling it the Gloster Meteor, Whittle created an invention that revolutionized air travel.

British inventor John Baird<sup>8</sup> (1888–1946) first publicly demonstrated his television before the Royal Institution in January 1926. He also invented the electric colour television tube, which he demonstrated in July 1928. Baird's invention was the first step to the future of television technology. Considered one of the most influential inventions ever created, it continues to let people all over the planet communicate through moving pictures.

### Notes

1. Richard Trevithick [ˈrɪtʃəd triˈviθɪk] – Ричард Тревитик
2. Thomas Wedgwood [ˈtɒməs ˈwedʒwud] – Томас Уэджвуд
3. William Talbot [ˈwɪljəm ˈtɔːlbət] – Уильям Тальбот
4. Charles Babbage [ˈtʃɑːlz ˈbæbɪdʒ] – Чарльз Бэббидж
5. Alexander Bell [æliˈgʒɑːndə ˈbel] – Александр Белл
6. Thomas Watson [ˈtɒməs ˈwɒtsn] – Томас Уотсон
7. Frank Whittle [ˈfræŋk ˈwɪtl] – Фрэнк Уиттл
8. John Baird [ˈdʒɒn ˈbeəd] – Джон Бэрд

**17. Ask your classmates:**

1. what outstanding scientists and inventors developed; 2. how it happened that Richard Trevithick had built a full-scale model for transporting ore; 3. what William Talbot created; 4. why Charles Babbage never saw his machines completed; 5. why the telephone is among the greatest English inventions; 6. whose ideas led to the creation of the jet engine; 7. why Baird's invention was the first step to the future of television technology.

**18. What do these numbers refer to?**

one	two	ten	10	1928	2011	1804	1922
1805	1926	1875	1802	11	1771 (2)	1946	1871
70	1989	1888	1833	1996	1847	1791	

**19. Find in Text 13A the paragraph about Charles Babbage's inventions, read it aloud and translate it.**

**20. Explain the following references.**

a) ...*it* was so successful that *he* built a full-scale model for transporting ore.

What do the pronouns *it* and *he* refer to?

b) ...*he* invented the Penydarren locomotive... .

What does the pronoun *he* refer to?

c) *They* were rejected when introduced to the Air Ministry...

What does the pronoun *they* refer to?

d) The government contracted *him* for a flight-test engine...

What does the pronoun *him* refer to?

e) ...*it* continues to let people all over the planet communicate...

What does the pronoun *it* refer to?

**21. Find in Text 13A the sentences with the Present and Past Participles and translate them into Russian.**

**22. Retell the text in English using the introductory phrases given in exercise 25 of Unit 11.**

**23. Skim Text 13B "Invention of the Automobile" and try to understand what it is about and what information is new to you.**



## Text 13B

### Invention of the Automobile

In terms of the lives of average people, there is little doubt that the automobile is the most revolutionary invention in the history of transportation since the wheel. By definition an automobile or car is a wheeled vehicle that carries its own motor and transports passengers.

The automobile was not invented in a single day by a single inventor. The history of the automobile reflects an evolution that took place worldwide. It is estimated that over 100,000 patents created the modern automobile. However, we can point to the many firsts that occurred along the way.

In 1769, the very first self-propelled road vehicle was a military tractor invented by French engineer and mechanic, Nicolas-Joseph Cugnot\* (1725–1804). Cugnot used a steam engine to power his vehicle, built under his instructions at the Paris Arsenal by mechanic Brezin. It was used by the French Army to haul artillery at a whopping speed of 2 1/2 mph on only three wheels. The vehicle had to stop every ten to fifteen minutes to build up steam power. The steam engine and boiler were separate from the rest of the vehicle and placed in the front. The following year (1770), Cugnot built a steam-powered tricycle that carried four passengers.

In 1771, Cugnot drove one of his road vehicles into a stone wall, making Cugnot the first person to get into a motor vehicle accident. This was the beginning of bad luck for the inventor. After one of Cugnot's patrons died and the other was exiled, the money for Cugnot's road vehicle experiments ended.

Steam engines powered cars by burning fuel that heated water in a boiler, creating steam that expanded and pushed pistons that turned the crankshaft, which then turned the wheels. During the early history of self-propelled vehicles both road and railroad vehicles were developed with steam engines. Steam engines added so much weight to a vehicle that they proved to be a poor design for road vehicles; however, steam engines were very successfully used in locomotives. Historians, who accept that early steam-powered road vehicles were automobiles, feel that Nicolas-Joseph Cugnot was the inventor of the first automobile.

In 1885, German engineer Karl Benz (1844–1929) designed and built the world's first practical automobile to be powered by an internal-combustion engine. In 1885, German engineer Gottlieb Daimler (1834–1900) took the internal combustion engine a step further and patented what is generally recognized as the prototype of the modern gas engine and later built the world's first four-wheeled motor vehicle [*Mary Bellis. The History of the Automobile*].

**Note**

\*Nicolas-Joseph Cugnot [ˈnikələs ˈdʒəuzif ˈkjuːnjəʊ] – Николя-Жозеф Кюньо

**24. Complete the sentences choosing the best variant corresponding to the contents of Text 13B.**

- 1) An automobile is defined as...
  - a) the most revolutionary invention;
  - b) a vehicle with a wheel;
  - c) a wheeled vehicle that carries its own motor.
- 2) The automobile was invented...
  - a) by a single inventor;
  - b) in a single day;
  - c) by many inventors.
- 3) To power his first vehicle Cugnot used...
  - a) a military tractor;
  - b) a steam engine;
  - c) three wheels.
- 4) Cugnot's vehicle had to stop every 10–15 minutes to...
  - a) build up steam power;
  - b) change wheels;
  - c) fill a boiler.
- 5) The vehicle Cugnot invented was called...
  - a) a steam-powered car;
  - b) a tricycle;
  - c) a self-propelled car.
- 6) The early road and railroad vehicles were developed with....
  - a) internal-combustion engines;
  - b) gas engines;
  - c) steam engines.
- 7) Karl Benz built the first practical automobile with....
  - a) a steam engine;
  - b) a gas engine;
  - c) an internal-combustion engine.
- 8) Gottlieb Daimler designed a vehicle with...
  - a) a steam engine;
  - b) a gas engine;
  - c) an internal-combustion engine.

25. Identify the topic of each paragraph of Text 13B and retell it in English.

26. Use the Internet or reference books to find some information about modern inventions and tell your class.

## SECTION 4

### SPEAKING

27. Speaking on the phone requires its own special set of words and phrases. Here is a helpful reference chart that will help you to speak on the phone. Learn these expressions.

**Answering the phone**

- Hello? (*informal*)
- Mary speaking. How can I help you?/ May I help you?

**Introducing yourself**

- Hey, Mike. It's Jane calling. (*informal*) This is John. (*informal*)
- Speaking.\*
- Hello, this is John Smith calling.
- This is Paul Jackson speaking.

\* The person who is answering says this if the caller does not recognize her/his voice.

**Asking for someone**

- Is Robert in? (*informal*)
- Is Smith there, please? (*informal*)
- Can I talk to your brother? (*informal*)
- Can/May I speak to Mr. White, please?
- I'd like to speak to John Smith, please.
- Could you put me through to Mr. White?
- Could I speak to someone who ...?

**Connecting someone**

- Just a sec. I'll get him. (*informal*)
- Hang on one second/a minute. (*informal*)
- One moment, please. I'll see if Mr. Smith is available.
- Please hold on and I'll put you through to his office.
- One minute, I'll transfer you now.
- I'll connect you.
- I'm connecting you now.

- Making special requests**
- I'm sorry, I don't understand. Could you repeat that, please?
  - Would you mind spelling your name/that?
  - I'm sorry, I can't hear you very well. Could you speak up a little, please?
  - Can you speak a little slower, please? My English isn't very strong/good.
  - Can you call me back? I think we have a bad connection.
- Taking a message**
- Sam's not in. Who's this? (*informal*)
  - I'm sorry, Mr. Smith isn't here at the moment. Can I ask who's calling?
  - He's busy now. Can you call again later?
  - Can I take a message?
  - Would you like to leave a message?
  - I'll tell Mr. Smith that you called.
- Leaving a message**
- Please ask him to call Daniel Morris when he gets in.
  - Can you tell him his son called, please?
  - No, that's okay, I'll call back later.
  - When do you expect him back in the office?
- Confirming information**
- Okay, I've written it all down.
  - Let me repeat that just to make sure.
  - You said your name was Samuel, right?
  - I'll make sure he gets the message.
- Listening to an answering machine**
- Hi, this is Mary. I'm sorry I'm not available to take your call at this time. Leave me a message and I'll get back to you as soon as I can.
  - We are unable to answer your call right now. Please leave your name, number, and a brief message at the sound of the beep, and we will get back to you as soon as we can.
  - Hello. You've reached 264-357-662. Please leave a message after the beep. Thank you.
- Leaving a message on an answering machine**
- Hey, Nick. It's Mike. Call me back when you get a minute. (*informal*)
  - Hello, this is Robert calling for John. Could you return my call as soon as possible, please? My number is 223-6781. Thank you.
- Finishing a conversation**
- Thanks for calling. I'll speak to you again soon.
  - Thanks for calling. Bye for now.
  - Good talking to you.
  - It's been great talking to you. Bye.

28. Practise saying the following telephone numbers. Remember that they are said one by one and usually grouped in threes and fours. The same two numbers are said with double. 0 is pronounced [əʊ] in British English, and zero ['zi(ə)rəʊ] in American English.

*Example*

0713592844 – oh seven one (*pause*) three five nine (*pause*) two eight double four

a) (02844) 708655; b) (0282) 8832885; c) (0044) 264987540; d) (0055) 2986899807; your telephone number.

29. Practise the following illustrative dialogues.

*Dialogue 1*

A.: Hello. 638011.

B.: Hello, Peter. This is John.

A.: Hi, John. How are you?

B.: Fine, thanks. And you?

A.: All right. Did you have a nice weekend? You went away, didn't you?

B.: Yes, we went to see some friends who live in the country. It was lovely. We had a good time.

A.: Ah, good.

B.: Peter, could you do me a favour? I'm playing tennis tonight, but my racket's broken. Could I borrow yours?

A.: Sure, that's fine.

B.: Thanks a lot. I'll come and get it in an hour, if that's OK.

A.: Yes. I'll be in.

B.: OK. Bye.

A.: Bye.

*Dialogue 2*

A.: Hello!

B.: Hello! Is that Tom?

A.: Speaking.

B.: Tom, this is Fred.

A.: Oh, Fred, glad to hear you. How are you?

B.: I'm fine, thank you. Are you busy?

A.: Yes, I am. You know, our friends are here.

B.: What are they doing?

A.: Henry is playing the guitar, Ann and Jack are dancing.

B.: Is Pat with you?

A.: Yes, she's watching TV. Will you join us?

B.: With pleasure. How can I get to your place?

A.: Take the 12 bus.

B.: OK. Bye.

A.: Bye.

### *Dialogue 3*

A.: Hello. International School of English.

B.: Hello. Could I speak to Ann Baker, please?

A.: Hold on. I'll connect you.

C.: Hello.

B.: Hello. Can I speak to Ann Baker, please?

C.: Speaking.

B.: Ah, hello. I saw your advertisement about English classes in a magazine. Could you send me some information, please?

C.: Certainly. Can I just take some details? Could you give me your name and address, please?

### *Dialogue 4*

A.: Alfa Group. Can I help you?

B.: Could I speak to Mr. Parker, please?

A.: Putting you through.

B.: Hello, Mr. Parker's office. Can I help you?

A.: Hello, can you hear me? Could you speak up, please?

B.: Is that better? Who's speaking, please?

A.: This is Thomas Morrison from ATC Company.

B.: Oh, hello. How nice to hear from you again. We haven't seen you for ages. How are you?

A.: Fine, thanks. Could you put me through to Mr. Parker, please?

B.: Hold the line a moment. I'll see if he's in. I'm so sorry, I'm afraid he's not in the office at the moment. Could you give me your number, and I'll ask him to ring you?

A.: I'm on 458 8762. That's Manchester.

B.: Would you like to leave any message for him?

A.: No, thanks. Just tell him I called.

B.: Certainly. Nice to hear from you again.

A.: I'll expect him to call me this afternoon, then. Thanks.

B.: You're welcome. Goodbye.

30. Sometimes, there may not be anyone to answer the telephone and you will need to leave a message on an answering machine. Leave a message for a classmate you are calling at home. Make sure that you have stated all the most important information: your name, the time, the reason for calling, your phone number.

31. Make up dialogues of your own, using the above expressions and illustrative dialogues as models.

*Situations:*

a) You are at home. It is 7 o'clock in the evening. It is time to do your homework, but you have a problem. You have forgotten to write it down in class, and you have left your course book at college. You are going to phone your friend Ivan, who is in the same class.

1. Ask Ivan what he is doing for the rest of the evening.
2. Ask him to go round to your place.
3. Tell him the time.

b) You are at home. It is 6 o'clock in the evening. You are listening to music. You have already done your homework. You are going to phone your friend Igor.

1. Ask Igor what he is doing for the rest of the evening.
2. Ask him if he would like to go out.
3. Invite him to go to the cinema.
4. Discuss the film you would like to see.
5. Tell him the time.

c) You are the caller and your name is Kevin Johnson. You work for a company called White Inc. You are going to phone a company called Alpha Group. You want to speak to Brian Williams and tell him that the meeting will be held at 5 p.m. on Monday. Brian Williams is not available. Follow the prompts below. One of your classmates will begin the phone call.

1. Say who you are and why you are calling.
2. Give your email address and phone number.
3. End the conversation.

## SECTION 5

## LISTENING

32. Listen to the Text "Computer Mouse". Answer the questions that follow.

- a) Why is the computer mouse as technology often overlooked?
- b) What were early computers manipulated through?
- c) What was the computer mouse named after?
- d) When was it invented?
- e) Who was it invented by?
- f) Why was using early computers very hard?
- g) What was the input device called *XY index* like?
- h) When did computer mice become used with many computers?
- i) What is the modern computer mouse like?

33. Check your answers with your classmates and Tapescript 13A of the text. Look up the words you don't know in your dictionary.

34. Retell the text about the computer mouse.

35. As you listen to the Text "Microwave Oven", complete the sentences according to it.

Today, microwave ovens are a commonplace household \_\_\_\_\_ for cooking or \_\_\_\_\_ food, but this was not always the case. When microwaves were first \_\_\_\_\_ no one \_\_\_\_\_ they could be used to cook food. In 1945 Percy Spencer, an American engineer at the Raytheon company, was \_\_\_\_\_ with magnetrons. These \_\_\_\_\_ emitted \_\_\_\_\_ — radio signals used in early \_\_\_\_\_ systems. One day Spencer noticed that a chocolate bar in his pocket had \_\_\_\_\_. His experiments showed that the microwaves \_\_\_\_\_ from the magnetron could \_\_\_\_\_ the internal temperature of many food products far more \_\_\_\_\_ than a \_\_\_\_\_ oven. That year Raytheon \_\_\_\_\_ a patent for the microwave cooking process, and the microwave oven for \_\_\_\_\_ use was \_\_\_\_\_ to the American public in 1967.



36. Check your answers with your classmates and Tapescript 13B of the text. Look up the words you don't know in your dictionary.

37. Retell the text about microwave ovens.

## SECTION 6

### WRITING

38. Read and translate the sample formal email.

From: foreign@tdk.ru
Date: Wednesday, 22 March, 4.17 pm
To: language@dpt.uk
Subject: English courses
Dear Mrs Smith
I am writing with reference to the advertisement I saw for your English school in "Learn English" magazine. I am interested in doing one of your courses and I would be grateful if you could provide some further information.
Firstly, it says in the advertisement that the courses are two weeks long. Would it be possible to do a three-week course? I would also like to know how much your courses cost exactly.
Secondly, your advertisement mentions accommodation with host families. Could you tell me if I would be staying on my own with the host family or if there would be other students staying there as well?
Finally, I have a question about the social programme. Would you mind sending me more details about this? I am very keen on sports and I would like to know if there are any sports activities included in the social programme.
I look forward to hearing from you.
Yours sincerely, Boris Klimov

39. Using the standard expressions for formal writing given in exercise 38 of Unit 11 and the sample email as a model, write a reply to the above email.

40. You are interested in studying English in the UK. Read the

advertisement below which you saw in a British magazine. Write an email to Jane Cooks, using the format and contents of the sample email as a model.

**International School of English**

Come and study English at our school!

**General English courses** are designed to improve your English skills and help you learn English as a second language, while also giving you enough time to really enjoy your destination.

- 15 hours of classroom study per week.
- Start any Monday and study for three weeks.
- Reasonable prices.
- Accommodation in a hall of residence.
- Extensive social programme.

For further information contact Jane Cooks:  
cooks@english-school.uk

# UNIT 14.

## Materials in Industry

### SECTION 1

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#### VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text “The Materials Used in Car Manufacturing” and translate the given sentences.

1. **manufacture** [ˌmænjʊˈfæktʃə] *v n* — производить, изготавливать; производство, изготовление

He works for a company that *manufactures* car parts. These materials are used in *the manufacture* of cars.

2. **alloy** [ˈɒli] *n* — сплав (металлов)

**aluminium** [ˌæljʊˈmiːniəm] *n adj* — алюминий; алюминиевый

**copper** [ˈkɒpə] *n adj* — медь; медный

**glass** [glɑːs] *n adj* — стекло; стеклянный

**petroleum** [piˈtrɔːliəm] *n* — нефть

- rubber** ['rʌbə] *n adj* — резина; резиновый  
**steel** [sti:l] *n adj* — сталь; стальной  
**stainless steel** ['steɪnlis] *n* — нержавеющая сталь

Brass is *an alloy* of copper and zinc. The company produces *aluminium* and *copper* cables for export. It is a huge window made from a single pane of *glass*. *Petroleum* is used to produce fuel for vehicles. The chemical industry produces such things as drugs, paint and *rubber*. Coke is used in the production of *steel*. *Stainless steel* does not readily corrode, rust or stain with water as ordinary *steel* does.

3. **sophisticated** [sə'fɪstɪkeɪtɪd] *adj* — сложный, усложненный; современный, стоящий на уровне современности

Medical techniques became more *sophisticated*.

4. **emerge** [i'mɛ:dʒ] *v* — появляться, возникать  
**emergence** [i'mɛ:dʒ(ə)ns] *n* — появление, возникновение

The answer to the problem quickly *emerged*. *The emergence* of the Internet is considered to be an important means of communication.

5. **truck** [trʌk] *n* — грузовой автомобиль, грузовик  
**pickup truck** — грузовой автомобиль малой грузоподъемности, пикап

The job involved driving *a truck*.

6. **chassis** [ˈʃæsi] *n* — шасси, ходовая часть

The car *chassis* is made from aluminium sheets.

7. **beneath** [bi'ni:θ] *adv prep* — внизу; под, ниже

The water is some 20 to 30 metres *beneath* the ground.

8. **beam** [bi:m] *n* — балка; брус; перекладина

The cottage had low ceilings with exposed dark oak *beams*.

9. **roof** [ru:f] *n* — крыша, кровля

*The roof* is supported by stone columns.

10. **body** ['bɒdi] *n* — тело, объект; корпус

**car body** — кузов легкового автомобиля

**body panel** ['pænəl] — *авт.* панель кузова

The distance between the two *bodies* in space was measured daily. There was extensive damage to *the car body*.

11. **durable** ['djʊərəbl] *adj* — прочный; крепкий; долговечный

**rigid** ['rɪdʒɪt] *adj* — жесткий, устойчивый (о конструкции)

**tough** [tʌf] *adj* — крепкий, прочный

The machines have to be made of *durable* materials. This material is *rigid*. These toys are made from *tough* plastic.

12. **impact** ['ɪmpækt] *n* — удар; ударная сила; воздействие, влияние

*The impact* of the crash reduced the car to a third of its original length. We studied *the impact* of new technologies on teaching.

13. **absorb** [əb'zɔ:b, əb'sɔ:b] *v* — поглощать; амортизировать

The walls are made of a material that *absorbs* sound. The barrier *absorbed* the main impact of the crash.

14. **tiny** ['taɪni] *adj* — очень маленький, крошечный

His room is absolutely *tiny*.

15. **make up** *v* — составлять

Women *make up* 56% of the student numbers.

16. **perform** [pə'fɔ:m] *v* — исполнять, выполнять, делать

**performance** [pə'fɔ:məns] *n* — выполнение, исполнение; работа, функционирование; производительность, эффективность; (рабочие) характеристики

A computer can *perform* many tasks at once. The gas additive improves engine *performance*. *High-performance* cars are expensive.

17. **add** [æd] *v* — прибавлять, добавлять; присоединять; *мат.* складывать, суммировать

**addition** [ə'di:(ə)n] *n* — прибавление; дополнение; *мат.* сложение, суммирование

**in addition to** — кроме, помимо, вдобавок, в дополнение к

Do you have anything further *to add* to the discussion? If you *add* three and four you get seven. With *the addition* of a few pictures on the walls, this room will look very homely. The test involves simple calculations, such as *addition* and subtraction. She does a lot of other work *in addition to* her lectures.

18. **tyre**, *ам.* **tire** ['taɪə] *n* — шина, покрышка

*Tyres* are almost always made of rubber.

19. **take smth for granted** — считать что-л. не требующим доказательств, само собой разумеющимся

I guess that I *take* a lot of things *for granted*. I *took* it *for granted* that you had heard the story.

20. **wear** [weə] (**wore** [wɔ:], **worn** [wɔ:n])/**wear down** *v* — изнашиваться, истираться

The wheel bearings *have worn* over the years, which is what's causing the noise. Notice how the tyre *has worn down*.

## 2. Match the words with the definitions below.

a) alloy	b) chassis	c) tyre	d) truck	e) roof
f) copper	g) body	h) beam	i) glass	j) steel

1. a large vehicle for carrying heavy loads by road;
2. a long piece of wood, metal, etc. used to support weight;
3. a metal formed by mixing a metal with another substance;
4. a strong hard metal made of a mixture of iron and carbon;

5. a structure covering/forming the top of a building or vehicle;
6. a thick rubber ring fitting around the edge of a car wheel;
7. a hard transparent substance used for making windows;
8. the main part of a building, a vehicle, etc.;
9. the frame that a vehicle is built on;
10. a soft reddish-brown metal.

**3. Match the pairs of synonyms from A and B and translate them.**

A	B
1. produce	a) immerge
2. oil	b) wear
3. appear	c) impact
4. tough	d) addition
5. effect	e) performance
6. very small	f) manufacture
7. increase	g) durable
8. erode	h) sophisticated
9. accomplishment	i) tiny
10. complicated	j) petroleum

**4. Match the following attributes on the left with a suitable noun on the right.**

1. pickup	a) steel
2. car	b) structure
3. stainless	c) tyre
4. body	d) device
5. rubber	e) body
6. manufacturing	f) panel
7. rigid	g) truck
8. sophisticated	h) industry

**5. Make the following sentences complete by translating the words and phrases in brackets.**

1. They began large-scale commercial (изготовление) of chairs in January. 2. Because (алюминий) is a light metal, it is used for overhead cables. 3. This paper examines the (появление) of new technologies in the area of information and communication technologies. 4. James found the letter (под) a pile of papers. 5. The (удар) of the large waves have knocked down the infrastructure on the coast. 6. Black walls (поглощать) a lot of heat during the day. 7. These three articles (составлять) the whole book. 8. I have nothing to (добавить) to my earlier statement. 9. A skilled worker can (выполнять) the task easily. 10. She seemed to (считать само

собой разумеющимся) that I would go with her to the country.  
11. She wants to learn other languages (кроме) English and French.

**6. Read and translate the following international words which come from the texts of the Unit. Look up their transcriptions in the dictionary if necessary. Mind the part of speech.**

Innovative *adj*, innovation *n*, orient *v*, traditional *adj*, lenses *n*, synthetic *adj*, segment *n v*, categorize *v*, minimally *adv*, protection *n*, combination *n*, hydrate *v*, component *n*, titanium *n*, nickel *n*, crystal *n*, piezoelectric *adj*, microphone *n*, thermometer *n*, photochromic *adj*.

**7. Read and translate the following noun(s) + noun structures, or noun chains which come from Text 14A. Look up the words in your dictionary if necessary.**

The car industry, petroleum products, a door beam, steel manufacturing, an air conditioner vent, a door handle, a floor mat, a seat belt, dashboard parts, an oil dipstick, a performance-oriented vehicle, an iron block, the rubber industry, natural rubber production, road safety, wiper blades, a glass manufacturer, a job loss, a side-view mirror, a navigation screen, a back-up camera, insulation material.

**8. Using a dictionary complete the chart with the appropriate word form. In some cases there may be more than one answer.**

	Verb	Noun	Adjective	Adverb
1.	instruct			
2.		memory		
3.				operationally
4.			expensive	
5.		protection		
6.	add			
7.		comparison		
8.	simplify			
9.			innovative	
10.	prepare			



9. Read the text and use the word given in brackets to form a word which will fill the blank.

Composite materials are made from two or more (base) \_\_\_\_\_ (1) material mixed together. The materials can be (nature) \_\_\_\_\_ (2) or not, and keep their separate properties when mixed together. However, the composite material as a whole may behave (different) \_\_\_\_\_ (3) from either of its parts. For example, reinforced concrete (made of concrete and steel) has (resist) \_\_\_\_\_ (4) to pressure and to bending forces. Bullet-proof glass (made of glass and plastic) is more (resist) \_\_\_\_\_ (5) to impact than either glass or plastic on their own. Concrete itself is a composite material, one of the oldest man-made composites, used more than any other man-made material in the world. Wood is a (nature) \_\_\_\_\_ (6) composite of cellulose fibres in a matrix of lignin. The earliest man-made composite materials were straw and mud combined to form bricks for building (construct) \_\_\_\_\_ (7). This ancient brick-making process was documented by (Egypt) \_\_\_\_\_ (8) tomb (paint) \_\_\_\_\_s (9). Fibre-reinforced polymers are (wide) \_\_\_\_\_ (10) used today, as is glass-reinforced plastic.

## SECTION 2

### GRAMMAR

10. Study the forms and use of the Gerund.

Gerund		
	Active	Passive
Simple	<p>asking</p> <p>1) подлежащее: Smoking is not allowed here. Курить (курение) здесь не разрешается.</p> <p>2) именная часть составного сказуемого: His greatest pleasure is reading books. Самое большое удовольствие для него — это чтение (читать) книг(и).</p>	<p>being asked</p> <p>1) дополнение: а) прямое Tom likes being read such books. Том любит, когда ему читают такие книги.</p> <p>б) предложное We are interested in being invited to the first night.</p>

	<p>3) дополнение: а) прямое I like <i>reading</i> books. Мне нравится <i>читать</i> (чтение) книг(и). б) предложное I am pleased <i>with</i> his <i>learning</i> English. Я доволен <i>тем, что</i> он <i>изучает</i> английский язык. 4) определение: I don't like his <i>manner of reading</i>. Мне не нравится его манера <i>чтения</i>. 5) обстоятельство: We enrich our knowledge <i>by reading</i> books. Мы обогащаем свои знания, <i>читая</i> (читаем) книги.</p>	<p>Мы заинтересованы в том, <i>чтобы нас пригласили</i> на премьеру. 2) обстоятельство: He entered the room <i>without being noticed</i>. Он вошел в комнату <i>незамеченным</i>.</p>
Perfect	<p><b>having asked</b> 1) дополнение: а) прямое I remember <i>having seen</i> this film. Я помню, <i>что я смотрел</i> этот фильм. б) предложное He reproached himself <i>for having said</i> it. Он упрекал себя за то, <i>что сказал</i> это. 2) обстоятельство: <i>After having read</i> the letter, she put it into his bag. <i>Прочитав</i> письмо, она положила его в сумку.</p>	<p><b>having been asked</b> дополнение: а) прямое I remember <i>having been told</i> about this film. Я помню, <i>что мне рассказывали</i> об этом фильме. б) предложное He was surprised <i>at having been asked</i> about it. Он был удивлен, <i>что его спросили</i> об этом.</p>

### 11. Read and translate the sentences in which the gerund is used as:

#### a) a subject

1. Steel manufacturing has evolved greatly. 2. Pete's coming surprised us. 3. Reading books is useful. 4. Asking him about it was useless. 5. Smoking cigarettes is bad for you. 6. Learning languages is hard work. 7. "What is your job?" — "Answering the phone and typing letters." 8. Reading poetry is my favourite activity. 9. Skiing and climbing are his favourite sports. 10. Swimming is a good exercise.

#### b) a part of a predicate

1. His great pleasure is reading such books. 2. Seeing is believing. 3. The important part of his job is looking after the children. 4. What

he had always wanted was doing what he liked. 5. Being in love is thinking all the time about the other person.

**c) a direct object**

1. We began translating that text an hour ago. 2. We discussed opening a new business. 3. I prefer staying at home in such bad weather. 4. He admitted having made a mistake. 5. I can't stand waiting in a queue. 6. I regret spending all that money. I've got none left. 7. I'm applying for a visa. It means filling in this form. 8. He like being invited by his friends. 9. I remember having seen that film. 10. I remember having been shown that letter.

**d) an indirect object**

1. When I was at school, I thought of working as an electrician. 2. I dream of having time to read all my books. 3. The name of this scientist became known all over the world for his having made great achievements. 4. She is very good at swimming and dancing. 5. I was quite disappointed at not finding him there. 6. I am fond of reading. 7. He insisted on being informed by email of the arrival of the delegation. 8. I am proud of being a citizen of Russia. 9. He went on discussing that issue. 10. Do you find any difficulty in solving that problem?

**e) an attribute**

1. Has he got any hope of passing the exam? 2. Does your fear of flying stop you travelling? 3. We have no hope of arriving in time. 4. Is there any need of telling John about it? 5. They discussed different methods of teaching foreign languages. 6. There are a lot of ways of solving that problem. 7. Do you have any reason for saying such a thing? 8. The barometer is an instrument for measuring pressure. 9. I don't like his manner of reading. 10. I hate her habit of being late.

**f) an adverbial modifier**

1. In copying this text he made a few mistakes. 2. On receiving my email he answered at once. 3. After finishing the experiment they discussed the results. 4. He left without saying goodbye. 5. You will improve your pronunciation by reading aloud every day. 6. After being discussed in class many problems of mechanics became clear to us. 7. Not having completed this work, he couldn't

leave the office. 8. He can't solve this problem without being given some information on this matter. 9. You will never speak good English without learning grammar. 10. He phoned his mother before leaving for London.

12. Join the beginnings and ends. Use your dictionary if necessary.

Beginnings	Ends
1. The man was accused	a) for being late.
2. His success depends	b) in playing chess.
3. Jim apologised	c) on seeing the manager.
4. We can't rely	d) of violating the rules.
5. They insisted	e) about my spending all the money.
6. What do you think	f) on making the right move.
7. Tom prevented us	g) on winning the first prize.
8. Our team was congratulated	h) from telling her the truth.
9. My cousin succeeded	i) on his keeping the promise.
10. Don't worry	j) of his coming here uninvited.

13. Use the gerund of the verbs in brackets. Define the functions of the Gerund and translate their sentences.

1. I can't avoid (talk) to him forever. 2. He's admitted (make) mistakes in the past. 3. Would you mind (tell) me who you do want? 4. If he can manage (be) a friend – that would be nice. 5. I enjoy (play) tennis. 6. Nigel has given up (smoke). 7. She denied (take) the money. 8. Can you please stop (shout)? 9. There is a swimming pool near my house. I go (swim) every day. 10. I always read the newspaper before (start) my work. 11. I look forward (see) you again in six months' time. 12. Tom looked at me without (say) anything.

14. Match the English sentence with its correct translation.

1. We look forward to seeing this film.
  - a) Вы посмотрели этот фильм.
  - b) Мы с нетерпением ждем, когда посмотрим этот фильм.
  - c) Мы смотрели этот фильм.
  - d) Мы посмотрим этот фильм.

2. Do you mind answering this question?
  - a) Ты не хочешь ответить на этот вопрос?
  - b) Ты думаешь над ответом на этот вопрос?
  - c) Ты ответишь на этот вопрос?
  - d) Ты не возражаешь, если я отвечу на этот вопрос?
3. I don't like reading aloud.
  - a) Мне не нравится, когда ты читаешь вслух.
  - b) Мне нравилось читать вслух.
  - c) Мне не нравится читать вслух.
  - d) Я читаю вслух.
4. She insists on my going there.
  - a) Она настаивает поехать туда.
  - b) Она настаивает на отъезде туда.
  - c) Я настаиваю на том, чтобы она поехала туда.
  - d) Она настаивает на том, чтобы я поехал туда.
5. She doesn't like being asked such questions.
  - a) Она не любит задавать такие вопросы.
  - b) Она не любит, когда ей задают такие вопросы.
  - c) Она не любит такие вопросы.
  - d) Она любит задавать такие вопросы.
6. She enjoys his singing.
  - a) Ей нравится, как он поет.
  - b) Ей нравится петь.
  - c) Ей нравится, что он поет.
  - d) Ей нравятся его песни.

**15. Define the part of speech and the function of the words with the -ing ending in the following sentences.**

1. He insisted on visiting his friends. 2. She has been cleaning the house since morning. 3. She hated being interviewed. 4. The man sitting at the window is my brother. 5. The man is sitting at the widow. 6. Having plenty of time we decided to walk to the station. 7. Writing good prose is not easy. 8. Having lived in London for many years he knew that city very well. 9. The teacher told us about the experiments being conducted in the college lab now. 10. You will not be able to translate this text without knowing these grammar rules.

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**SECTION 3**

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**READING AND DISCUSSION**

16. What do you know about the materials used in car manufacturing? Read the statements given below and say if they are right or wrong. If the statements are not right, make the necessary corrections.

- a) The car industry doesn't use many materials to build cars.
- b) In cars, steel is used to make them light.
- c) Plastics are widely used in automotive manufacturing.
- d) Car wheels can't be made of aluminium.
- e) Rubber is very important in automotive manufacturing.
- f) Glass is only used to create more innovative parts on cars.

17. Read Text 14A "Materials Used in Car Manufacturing" and say if you are right or wrong. Discuss your answers with your classmates or teacher.

**Text 14A****Materials Used in Car Manufacturing**

The car industry uses a tremendous number of materials to build cars, including iron, aluminium, glass, rubber, petroleum products, copper, steel and others. These materials have evolved greatly over the decades, becoming more sophisticated and safer. They have changed as new automotive manufacturing technologies have emerged over the years, and they are used in increasingly innovative ways. Here are the five of the materials used most in automotive manufacturing.

First, we will take a look at the one that makes automobiles so heavy. In cars, steel is used to create the underlying chassis beneath the body that forms the skeleton of the vehicle and protects a driver in the event of a crash. Door beams, roofs and even body panels created during auto manufacturing are made of steel on most cars today. Steel is also used in a variety of areas throughout the body to accommodate the engine or other parts. Carmakers these days can make different types of steel for different areas of the vehicle that are rigid or that can crumple

to absorb different impacts. The innovations in automotive manufacturing help keep a driver safe on the road.

Today's cars also use tremendous amounts of plastics in auto manufacturing. They make up about 50 percent of the construction of new cars nowadays. It is not surprising because plastics are durable, cheap to make and can be turned into just about anything. Dashboards, gauges, switches, door handles, floor mats, seat belts, airbags and many other parts are all made of different types of plastics. In addition to the dashboard parts, many of the tiny parts inside the engine, such as the handle on the oil dipstick, are also made of plastic.

Aluminium is used in the car world for its lightweight and tough nature. It can be used in automotive manufacturing to create body panels for a lighter, more performance-oriented vehicle. In the 1990s, many supercars were made of aluminium, including Audi R8. Wheels are also often made of aluminium.

What is the one thing all automobiles have in common? They all need tyres. Tyres are one of those parts people tend to take for granted, but they are one of the most vital parts of any vehicle. This is where the importance of rubber comes into play in automotive manufacturing which is the driving force of the rubber industry, as about 75 percent of the world's natural rubber production is used to make tyres for vehicles. The rubber tyre protects the rest of the wheel and its internal parts from wearing down, which can be good for fuel mileage and road safety. As with plastic, it is a very durable, cheap and flexible material that has a wide array of uses in automobiles.

Glass is used in many areas of a car. Obviously, its primary use is to create windshields. It is also used to create rear and side-view mirrors to boost a driver's view of what is around while driving. In addition, fiberglass is also commonly used in auto manufacturing as an insulation material on cars. However, as technology advances, glass is also used to create more innovative parts on cars [*P.E. George. Top 5 Materials Used in Auto Manufacturing*].

18. Match the materials used in car manufacturing (1–5) with their properties.

- |              |                               |
|--------------|-------------------------------|
| 1. glass     | a) rigid                      |
| 2. aluminium | b) durable                    |
| 3. steel     | c) clear, hard, breaks easily |
| 4. rubber    | d) flexible                   |
| 5. plastic   | e) light, easy to shape       |

19. Ask your classmates:

1. how the materials used in car manufacturing changed have changed over the decades; 2. which car parts are made of steel, plastic, aluminium, rubber and glass; 3. what innovations in automotive manufacturing help keep a driver safe on the road; 4. why tremendous amounts of plastics are used in car manufacturing; 5. what material makes a car more performance-oriented; 6. why tyres are one of the most vital parts of any vehicle; 7. what the primary use of glass is.

20. Find in Text 14A the paragraph about the use of steel and translate it into Russian.

21. Read aloud paragraph 5.

22. Explain the following references.

a) ...*they* are used in increasingly innovative ways.

What does the pronoun *they* refer to?

b) First, we will take a look at the *one* that makes cars so heavy.

What does *one* refer to?

c) *It* can be used... to create body panels... .

What does the pronoun *it* refer to?

d) *They* all need tyres.

What does the pronoun *they* refer to?

e) *It* is also used to create rear and side-view mirrors... .

What does the pronoun *it* refer to?

23. Find in Text 14A the sentences with -ing forms and translate them into Russian.



24. Put the main ideas (a–f) in the same order as they are in Text 14A.

- a) Rubber.
- b) Steel.
- c) Glass.
- d) Plastic.
- e) Materials used in car manufacturing.
- f) Aluminium.

25. Retell the text in English using the introductory phrases given in exercise 25 of Unit 11.

26. Skim Text 14B “Materials Used in Building” and try to understand what it is about and what information is new to you.

### Text 14B Materials Used in Building

Building material is any material which is used for a construction purpose. Many naturally occurring substances, such as clay, sand, wood and rocks have been used to construct buildings. Apart from naturally occurring materials, many man-made products are in use, some more and some less synthetic.

Building materials can be categorized into two sources, natural and synthetic. Natural building materials are those that are unprocessed or minimally processed by industry (lumber or glass). Synthetic materials are made in industrial settings after human manipulations (plastics and paints).

Rock is the longest lasting building material available. It is a very dense material so it gives a lot of protection too.

Wood is a product of trees and sometimes other fibrous plants used for construction purposes when cut or pressed into lumber and timber, such as boards or planks. Wood can be very flexible under loads, keeping strength while bending, and is incredibly strong when compressed vertically.

Concrete is a composite building material made from the combination of aggregate and a binder. After mixing, the cement hydrates and eventually hardens into a stone-like material. This is the material referred to by the term *concrete*. Concrete has been

the predominant building material in this modern age due to its longevity, formability, and ease of transport.

Metal is used as structural framework for larger buildings such as skyscrapers, or as an external surface covering. There are many types of metals used for building. Steel is a metal alloy whose major component is iron, and is the usual choice for metal structural building materials. It is strong, flexible, and if treated well lasts a long time.

Glass which is very brittle is generally made from mixtures of sand and silicates in a very hot fire stove called a kiln. Additives are very often added to the mixture when making to produce glass with different colours or characteristics.

The term *plastics* covers a range of synthetic or semi-synthetic organic polymerization products. Plastics vary immensely in heat tolerance, hardness, and resiliency. Combined with this adaptability, the general uniformity of composition and lightness of plastics ensures their use in almost all industrial applications today.

Nowadays the production of raw materials for building purposes is on a world wide scale. Environmental concerns are also becoming a major world topic concerning the availability of certain materials, and the extraction of such large quantities needed for the human habitat.

**27. Give a brief overview of the structure and contents of Text 14B.**

**28. Answer the following questions.**

- a) What materials are used in building?
- b) What are natural and synthetic materials?
- c) What is the longest lasting building material available?
- d) What are the properties of wood?
- e) What is concrete?
- f) What is the use of metal in building?
- g) How is glass made?
- h) What ensures the use of plastic?
- i) Why are environmental issues becoming a major world topic?

**29. Choose one of the materials described in the above texts. Use the Internet or reference books to find some information on other areas of its application and tell your class.**

## SECTION 4

## SPEAKING

30. Study and learn the words and expressions used when talking about sports.

a) *Ball games*: football, rugby, cricket, tennis, squash, hockey, baseball, basketball, golf, volleyball.

b) *Martial arts*: judo, karate, kickboxing, boxing.

c) *Water sports*: swimming, diving, canoeing, windsurfing.

d) *Other activities*: jogging, keeping fit, horse-riding, hiking, snowboarding, skateboarding, gymnastics, aerobics, athletics.

e) The sports go with the verbs *play*, *go*, or *do*.

The verb *play* is used with a game which uses a ball, often teams: play football, basketball, volleyball, golf, tennis, etc.

The verb *go* is used with a sporting activity, ending in *-ing*: go snowboarding, go fishing, jogging, mountain biking, etc.

The verb *do* is used with a sporting activity, often an exercise activity, not ending in *-ing*: do aerobics, yoga, gymnastics, etc.

f) *Expressions*: to do/play sports, to go in for sports, to be good at sports, to go to the gym, to join a sports club, to take up (= start) sports, to give up sports, to do/take exercise, to support a team.

31. Practise the following dialogues.

*Dialogue 1*

A.: Do you like sports?

B.: Yes, of course I do. I love sports.

A.: What kind of sport do you play?

B.: I play football and tennis.

A.: What's your favorite sport?

B.: I like football the best.

*Dialogue 2*

A.: I'm not an athlete, but I like to exercise.

B.: What kind of exercise do you like to do?

A.: I like to go jogging and I like to go swimming.

B.: I like to go jogging, too.

A.: Where do you usually go jogging?

B.: I usually go jogging in the Central Park.

### Dialogue 3

A.: What sports do you like to watch on TV?

B.: I like to watch different sports on TV.

A.: Do you like to watch golf?

B.: Yes, I do. Golf is exciting, and so is baseball.

A.: I sometimes watch football on TV. Do you?

B.: Sometimes, but I prefer to watch basketball.

### Dialogue 4

A.: I have been a hockey fan for many years. My favourite team is Spartacus. I am going to watch a hockey match tomorrow.

B.: Oh, that's great! I would like to join you. I am fond of hockey too.

A.: You're lucky. I have a spare ticket.

B.: Thanks a lot. I think it will be an exciting game.

### Dialogue 5

James: Martin, what sports do you play?

Martin: I play football, volleyball, tennis, and table tennis but volleyball is my favourite game as it's a team game and you can play it with your friends, and enjoy it as a team.

James: Is it quite a fast game as well?

Martin: Yeah. It is a fast game and that's another reason why I enjoy it.

James: Where do you play, then?

Martin: I play at local sports centres more during the winter and play in tournaments. In the summer I also play beach volleyball.

James: Is beach volleyball different from the volleyball you play in the centres?

Martin: Yes, it's a very different game. Instead of six players on a team, it's only two players.

James: What sort of equipment do you need?

Martin: Well, first of all you need the ball, the net, and the court, but you may also need knee pads and your volleyball kit.

James: So how often do you play volleyball, Martin?

Martin: Well, during the season, which is about September to June, I play twice a week. One of those is training, and one of those is a match. And during the summer I play beach volleyball, but that's only once a week.

**32. Answer the following conversation questions about sports.**

- a) Do you play any sports?
- b) Are you good at sports?
- c) What's your favourite sport?
- d) Do you think everybody should practice sports?
- e) What are some of the benefits of sports?
- f) What is the most popular sport in your country?
- g) What new sports would you like to try?
- h) What sports do you like to watch on TV?
- i) What is a sport you don't like?
- j) How do you feel about extreme sports?
- k) Do you prefer playing or watching sports?

**33. Make up dialogues of your own using Dialogues 1–5 as models and the above questions or your answers to them. Act these dialogues.**

## SECTION 5

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### LISTENING

**34. As you listen to the Text "Polymers", say which of these statements are true and which are false.**

- a) Polymers consist of long chains of molecules.
- b) Polymers have been found in the natural world recently.
- c) Man-made polymers have been studied since the beginning of the 19th century.
- d) Synthetic polymers can be produced with a limited range of properties.
- e) Polymers have a wide range of uses in the industrial market.
- f) Automobile parts, pipes and packing materials are not produced from polymers.

**35. Make a list of current applications of polymers mentioned in the text.**

**36. Check your answers with your classmates and Tapescript 14A of the text. Look up the words you don't know in your dictionary.**

37. Retell the text about polymers.

38. Listen to the Text "Alloys". Answer the questions that follow.

- a) What is an alloy?
- b) What makes alloys more useful than metals?
- c) What do alloys contain?
- d) Why are alloys harder than metals?
- e) What are the applications of alloys?
- f) What is a smart alloy?
- g) What properties does nitinol have?
- h) What are the uses of nitinol?

39. Check your answers with your classmates and Tapescript 14B of the text. Look up the words you don't know in your dictionary.

40. Retell the text about alloys.

41. Collect some information about some other types of alloys and tell your classmates about them.

## SECTION 6

### WRITING

A fax message is the message that is sent or received over a fax machine (phone lines are used) or online fax service (high-speed Internet connection is used). The word *fax* comes from the word *facsimile* standing for *perfect copy*. A fax message is often sent when particular official correspondence needs to be sent or received urgently and it is not possible to send the documents via e-mail. In some cases, a fax may have been requested.

42. Study the parts and some features that are characteristic of a fax message. Read and translate the sample fax message<sup>1</sup>.

FAX TRANSMISION	
To: The Manager <sup>2</sup> , Hotel Plaza, Varna	From: Sergey Petrov, Belgorod, Russia

Fax No. (6) 725 51 20	Total no. of pages: 1
Phone No. (6) 725 34 17	Fax No. (7) 472 32 21 00
Re:	Date: 18 June, 2015
Urgent For Review Please Comment <input checked="" type="checkbox"/> Please Reply Please Recycle	
<p>Dear Sir</p> <p>I have obtained the name of your hotel from the holiday guide received from the Information Centre. My friend and I would like to reserve a double room, preferably with a balcony. We are arriving in Varna on 10th July. We hope to stay for seven days leaving on 16 July. We understand that all your rooms are suites. Could you confirm this? Is it possible to have a room with a sea view? Please let me know if you have a room for these dates. I would also be grateful if you could tell me the price of a double room.</p> <p>I look forward to hearing from you.</p> <p>Yours faithfully, Sergey Petrov</p>	

### Notes:

<sup>1</sup>When writing a message regarding hotel reservation observe the following rules.

- (1) Keep your message short and to the point.
- (2) State your needs clearly and exactly. To avoid misunderstanding mention the day as well as the date from which accommodation is required and the exact period of your stay (e.g. "from Tuesday, 7th July to Saturday, 17th July, both dates inclusive").
- (3) State times of arrival and departure.
- (4) Request confirmation of the reservation.

<sup>2</sup>A message regarding hotel reservation should be addressed to "The Manager". Private hotels are much smaller and are usually owned and managed by the proprietor. A message should be addressed to "The Proprietor".

**43. Read the following information about the hotel in Rimini.****Hotel Villa Bianca\*\*\***

Viale Regina Elena 24, 47900 Rimini, Italy

*For reservations and enquiries:*

Phone 0541 381 458

Fax 0541 381 356

Within walking distance from the Historical Centre and the main city attractions, the hotel Villa Bianca faces one of the liveliest beaches in Italy. Just relax and take it easy, enjoy the exclusive atmosphere of the hotel Villa Bianca and feel at home. The hotel offers a large range of services and corporate facilities. Our guests can choose between Bed and Breakfast, Half Board, Full Board or All Inclusive rates. Providing you with a high standard of service is our daily concern. Single, double, twin-bedded rooms and suites are finely furnished with great attention to details, and some have a magnificent view to the beach.

**44. Write a fax message to the hotel Villa Bianca. Ask for the accommodation you require. Be definite as to the approximate rates that you are willing to pay, and the length period of your stay. Indicate when you expect to arrive.**



# UNIT 15.

## Public Transport

### SECTION 1

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#### VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text “London Underground” and translate the given sentences.

1. **propose** [prə'pəʊz] *v* – предлагать  
**proposal** [prə'pəʊz(ə)l] *n* – предложение

What do you *propose* to do now? *The proposal* for a new high-speed railway met with strong opposition.

2. **uniform** ['ju:nifɔ:m] *adj* – однообразный; единообразный

All departments have *uniform* training standards.

3. **girder** ['gæ:də] *n* – главная балка, балочная ферма

It was a confusing picture of pipes and *girders*.

4. **arch** [a:tʃ] *n* — арка, свод; дуга

Go through *the arch* and follow the path.

5. **restore** [ri'stɔ:] *v* — восстанавливать, реставрировать  
**restoration** [,restə'reiʃn] *n* — восстановление, реставрация

The antique car *has been carefully restored*. The building is undergoing *restoration*.

6. **warn** [wɔ:n] *v* — предупреждать, предостерегать  
**warning** ['wɔ:nɪŋ] *n* — предупреждение, предостережение

They *warned* me about the difficulties of the job. She gave me *a warning* about the difficulties of the job.

7. **tunnel** ['tʌnl] *n v* — туннель; прокладывать туннель

The train goes through *a tunnel* in the mountain. The workers *are tunneling* through the hill.

8. **announce** [ə'naʊns] *v* — объявлять, извещать; оповещать  
**announcement** [ə'naʊnsmənt] *n* — объявление; сообщение

*Has our flight been announced yet?* I heard *an announcement* on the loudspeaker saying that the store was closing in 10 minutes.

9. **traffic** ['træfɪk] *n* — движение, сообщение; транспорт  
**traffic lights** ['træfɪklaɪts] — светофор

They were stuck in *traffic* and missed their flight. There was a lot of *traffic* on the road. Turn left at *the traffic lights*.

10. **interfere** [,ɪntə'fiə] *v* — мешать, служить препятствием  
**interference** [,ɪntə'fi(ə)rəns] *n* — вмешательство

You mustn't *interfere* with her work. Now can I please get on with the job, without any more *interference* from you?

11. **success** [sək'ses] *n* — успех, удача

**be a success** — иметь успех, пользоваться успехом, быть удачным

I wish you every *success* with your new job. His film *was a great success* with the public.

12. **subsequent** ['sʌbsɪkwənt] *adj* — последующий

**subsequently** *adv* — впоследствии, затем, потом

Her work had a great influence on *subsequent* generations. He *subsequently* decided to give up work.

13. **sufficient** [sə'fɪ(ə)nt] *adj* — достаточный

Did you have *sufficient* time to do the work?

14. **substitute** ['sʌbstɪtju:t] *v n* — заменять, замещать; заместитель, замена, заменитель

15. **operate** ['ɒpəreɪt] *v* — действовать, работать; приводить в движение, управлять

**operation** [ˌɒpə'reɪ(ə)n] *n* — действие, работа, функционирование

**be in operation** — быть в эксплуатации, действовать, функционировать, работать

**function** ['fʌŋk(ə)n] *v* — функционировать, действовать, работать

Can you *operate* a car? The equipment *has been in operation* for several weeks. The telephone was not functioning.

16. **fare** [feə] *n* — плата за проезд; тариф

Children travel (at) half *fare*.

17. **gap** [gæp] *n* — зазор, щель; расстояние, промежуток

Leave a *gap* between your car and the next.

18. **track** [træk] *n* — ж.-д. колея, рельсовый путь

The train for Moscow is on *track* 9.

19. **upgrade** [ˌʌpˈɡred] *v* — улучшать, повышать, модернизировать, усовершенствовать

We decided *to upgrade* our old computer.

20. **journey** [ˈdʒɜːni] *n* — поездка, путешествие  
**go on a journey** — отправиться в путешествие

They *went on a long train journey* across India.

2. Match the pairs of antonyms from A and B and translate them.

A

1. different
2. conceal
3. assist
4. failure
5. previous
6. deficient
7. downgrade
8. stop
9. closure
10. break

B

- a) interfere
- b) upgrade
- c) uniform
- d) sufficient
- e) gap
- f) operate
- g) announce
- h) restore
- i) subsequent
- j) success

3. Match the noun on the left with a suitable item on the right. Use each item once only.

1. The changes
2. The gap
3. The book
4. The equipment
5. The train
6. A girder
7. The building
8. The tunnel

- a) was a success.
- b) goes through the mountain.
- c) in on track 12.
- d) is under restoration.
- e) were proposed.
- f) is in operation.
- g) was put in.
- h) was left.

4. Replace the italicized words with the words below.

- |               |               |            |             |                 |
|---------------|---------------|------------|-------------|-----------------|
| a) sufficient | b) substitute | c) traffic | d) proposal | e) subsequently |
| f) journey    | g) warning    | h) girder  | i) function | j) announcement |

1. I decided to accept their *offer*. 2. The flashing red light served as a *caution* of trouble ahead. 3. Members of Congress have to make

a *declaration* of their business interests. 4. We agreed on a price but *afterwards* they wanted £10 extra. 5. The factory will *replace* most of its workers with robots. 6. This machine doesn't *operate* at maximum efficiency. 7. We went on a bus *trip*. 8. There will be a lot of *cars* on the road tomorrow. 9. A concrete *beam* was put in to replace the wall we removed. 10. He had *enough* time to prepare his speech.

5. Read and translate the following groups of sentences paying attention to the words in italics which can function as a noun and a verb, or a verb and an adjective, or a noun and an adjective, with the same form. They can have similar or different meanings.

1. a) He will *fare* well in the construction business.  
b) The bus *fare* has gone up.  
c) The *fare* served on the cruise was excellent.
2. a) She gave him an *arch* look.  
b) The trees *arch* over the garden path.  
c) The *arch* of the ceiling spans 50 feet.
3. a) The *traffic* is very heavy this morning.  
b) The nine o'clock flight to London carries a lot of *traffic*.  
c) Customs must suppress the illegal drug *traffic*.  
d) They *traffic* arms across the border.  
e) The *traffic* lights turned green.
4. a) My daughter has a new school *uniform*.  
b) The windows in the house are all *uniform*.  
c) The air-conditioner maintains a *uniform* temperature.
5. a) It performs the *function* of controlling temperature.  
b) The machines *function* properly.  
c) It was an official *function* to attend.

6. Read and translate the following international words which come from the texts of the Unit. Look up their transcriptions in the dictionary if necessary. Mind the part of speech.

Line *n*, interference *n*, magnate *n*, electrification *n*, nationalize *v*, personnel *n*, infrastructure *n*, transit *n adj*, collect *v*, front *n adj*, metre *n*, iconic *adj*, hybrid *n adj*, double *n v*, extensive *adj*, vestibule *n*, mosaics *n*, statue *n*, bas-relief *n*, oval *adj*, niche *n*, collective *adj*, granite *n adj*, creative *adj*, portrait *n*, ceramic *adj*, spherical *adj*.

**7. Read and translate the following noun(s) + noun structures, or noun chains which come from Text 15A. Look up the words in your dictionary if necessary.**

An underground railway system, a double-decker bus, an underground line, a city solicitor, a city improvement plan, brick sides, a brick arch, a steam locomotive, street traffic, an American railway magnate, the London Underground name, an air-raid shelter, safety measures, station personnel, a partnership scheme, mass transit.

**8. Define parts of speech. Translate the words of the same root.**

1. introduce – introduction – introductory;
2. transfer – transference – transferable;
3. continue – discontinue – continual – continually – continuous – continuously – continuance – continuation – continuity;
4. help – helper – helpful – helpfully – helpless – helplessly – helplessness;
5. replace – replacement – replaceable;
6. select – selector – selection – selective – selectiveness – selectivity – selectively;
7. digit – digital – digitally – digitize – digitizer – digitization;
8. communicate – communication – communicable – incommunicable – communicative – uncommunicative.

**9. Read the text and use the word given in brackets to form a word which will fill the blank.**

A trolleybus is an electric bus that draws its (electric) \_\_\_\_\_ (1) from overhead wires, (general) \_\_\_\_\_ (2) suspended from roadside posts, using spring-loaded trolley poles. Two wires and poles are required to complete the electrical circuit. This differs from a tram, which (normal) \_\_\_\_\_ (3) uses the track as the return part of the electrical path and therefore needs only one wire and one pole. They also are distinct from other kinds of electric buses, which (usual) \_\_\_\_\_ (4) rely on batteries. Power is most (common) \_\_\_\_\_ (5) supplied as 600 Volts direct current, but there have been, and are, (except) \_\_\_\_\_ s (6). (Current) \_\_\_\_\_ (7), around 300 trolleybus systems are in (operate) \_\_\_\_\_ (8), in cities and towns

in 43 countries. Altogether, more than 800 trolleybus systems have existed, but not more than about 400 (concurrent) \_\_\_\_\_ (9).

## SECTION 2

### GRAMMAR

10. Study the following information about the use of the Infinitive.

#### *a) Forms of the Infinitive*

	Active	Passive
<b>Simple</b>	<b>to help</b> We are glad <i>to help</i> you. Мы рады <i>помочь</i> вам.	<b>to be helped</b> We are glad <i>to be helped</i> . Мы рады, что <i>нам</i> <i>по-</i> <i>могают</i> .
<b>Perfect</b>	<b>to have helped</b> We are glad <i>to have helped</i> you. Мы рады, что <i>помогли</i> вам.	<b>to have been helped</b> We are glad <i>to have been helped</i> . Мы рады, что <i>нам</i> <i>помогли</i> .
<b>Continuous</b>	<b>to be helping</b> We are glad <i>to be helping</i> you now. Мы рады, что <i>помогаем</i> вам сейчас.	—
<b>Perfect Continuous</b>	<b>to have been helping</b> We are glad <i>to have been helping</i> you. Мы рады, что <i>помогаем</i> вам.	—

#### *b) Functions of the Infinitive*

Functions	Examples
1) A subject	<i>To read</i> books in bad light is harmful. <i>Читать</i> книги при плохом освещении вредно.
2) A part of a predicate	The problem was <i>to get</i> there in time. Задача состояла в том, чтобы <i>добраться</i> туда вовремя.
3) An object	He hopes <i>to find</i> a good job. Он надеется <i>найти</i> хорошую работу.

4) An attribute	<p>The road <i>to connect</i> these two towns is being built.          Дорога, которая должна соединить эти два города, строится.</p> <p>Here is the text <i>to be translated</i>.          Вот текст, который нужно (надо) перевести.</p> <p>We are always <i>the first to come</i> to college.          Мы всегда <i>первыми приходим</i> в колледж.</p>
5) An adverbial modifier	<p>We must work hard <i>to master</i> English.          Мы должны много работать, чтобы овладеть английским.</p> <p><i>To improve</i> his English he went to England.          Чтобы улучшить английский язык, он поехал в Англию.</p> <p>He is too tired <i>to continue</i> this job.          Он слишком устал, чтобы продолжать эту работу.</p>

11. Read and translate the following sentences paying attention to the different forms of the infinitive and their meaning.

1. I'd like to go home early today. 2. It's nice to be sitting here. 3. I'm glad to have left school. 4. He doesn't like to be interrupted while he's working. 5. I remember to have been asked this question. 6. I'd like to have been sitting there when she walked in. 7. She asked me not to forget to post the letter. 8. I was sorry not to have phoned you. 9. We must make careful plans. 10. I would rather go by myself.

12. Read and translate the sentences in which the Infinitive is used as:

**a) a subject**

1. To drive a car in a big city is very difficult. 2. To walk in the garden was a pleasure. 3. To refuse his request was difficult. 4. To take him seriously will be absurd. 5. To study basic stages of programming is the aim of the seminar. 6. To answer this question means to find a solution of the problem. 7. To enter this market requires a lot of hard work. 8. To make the world better was his aim. 9. To be happy is everybody's wish.

**b) an adverbial modifier**

1. To understand the importance of this event you should know all the facts. 2. A friend of mine phoned to invite me to a party. 3. I went in to see if they were ready. 4. I was silent in order to give him time to think. 5. The assistant came to instruct students. 6. The assistant came



to be instructed by the teacher. 7. Do you have much time to practice English? 8. I hired a taxi so as not to miss the train. 9. It is too cold to bathe today. 10. I am wearing two pullovers to keep warm.

**c) an object**

1. They arranged to visit the laboratory the next day. 2. He refused to see him. 3. We can't afford to buy his expensive car. 4. I will try to do what I can. 5. I expect to be given complete information. 6. He was taught to master this profession. 7. I asked to be commented on this problem. 8. He asked me to wait a little. 9. He wanted to read this book. 10. I told him to go there.

**d) an attribute**

1. The text to be translated is very interesting. 2. He was the first to translate the text from English into Russian. 3. The road to be built next year will connect these two towns. 4. He brought me the book to read. 5. There was nobody to talk to. 6. He had the courage to tell them what he thought of them. 7. Who was the first to invent the radio? 8. The students to take part in the conference have come. 9. The class to be followed by the experiment is to take place at 11 o'clock in the morning. 10. The problem to be discussed at the conference is of great importance.

**e) a part of a predicate**

1. All I want to do is to help you. 2. The problem is to decide which activities we must use. 3. My plan was to spend a year there until I had learned English. 4. The intention of this author has been to show some new methods. 5. The best way to master the language is to read a lot. 6. My intention is to learn English. 7. His wish was to tell her everything. 8. Our task will be to repair this equipment.

**13. Identify the subject and the predicate in the following pairs of the sentences. Translate them into Russian.**

1. To become a technician it is necessary to pass examinations in maths and physics. To become a technician was my friend's dream.  
 2. To grow fruit is his hobby. To grow fruit one should have good soil.  
 3. His task was to finish the work in time. It was necessary to finish the work in time.  
 3. To prevent corrosion metal must be covered with paint. It was important to prevent corrosion of metals.  
 4. In order to explain this problem the teacher demonstrated some diagrams. His aim was to explain this problem.  
 5. Much has been done to make this job easier. To make this job easier they used up-to-date equipment.

14. Replace the group of words in italics by an infinitive. Translate the sentences.

*Example:*

He was the first man *who came* to the party.

He was the first (man) *to come* to the party.

Он первым пришел на вечеринку.

1. She is always the first guest *who arrives* and the last guest *who leaves*. 2. Is he the best person *who will advise* me about doing his job? 3. You are the only person *who complains*. 4. If you have any more news, you will be the first person *who will know*. 5. Everybody was late except me. I was the only one *who arrived* on time. 6. He was the last person *who came*. 7. Em was the only student *who passed* the exam. 8. I was the third customer *who complained* to the manager about the service. 9. Neil Armstrong was the first man *who walked* on the Moon. 10. He was the first man *who swam* the Channel.

15. Read and translate the following sentences paying attention to the different functions of the Infinitive.

1. It is very difficult to drive a car in the rush hour. 2. They wanted to be answered at once. 3. He was glad to be working with the famous researcher. 4. The new building to be constructed here will be the tallest in this city. 5. Another reason to consider is the absence of necessary devices for the experiment. 6. This method is not good enough to be used in this research. 7. To find out more about Metro passes, call 202-637-7000. 8. We need to restore public confidence in the industry. 9. They were warned not to climb the mountain in such bad weather. 10. We are constantly upgrading our software to meet customers' needs. 11. Over the next half century, new lines of the underground were constructed, and new safety measures were introduced including an automated announcement warning passengers to "mind the gap" between the train and the platform. 12. Double-decker buses may be safer to operate through the narrow streets and tight corners common in Britain. 13. A number of the underground station modernization schemes are being completed. The aim is to provide a more attractive environment for passengers. 14. To ensure safety of passengers and the staff the transport authorities added more police officers to the London underground system to guarantee as much protection as possible. 15. There are numerous escalators which help to keep the traffic moving in the London underground.

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**SECTION 3**

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**READING AND DISCUSSION**

16. What do you know about the London Underground? Before you read Text 15A "London Underground", discuss the following questions with your classmates or teacher.

- a) What do Londoners call the London Underground?
- b) When was the first underground railway constructed?
- c) What methods were used to build Metropolitan Railway?
- d) What were underground trains driven by in the early days?
- e) What is the method of deep tunneling?
- f) When did the operation of deep-level tube railway begin?
- g) What was the fare?
- h) When did the London Underground name first appear?
- i) How did the stations function during World Wars I and II?
- j) What innovations were introduced after the London underground had been nationalized?
- k) What is the London Underground of the 21st century like?

17. Read Text 15A to find out if your answers are right or wrong.

**Text 15A**  
**London Underground**

The London Underground is an underground railway system servicing the London metropolitan area. The Tube, as Londoners call it, is the first underground line in the world, and is still the longest.

The London Underground was proposed by Charles Pearson, a city solicitor, as part of a city improvement plan shortly after the opening of the Thames Tunnel in 1843. After 10 years of discussion, Parliament authorized the construction of 6 km of underground railway between Farringdon Street and Bishop's Road, Paddington. Work on the Metropolitan Railway began in 1860 by cut-and-cover methods — that is, by making trenches along the streets, giving them brick sides, providing girders or a brick arch for the roof, and then restoring the roadway on top. On 10 January, 1863, the line was opened, using steam

locomotives that burned coke and, later, coal. Despite sulfurous fumes, the line was a success from its opening, carrying 9.5 million passengers in the first year of its existence.

In 1866 the City of London and Southwark Subway Company (later the City and South London Railway) began work on the tube line, using a tunneling shield developed by J.H. Greathead. The tunnels were driven at a depth sufficient to avoid interference with building foundations, and there was no disruption of street traffic. Operation began on this first electric underground railway in 1890 with a uniform fare of twopence for any journey on the five-km line. In 1900 Charles Tyson Yerkes, an American railway magnate, arrived in London, and he was subsequently responsible for the construction of more tube railways and for the electrification of the cut-and-cover lines. The London Underground name first appeared in 1908. Stations functioned as air-raid shelters during World Wars I and II.

The London Underground was nationalized in 1948 under the auspices of the London Transport Executive. Over the next half century, new lines were constructed, steam locomotives were completely replaced by electric ones, and new safety measures were introduced (including an automated announcement warning passengers to “mind the gap” between the train and the platform).

By the beginning of the 21st century, the London Underground had served more than one billion passengers per year, with approximately 400 km of track connecting some 270 stations. As part of its ongoing upgrading of its rolling stock, the Underground introduced its first air-conditioned cars in 2010 [*Encyclopædia Britannica*].

**18. Add some more sentences confirming the following statements.**

1. The Tube is the first underground line in the world.
2. The London Underground was proposed by Charles Pearson, a city solicitor.
3. The first underground line was a success from its opening.
4. A tunneling shield was developed by J.H. Greathead.
5. Charles Tyson Yerkes, an American railway magnate, arrived in London.
6. The London Underground was nationalized in 1948 under the auspices of the London Transport Executive.
7. The upgrading of the underground rolling stock is going on now.

## 19. What do these numbers refer to?

9.5 million	1948	1843	2010	1860	1890	6	10 (2)
1866	one billion	21	1908	270	1863	400	1900

20. Find in Text 15A the paragraph describing deep tunneling and translate it into Russian.

21. Read aloud paragraph 3.

22. Explain the following references.

a) ...as Londoners call *it*... .

What does the pronoun *it* refer to?

b) ...giving *them* brick sides... .

What does the pronoun *them* refer to?

c) ...9.5 million passengers in the first year of *its* existence... .

What does the pronoun *its* refer to?

d) ...*he* was subsequently responsible for the construction... .

What does the pronoun *he* refer to?

e) ...steam locomotives were replaced by electric *ones*... .

What does *ones* refer to?

23. Find in Text 15A the sentences with the Participles and Infinitives and translate them into Russian.

24. Find in the text the key words and expressions to speak about the London underground. Retell the text in English using the introductory phrases given in exercise 25 of Unit 11.

25. Skim Text 15B “Double-Decker Buses” and try to understand what it is about and what information is new to you.

## Text 15B

## Double-Decker Buses

A double-decker bus is a bus that has two storeys or decks. Double-decker buses are used for mass transit in the United Kingdom, in some cities in Europe, Asia, and former British colonies and protectorates such as Hong Kong, Singapore, Malaysia and Canada.

Early double-deckers put the driver in a separate cab. Passenger access was via an open platform at the rear, and a conductor would collect fares. Modern double-deckers have a main entrance door at the front, and the driver takes fares, thus halving the number of bus workers aboard, but slowing the boarding process. The rear open platform, popular with passengers, was abandoned for “health and safety” reasons. Double-deckers are primarily for commuter transport but open-top models are used as sight-seeing buses for tourists.

Double-decker buses are in common use throughout the United Kingdom, and have been favoured over ordinary buses by many operators because of larger amount of seating capacity; they also may be safer to operate through the narrow streets and tight corners common in Britain. The majority of double-decker buses in the UK are between 9.5 metres and 11.1 metres long, the latter being more common since the mid-1990s, though there are three-axle 12-metre models in service with some operators.

The red double-decker buses in London have become a national symbol of England and United Kingdom. The majority of buses in London are double-deckers. Right after the Second World War the first double-decker buses were the AEC Regent II and AEC Regent III models. A particularly iconic example was the Routemaster bus, which had been a staple of the public transport network in London for nearly half a century following its introduction in 1956. Because of some difficulties accommodating disabled passengers, the last remaining examples in use finally retired in 2005, although Transport for London has established two “heritage routes”, which will continue using Routemasters on selected parts of routes 9 and 15. Since 2008, a New Routemaster has been developed and entered service on 20 February 2012, in time for the 2012 Summer Olympics.

In 2007, a hybrid-powered double-decker entered service on London Buses route 141. From late 2008, more hybrid double-deckers from three manufacturers entered service in London [*Wikipedia*].

**26. Give a brief overview of the structure and contents of Text 15B.**

**27. Relate each heading to the corresponding paragraph of Text 15B.**

- a) The advantages of operating double-decker buses.
- b) The red double-decker bus as a national symbol of the UK.
- c) The countries in which double-decker buses are used.
- d) A new model of a double-decker bus.
- e) The length of a double-decker bus.

- f) Early and modern double-decker buses.
- g) The Routemaster bus.
- h) Types of double-decker buses.

28. Retell the text in English using the plan.

29. What types of public transport are used in Russia? Speak on the one you take to get to your college.

## SECTION 4

### SPEAKING

30. Study and learn the words and expressions used when talking about transport.

a) *Types of transport*: a bus, a coach, a shuttle, a tram, a taxi, a car, a van, the underground (*BrE* the tube, *AmE* the Subway), a train, a plane, a bicycle, a motorbike, a lorry (*AmE* a truck), a ferry.

b) *Verbs*: *drive* a bus, a train, a taxi, a car; *fly* a plane; *ride* a bicycle; *get/catch/miss/take/get on/get off* a bus, a train; *get/take* a plane, a taxi; *get on/get off* a plane; *get in/get out (of)* a taxi, a car; *travel/go* by bike, train, car, tube, etc; *go on* one's bicycle (bike); change to another train/bus, etc.

c) *Other words and expressions*: a bus/train/plane/car journey; a (plane) flight; a bicycle ride; a bus/railway station; an airport; a taxi rank; a bus route; traffic jam; a bus stop; a single or a return (ticket); the rush hour.

31. Practise these illustrative dialogues.

#### *Dialogue 1*

A.: How did you get there?

B.: I came by bus.

A.: And the others?

B.: Sue and John came by car.

A.: And Paul?

B.: He missed the bus, so he had to get a taxi.

#### *Dialogue 2*

A.: Should we take a taxi or a bus to the cinema?

B.: Let's take a bus. It's impossible to get a taxi during the rush hour.

A.: Isn't that a bus stop over there?

B.: Yes ... Oh! There's a bus now. We'll have to run to catch it.

A.: Oh, no! We've just missed it.

B.: No problem. There'll be another one in 10 minutes.

### *Dialogue 3* **At the Airport**

A.: I've just arrived and need help getting transportation to my hotel.

B.: There are shuttles, taxis, and buses that go all over the city.

A.: Which one is the best form of transportation?

B.: It depends on where you go to. If you are going to a well-known hotel, they have their own shuttles that drop you right off at the door.

A.: Where can I catch a taxi?

B.: All ground transportation leaves from the island as you walk out the arrivals gates.

A.: Where can I rent a car?

B.: The car rental agencies are against the wall as you exit.

A.: Are there any subways in this town?

B.: We have a subway system, but you need to take a shuttle to get to the station.

### *Dialogue 4*

A.: Does this bus go to the city centre?

B.: Yes, it does. Where do you want to go?

A.: I want to go to the museum.

B.: This is the right bus then.

### *Dialogue 5*

A.: Does this bus go as far as Washington Square?

B.: No, it doesn't. You'll have to change to another bus.

A.: Where can I do it?

B.: You can get the Washington Square bus at the next corner.

### *Dialogue 6*

A.: Is this where I get off the bus?

B.: No, not here, at the next stop.

A.: Can I catch a taxi right there?

B.: Yes, there is a taxi rank right by the bus stop.

### *Dialogue 7*

A.: Did your cousin arrive on time?

B.: No, he was an hour late.



A.: Did you meet him at the station?

B.: I was right there on the platform when the train came.

*Dialogue 8*

A.: How much is the fare to Miami?

B.: Fifty dollars.

A.: What time does the next train leave?

B.: It leaves from platform 7 at six thirty.

**32. Answer these conversation questions about transportation.**

- a) What forms of transportation do you use?
- b) How do you usually get to college?
- c) Do you often take public transportation?
- d) What type of transportation do you use when you are in a hurry?
- e) How do you travel when you go on holiday?
- f) Which form of transportation is the safest / the most dangerous?  
(train, bus, car, plane, bicycle, motorbike, ferry) Why?
- g) Can you ride a motorcycle?
- h) Do you like riding a bicycle?
- i) Have you ever missed your last bus home?
- j) Do you sometimes take a taxi?
- k) Do you like travelling by plane?
- l) Are you happy with the public transport system in Russia?

**33. Make up dialogues of your own using the above dialogues as models and the conversation questions or your answers to them. Act these dialogues.**

**SECTION 5**

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**LISTENING**

**34. Listen to the Text "London Taxis". Answer these questions.**

- a) What are the taxi routes?
- b) What are London taxis often called?
- c) What is the origin of this name?
- d) Who are cabbies?

- e) Do taxi drivers have to know every street in Central London?
- f) What do they have to do to get a driving licence?
- g) What do minicabs look like?
- h) Why are taxi drivers angry with minicab drivers?

**35.** Tell your classmates what the number 113 mentioned in the text refers to.

**36.** Check your answers with your classmates and Tapescript 15A of the text. Look up the words you don't know in your dictionary.

**37.** Retell the text about London taxis.

**38.** Listen to the Text "Alternative Forms of Transport". As you listen to it, make notes under the following headings.

1. Trams as an early urban transport in Britain.
2. A comeback of trams.
3. The Manchester Metrolink tram system.
4. Manchester trams.
5. Cycling in Britain.

**39.** Check your answers with your classmates and Tapescript 15B of the text. Look up the words you don't know in your dictionary. Retell the text.

## SECTION 6

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### WRITING

**40.** Read and translate the guidelines below which may be used to compose a letter to apply for any competitive position, from jobs in the private sector to graduate-school appointments, and even, with some adjustments, to apply for awards or financial grants.

*A letter of application* includes all the basic pieces that appear in any formal letter. What is special about a letter of application is what you need to cover in the body.

*A statement of application.* Early in the body of the letter state clearly which position you are applying for. Explain what kind of work you are seeking and how it fits into your goals.

*A statement of qualifications.* Focus on those qualifications that best suit the job in question; the CV will cover the rest.

*A statement of why you are a good match.* Focus on how you might meet the needs of the organisation, what you could accomplish from them, and why you would like to invest your time and effort working for them.

#### 41. Read and translate the letter of application for a job.

Turgenev Street, 93  
308000 Belgorod  
Russia  
25 May 2015

Alice Adams,  
London Job placements,  
P.O. Box 213A,  
London DV9,  
UK

Dear Ms Adams,

I am writing in reply to your advertisement in "International Jobs Weekly".

I am a third-year student of the technical college in Belgorod, Russia. I am available for work this summer in the months of July and August. I have experience of working as an assistant electrician in plants. I have also worked as a labourer in construction. Please see my CV for further details. I would prefer a job where I could practise my English, but I would be happy to consider any offer.

I look forward to hearing from you.

Yours sincerely,  
Igor Sidorov

## 42. Read and translate the advertisement below.

<b>London Job Centre for International Students</b>	
<b>Work in London in your summer holidays</b>	<p>Students often need or want to earn a little extra money and we want to help you find positions that are suitable for you. Here you can find perfect jobs for students to make academic life a bit more comfortable.</p> <p>We are looking for hundreds of students for temporary jobs in London: shops, offices, summer camps, building sites, car repair shops, etc. Good rates of pay and assistance with accommodation are provided.</p> <p><i>Send us a short letter, telling us:</i></p> <ul style="list-style-type: none"> <li>• when you are available for work;</li> <li>• what experience of work you have, enclosing a CV;</li> <li>• what kind of work you prefer.</li> </ul>
	<p><i>Please apply to:</i> Mrs. Linda Wells, The Personnel Manager, London Job Centre for International Students, P.O. Box 538A, London SM5, UK</p>

43. Using the above letter as a model, write your own letter of application for a job as a reply to the advertisement.

# UNIT 16.

## Computers in Student Life

### SECTION 1

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#### VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text “Parts of a Computer” and translate the given sentences.

1. **desktop (computer)** — настольный компьютер  
**laptop (computer) / notebook (computer)** — лэптоп / ноутбук, переносной персональный компьютер

She has a picture of her cat on her *desktop*. I take my *laptop* when I travel. I carry *a notebook* so that I can write down any ideas.

2. **touch [tʌtʃ]** *v* — касаться, прикасаться

Don't *touch* the machine when it is in use.

3. **hardware** ['hɑ:dweə] *n* – (аппаратное) оборудование, аппаратные средства; железо, технические средства, техническое обеспечение

**software** ['softweə] *n* – программное обеспечение

We supply computer *hardware* to businesses. Can you load the new *software* for me?

4. **process** ['prəuses] *v* – обрабатывать

**process data** ['deɪtə] – обрабатывать данные

**processor** ['prəusesə] *n* – процессор

Visa applications take 28 days to *process*. Don't switch the computer off – it is still *processing data*.

5. **unit** ['ju:nɪt] *n* – устройство, узел, блок

**central processing unit (CPU)** – центральный процессор/ЦП

**system unit** – системный блок

The main operations are performed in *the CPU*. A *system unit* is the enclosure that contains most of the components of a computer.

6. **speaker** ['spi:kə] *n* – (компьютерная) колонка

**loudspeaker** [ˌlaʊd'spi:kə] *n* – динамик; громкоговоритель

There is no sound coming out of the right-hand *speaker*. The police addressed the crowd through a *loudspeaker* in their car.

7. **Random Access Memory (RAM)** – память с произвольной выборкой; запоминающее устройство с произвольной выборкой

The information in *RAM* is lost when the computer is turned off.

8. **rectangular** [rek'tæŋgjʊlə] *adj* – прямоугольный

**square** [skweə] *n adj* – квадрат; прямоугольник; квадратный

**triangular** [traɪ'æŋgjʊlə] *adj* – треугольный

The room is *rectangular*. A *square* has four right angles. She drew a *square* shape on the paper. They bought a *triangular* table.

9. **temporary** ['temp(ə)rəri] *adj* – временный  
I'm looking for some *temporary* work.

10. **store** [stɔ:] *v* – запоминать, хранить  
**storage** ['stɔ:ridʒ] *n v* – запоминающее устройство (ЗУ); запо-  
минание, хранение; запоминать, хранить  
**preserve** [pri'zə:v] *v* – сохранять, хранить

A mass of data is *stored* in the computer. *Storage* units on magnetic disks store more than 100,000,000 bytes. These laws are intended to help *preserve* our natural resources.

11. **delete** [di'li:t] *v* – вычеркивать, удалять, стирать  
**erase** [i'reiz] *v* – стирать (запись), разрушать (информацию)

*Delete* his name from the list. The typist tried to *erase* the error.

12. **plug** [plʌg] *v* – затыкать, закупоривать  
**plug in (into)** *v* – вставлять штексель (в розетку); включать в розетку

*Have* you *plugged* that leak in the pipe? The speakers *plug in* at the back of the computer. I filled the kettle and *plugged* it in.

13. **disk** *n* – диск  
**floppy disk** *n* – гибкий диск  
**hard disk** *n* – жесткий диск  
**diskette** [di'sket] *n* – дискета  
**disk drive** – дисковод

A *disk* is used for storing computer information. *Hard disks* can store much more information than *floppy disks*. This information is available on *diskette*. *Disk drives* can either be housed internally within a computer or housed in a separate box that is external to the computer.

14. **retrieve** [ri'tri:v] *v* – отыскивать, извлекать (информацию)  
**retrieval** [ri'tri:vəl] *n* – (информационный) поиск; извлече-  
ние данных

Computers are used to store and *retrieve* information efficiently. There are some methods of data *retrieval*.

15. **record** ['rekɔ:d] *n*, [re'kɔ:d] *v* — запись, регистрация; записывать, регистрировать

We've put all our *records* on computer. She *records* everything that happens to her in her diary.

16. **blank** [blæŋk] *adj* — пустой; незаполненный  
**blank disk** — пустой, чистый диск

Sign your name in the *blank* space below. If you give me a *blank CD disk*, I'll record it for you.

17. **screen** [skri:n] *n* — экран

Move your cursor to the top of *the screen*.

18. **key** [ki:] *n* — клавиша  
**function key** — функциональная клавиша  
**press a key** — нажимать на клавишу  
**keyboard** ['ki:bɔ:d] *n* — клавиатура, клавишная панель  
**keypad** ['ki:pæd] *n* — малая клавиатура

A shift *key* helps to shift letters on *the keyboard*. If you *press* this *key*, the computer screen will clear. A computer *keyboard* has a small numeric *keypad* on the side in addition to the other number keys.

19. **button** [bʌtn] *n* — кнопка  
**mouse button** — кнопка мыши  
**mouse wheel** [wi:l] — колесико мыши

*The buttons* control the cursor of the screen. Choose 'printer' from the menu and click with the right *mouse button*. In many applications, holding down the control key while rolling *the mouse wheel* causes the text size to increase or decrease.

20. **password** ['pɑ:swɔ:d] *n* — пароль

He used a *password* before operating a computer system.



21. **point** *n v* — точка, пункт; точка (знак); указывать, направлять  
**pointer** *n* — указатель; стрелка

In punctuation, a *point* is another name for a full stop. When we reached this *point* of the journey we stopped to rest. She *pointed* her finger at the door. Move the mouse *pointer* to select the area of the picture to be displayed.

22. **print** *n v* — печать, распечатка; печатать, распечатывать  
**printout** *n* — распечатка, вывод (данных) на принтер  
**inkjet** ['ɪŋk,dʒet] **printer** — струйный принтер  
**laser** ['leɪzə] **printer** — лазерный принтер  
**type** ['taɪp] *v* — печатать (на пишущей машинке); набирать на клавиатуре

I can't read small *print* without glasses. The photocopier isn't *printing* well. The rate of *the laser printer* is 10 or more pages per minute. This *printout* contains some information about recent sales. He *types* with only two fingers.

23. **scroll** [skrɔːl] *v* — прокручивать, перемещать

Use the arrow keys *to scroll* through the list of files.

24. **error** ['erə] *n* — ошибка, погрешность

No payments were made last week because of a computer *error*.

25. **character** ['kærəktə] *n* — символ, знак; цифра, буква

Our new printer operates at 60 *characters* per second.

2. Match the pairs of synonyms from A and B and translate them.

## A

1. type
2. indicator
3. diskette
4. mistake
5. part
6. momentary
7. notebook
8. erase
9. memory
10. preserve

## B

- a) delete
- b) error
- c) laptop
- d) store
- e) floppy disk
- f) pointer
- g) storage
- h) temporary
- i) print
- j) unit

3. Match the verb on the left with a suitable item on the right. Use each item once only.

1. plug
2. operate
3. process
4. delete
5. move
6. click
7. scroll
8. press
9. record
10. print in

- a) data
- b) a key
- c) a pointer
- d) to the end of the document
- e) English characters
- f) a printer
- g) a blank disk
- h) an error
- i) into a port
- j) with a mouse button

4. Make the following sentences complete by translating the words and phrases in brackets.

1. The (центральный процессор) of our computer is faulty. 2. The play is performed on a (треугольный) stage. 3. Will this computer program run on different (техническое обеспечение)? 4. The sides of a (квадрат) square are of equal length. 5. A (пароль) is a secret group of letters, numbers etc, which must be used by a person before they can operate a computer system. 6. He was carrying a (прямоугольный) box. 7. I got fed up with sitting at the (клавиатура) all day. 8. The (лазерный принтер/струйный принтер) has run out of paper. 9. Our (программное обеспечение) can cope with a wide range of applications. 10. (Память с произвольной выборкой) is the memory or information storage in a computer that is used to store running programs and data for the programs. 11. They've managed to (оты-

скивать) most of the data. 12. The computer has built-in stereo (колонки). 13. This (программное обеспечение) allows you to view the latest football scores on your (настольный компьютер). 14. Don't (прикасаться) that plate – it's hot! 15. A (малая клавиатура) is a set of buttons arranged in a block which usually bears digits. 16. (Колесико мыши) is located between the left and right (кнопки мыши).

**5. Read and translate the following groups of sentences paying attention to the words in italics which can function as a noun and a verb, or a verb and an adjective, or a noun and an adjective, with the same form. Use your dictionary if necessary.**

1. a) The computer screen went *blank*.  
 b) Write your name in the *blank* space.  
 c) Fill in this *blank* on the form.  
 d) It was a *blank* DVD disk.
  
2. a) He could *key* the programme to a younger audience.  
 b) He used his *key* to open the door.  
 c) Her story gave the *key* to the story.  
 d) He played a *key* role in the dispute.
  
3. a) Dark glasses can *screen* his eyes from the sun.  
 b) Can you do a printout of this *screen* for me?  
 c) This actor is only given a few *minutes* of *screen* time.
  
4. a) These dresses *button* at the back.  
 b) He pressed the *button* and waited for the lift.  
 c) My coat lost a *button*.  
 d) Click with the left mouse *button*.
  
5. a) The team won by one *point*.  
 b) It is rude to *point* at people.  
 c) I think I missed the *point* of the story.

**6. Read and translate the following international words which come from the texts of the Unit. Look up their transcriptions in the dictionary if necessary. Mind the part of speech.**

Physical *adj*, collectively *adv*, illustration *n*, microprocessor *n*, file *n*, laser *n*, copy *n v*, blank *n*, position *n v*, navigation *n*, monitor

*n*, visual *adj*, portion *n*, cathode *n*, modem *n*, option *n*, essay *n*, creativity *n*, formula *n*, potentially *adv*, standardize *v*, projector *n*, integrate *v*.

**7. Read and translate the following noun(s) + noun structures, or noun chains which come from Text 16A. Look up the words in your dictionary if necessary.**

A desktop computer system, a computer hard disk drive, a floppy disk drive, a computer screen, a television screen, navigation keys, arrow keys, a cathode ray tube monitor, a liquid crystal display monitor, high-quality photograph, computer information, a telephone line, a high-speed cable, a high-speed modem.

**8. Read the text and use the word given in brackets to form a word which will fill the blank.**

A (digit) \_\_\_\_\_ (1) (compute) \_\_\_\_\_ (2) is a complex system of four (function) \_\_\_\_\_ (3) elements: a) the (centre) \_\_\_\_\_ (4) processing unit (CPU), b) input devices, c) memory-(store) \_\_\_\_\_ (5) devices called disk drives, d) output devices. These parts and their components are called hardware.

The (centre) \_\_\_\_\_ (6) processing unit is the heart of a (compute) \_\_\_\_\_ (7). In (add) \_\_\_\_\_ to performing (arithmetician) \_\_\_\_\_ (9) and (logician) \_\_\_\_\_ (10) (operate) \_\_\_\_\_s (11) on data, it controls the rest of the system. Sometimes the CPU consists of several linked microchips, each performing a separate task, but most (compute) \_\_\_\_\_s (12) require only a single microchip as the CPU. Input devices let (use) \_\_\_\_\_s (13) enter commands, data, or programs for processing by the CPU. (Inform) \_\_\_\_\_ (14) typed at the (compute) \_\_\_\_\_ (15) keyboard, which is much like (typewrite) \_\_\_\_\_ (16), is translated into a series of binary numbers the CPU can manipulate. The mouse is another (wide) \_\_\_\_\_ (17) used (mechanics) \_\_\_\_\_ (18) input device. To move the cursor on the display screen, the (use) \_\_\_\_\_ (19) moves the mouse, selects (operate) \_\_\_\_\_s (20) and (active) \_\_\_\_\_s (21) commands on the screen by pressing buttons on the mouse.

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**SECTION 2**

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**GRAMMAR**

**9. Revise the forms and use of the -ing forms (see the above Units). Compare the Gerund and the Present Participle in the sentences below. In every case state the subject and the predicate.**

1. Your reading and speaking English every day is very important if you want to master the language. Reading and speaking English every day you will master the language. 2. Investing money in new technologies the company increases the production efficiency. Investing money in new technologies increases the production efficiency. 3. Reading such books we obtain important information. Reading such books is necessary. 4. Knowing the nature of the company's problems the management must solve them as soon as possible. Knowing the nature of the company's problems is not sufficient. 5. I like reading "Computers and Education" journal. Reading "Computers and Education" journal I improve my computer knowledge.

**10. Identify the -ing forms and translate the following sentences into Russian.**

1. Being helped he solves such problems easily. 2. He likes being helped. 3. Being in New York they went sightseeing. 4. While being in New York they went sightseeing. 5. His friend's being in New York was of much help to him to improve his English. 6. His friend is being helped now. 7. Being translated into many foreign languages, Tolstoy's novels are read with great interest all over the world. 8. Before being sent up the balloon was filled up with a special gas. 9. He insisted on his sister's being at home in the afternoon. 10. You have come early. Your text is still being translated because it is long.

**11. Find the sentences in which the -ing form is a) Present Participle or b) Gerund. Translate the sentences into Russian.**

1. Using a dictionary, we can translate any technical text dealing with my future profession. 2. We know several ways of solving this problem. 3. The students coming from other cities live in the hall of residence. 4. Having finished a secondary school, he was admitted to

a technical college. 5. Being addressed in German, he couldn't answer anything. 6. Studying science is meaningless without equipment for conducting experimental work. 7. The power plant being built in this region will be one of the largest in this country. 8. Knowing BASIC will help you. 9. There is no sense in going there. 10. People interfering in other people's affairs are unpleasant to deal with.

**12. Analyse the -ing forms in the sentences below. State which of them are Present Participles and which are Gerunds. Motivate your decision. Translate the sentences into Russian.**

1. Rather than spending hours reading through aisles of books in the library, students can save a great deal of time simply by using a computer and search engines such as Google, which can direct them to relevant information in seconds. 2. A computer is a system of many parts working together. 3. Pointing and clicking with his mouse he interacts with your computer. 4. Using computers to cheat is a widespread problem in colleges. 5. Hard disks usually serve as your computer's primary means of storage, holding almost all of your programs and files. 6. There are two basic types of monitors: CRT (cathode ray tube) monitors and the newer LCD (liquid crystal display) monitors. Both types produce sharp images, but LCD monitors have the advantage of being much thinner and lighter. 7. Like a television screen, a computer screen can show still or moving pictures. 8. Computer education improves students' research skills by encouraging them to look for information on the Internet. 9. A monitor displays information in visual form, using text and graphics. 10. You don't need a printer to use your computer, but having one allows you to print emails, cards, invitations, announcements, and other material. Many people also like being able to print their own photos at home.

**13. Revise the use of the Infinitive (see the above Units). Read and translate the sentences in which the Infinitive is used in different functions.**

1. A mouse is a small device used to point to and select items on your computer screen. 2. To connect your computer to the Internet, you may need a modem. 3. It is recommended to take a couple of minutes break after 30 minutes of computer usage. 4. To adjust a new program to the computer is the purpose of our work. 5. Many mice also have a wheel

between the two buttons, which allows you to scroll smoothly through screens of information. 6. The program to be adjusted will be very helpful. 7. He was the first to master programming in my group. 8. Speakers are used to play sound. 9. The task to master programming is very topical nowadays. 10. Incorporating computer education in college can inspire students to undertake careers in technology and enhance their understanding of how computer technology impacts people's daily lives.

#### 14. Make sentences of your own.

1. One day I hope to \_\_\_\_\_. 2. Some parents don't let \_\_\_\_\_. 3. It is difficult for me to \_\_\_\_\_. 4. I learn English to \_\_\_\_\_. 5. Computers are used to \_\_\_\_\_. 6. My friend was the first to \_\_\_\_\_. 7. I must work hard to \_\_\_\_\_. 8. My plan is to \_\_\_\_\_. 9. It is helpful to \_\_\_\_\_. 10. I asked to be \_\_\_\_\_.

15. This is the text called "The Case for and against Word processing". Put in the correct form of each verb (the Infinitive or the -ing form).

People use word processors for \_\_\_\_\_ (write) all kinds of documents, such as letters, school papers and reports. Word processors have many advantages over \_\_\_\_\_ (handwrite) and manual typewriters. Word \_\_\_\_\_ (process) is faster and easier than \_\_\_\_\_ (write) by hand and you can store documents on your computer, which you cannot usually do on a typewriter. This makes it easier \_\_\_\_\_ (review) and \_\_\_\_\_ (rewrite) your documents. You have more \_\_\_\_\_ (format) choices with a word processor, and the spelling, grammar and language tools are useful, too. You can also print copies of your documents, which look neater than handwritten ones. Many language students use word processors \_\_\_\_\_ (improve) their \_\_\_\_\_ (write) skills and because they help them feel proud of their work.

Word processors do have disadvantages, however. First, it is not easy \_\_\_\_\_ (read) long documents on a computer screen. Second, sometimes the printer does not print an exact copy of what you see on the screen. Not all word processors can read each other's files, which is another disadvantage. Finally, word processors do not always work well with email. If you paste a word-processed letter into an email it may lose a lot of its \_\_\_\_\_ (format). Many people use a text editor for the Internet, which is similar to a word processor but has fewer \_\_\_\_\_ (format) features and cannot use graphics.

**16. Revise the use of the verbs to be and to have. Read and translate the following sentences paying attention to the functions of these verbs.**

a) 1. This text was translated yesterday. 2. This text will be translated in two hours. 3. This text was to be translated. 4. This text was being translated when I called. 5. They were translating this text when I called.

b) 1. This text has just been translated. 2. This text has to be translated as soon as possible. 3. He has already translated this text. 4. He has to translate this text as soon as possible. 5. The text has a lot of information on this problem.

**17. Revise the structure and use of the four types of questions given in Unit 4. What would you say in these situations? Put yes/no (general) questions.**

*Example:*

You want to know if John has been to Moscow.

Has John been to Moscow?

1. You aren't sure if the children are studying now. 2. You want to know if Jane gives piano lessons. 3. You are wondering if Sheila went to the lecture. 4. You want to suggest to Mary that you both go for a walk. 5. You need to know if Tom will be at your place tonight. 6. You want to know if this is the London train. 7. You are wondering if they often argue like that. 8. You want to ask Peter if you can borrow his tennis racket. 9. You want to know if Jack has got a computer. 10. You aren't sure if Matthew is working in the garden.

**18. Read the text, and then write questions for the answers.**

*Example:*

*In the early 1970s.* → When did the Internet originate?

The Internet originated in the early 1970s when the United States wanted to make sure that people could communicate after a nuclear war. This needed a free and independent communication network without a centre and it led to a network of computers that could send each other email through cyberspace.

Tim Berners-Lee invented the World Wide Web (WWW) when he discovered a way to jump to different files on his computer using the



random, or unplanned, links between them. He then wrote a simple coding system, called HTML (Hyper Text Markup Language), to create links to files on any computer connected to the network. This was possible because each file had an individual address, or URL (Uniform Resource Locator). He then used a set of rules, called HTTP (Hyper Text Transfer Protocol), to link Web files together across the Internet. Berners-Lee also invented the world's first browser. This lets you locate and view Web pages and also navigate from one link to another.

The WWW became available to everyone in 1991 and the number of Internet users grew from 600,000 to 40 million in five years. Today, that number is much larger and there are now many browsers that provide Web pages, information and other services. You can also do research, download music files, play interactive games, shop, talk in chat rooms and send and receive email on the WWW.

1. *In the United States.*
2. *A network of computers.*
3. *Cyberspace.*
4. *Tim Berners-Lee.*
5. *The World Wide Web.*
6. *A simple coding system.*
7. *To create links to files on any computer.*
8. *Because each file had an individual address.*
9. *To link Web files together across the Internet.*
10. *The world's first browser.*
11. *In 1991.*
12. *In five years.*
13. *They provide Web pages, information and other services.*
14. *On the WWW.*

**19. Complete the following sentences with the correct question tags.**

1. My friend is interested in writing software, \_\_\_?
2. Bob doesn't want to take a distance-learning course, \_\_\_?
3. This program lets you create files, \_\_\_?
4. There is so much information on the Internet, \_\_\_?
5. Different folders will help organize your files, \_\_\_?
6. You can save this document as a web page, \_\_\_?
7. Let's turn to another aspect of this problem, \_\_\_?
8. Finding information on the World Wide Web isn't difficult, \_\_\_?
9. Sometimes e-commerce comes with risks, \_\_\_?
10. Two fundamental principles must be observed, \_\_\_?
11. John

managed his own online company, \_\_\_? 12. Videoconferencing over the public Internet won't be always reliable, \_\_\_? 13. My college has three computer rooms, \_\_\_? 14. My friend has studied computer science, \_\_\_?

### SECTION 3

## READING AND DISCUSSION

20. What do you know about a computer? Read the statements given below and say if they are right or wrong. If the statements are not true, make the necessary corrections.

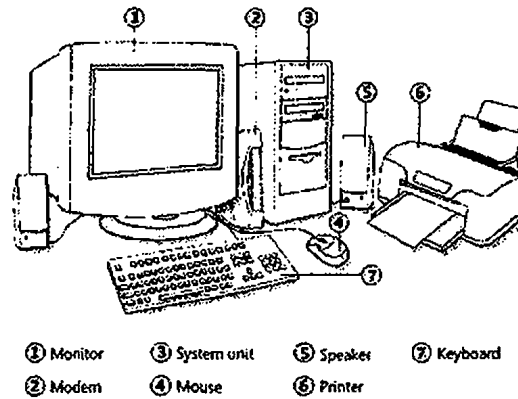
- a) The physical parts you can see and touch are called software.
- b) A desktop computer combines its parts into a single, notebook-sized package.
- c) Random access memory unit acts as the "brain" of a computer.
- d) CD drives use hard disks to retrieve data from a CD.
- e) When you want to select an item, you point to the item and then click the secondary mouse button.
- f) The arrow keys allow you to enter numbers.
- g) Cathode ray tube monitors have the advantage of being thinner and lighter.
- h) Inkjet printers are the most commonly used type of printer.
- i) Speakers are not built into the system unit.
- j) A modem can be used to connect a computer to the Internet.

21. Read Text 16A "Parts of a Computer" and say if you are right or wrong. Discuss your answers with your classmates.

### Text 16A Parts of a Computer

A computer is a system of many parts working together. The physical parts, which you can see and touch, are collectively called hardware. Software, on the other hand, refers to the instructions, or programs, that tell the hardware what to do. The following

illustration (Fig. 1) shows the most common hardware in a desktop computer system. A laptop computer has similar parts but combines them into a single, notebook-sized package.



**Fig. 1. Desktop computer system**

The system unit is the core of a computer system. It is a rectangular box placed on or underneath your desk. Inside this box there are many electronic components that process information. The most important of these components is the central processing unit (CPU), or microprocessor, which acts as the “brain” of your computer. Another component is random access memory (RAM), which temporarily stores information that the CPU uses while the computer is on. Almost every part of your computer is connected to the system unit by cables. The cables plug into specific ports (openings) on the back of the system unit. Hardware that is not part of the system unit is sometimes called a peripheral device or device.

A computer has one or more disk drives — devices that store information on a metal or plastic disk. A computer hard disk drive stores information on a hard disk. It is located inside the system unit. Computers come equipped with a CD or DVD drive, usually located on the front of the system unit. CD drives use lasers to read (retrieve) data from a CD; many CD drives can also write (record) data onto CDs. Many DVD drives can record data onto blank DVDs. Floppy disk drives store information on floppy disks called floppies or diskettes.

A mouse is a small device used to point to and select items on your computer screen. It is connected to the system unit by a long wire. Some newer mice are wireless. A mouse usually has two buttons: a primary button (usually the left button) and a secondary button.

Many mice also have a wheel between the two buttons, which allows you to scroll smoothly through screens of information. When you move the mouse with your hand, a pointer on your screen moves in the same direction. When you want to select an item, you point to the item and then click (press and release) the primary button.

A keyboard is used mainly for typing a text into your computer. Like the keyboard on a typewriter, it has keys for letters and numbers, but it also has special keys. The function keys, found on the top row, perform different functions depending on where they are used. The numeric keypad, located on the right side of most keyboards, allows you to enter numbers quickly. The navigation keys, such as the arrow keys, allow you to move your position within a document or webpage.

A monitor displays information in visual form, using text and graphics. A computer screen can show still or moving pictures. There are two basic types of monitors: CRT (cathode ray tube) monitors and the newer LCD (liquid crystal display) monitors. Both types produce sharp images, but LCD monitors have the advantage of being much thinner and lighter.

A printer transfers data from a computer onto paper. The two main types of printers are inkjet printers and laser printers. Inkjet printers are the most popular printers for the home. They can print in black and white or in full colour. Laser printers are faster and generally better able to handle heavy use.

Speakers are used to play sound. They can be built into the system unit or connected with cables. Speakers allow you to listen to music and hear sound effects from your computer.

To connect your computer to the Internet, you need a modem. A modem is a device that sends and receives computer information over a telephone line or high-speed cable. Modems are sometimes built into the system unit, but higher-speed modems are separate components.

## **22. Ask your classmates:**

1. what a computer is;
2. what the difference between a desktop computer and a laptop computer is;
3. what hardware and software are;
4. what the system unit is;
4. what disk drives are used for;
5. why floppy disk drives are less popular than hard disk drives;
6. what the mouse functions are;
7. what types of keys a keyboard has and what their applications are;
8. what the main types of printers are;
9. what computer speakers are used for;
10. what is required to connect a computer to the Internet.

23. Find in Text 16A the paragraph about system unit and translate it into Russian.

24. Read aloud paragraphs 3—4.

25. Explain the following references.

- a) ...but combines *them* into a single, notebook-sized package.  
What does the pronoun *them* refer to?
- b) *It* is a rectangular box placed on or underneath your desk.  
What does the pronoun *it* refer to?
- c) *It* is located inside the system unit.  
What does the pronoun *it* refer to?
- d) *It* is connected to the system unit by a long wire.  
What does the pronoun *it* refer to?
- e) ... but *it* also has special keys.  
What does the pronoun *it* refer to?

26. Find in Text 16A the sentences with -ing forms and Infinitives and translate them into Russian.

27. Put the main ideas (a—k) in the same order as they are in Text 16A.

- a) Types of computers.
- b) A mouse.
- c) A modem.
- d) Computer parts.
- e) A keyboard.
- f) Computer speakers.
- g) Hardware and software.
- h) A monitor.
- i) Disk drives.
- j) A system unit.
- k) A printer.

28. Retell the text in English using the introductory phrases given in exercise 25 of Unit 11.

29. Skim Text 16B “The Importance of Computer Education” and try to understand what it is about and what information is new to you.

## Text 16B

### The Importance of Computer Education

Technology has become more advanced and played a major role in our daily lives. Today, the invention such as the computer appears in almost every home and has become an essential tool in the college system. Computer education enhances technological progress, which is a major determinant of the future of the national economy, and can be an asset in improving students' overall learning ability.

Computer education improves students' research skills by encouraging them to look for information on the Internet. The knowledge received in class may not be enough for assignments and term papers. The Internet enables students to research various topics by seeking relevant books that could be digitally available online. Rather than spending hours reading through aisles of books in the library, students can save a great deal of time simply by using a computer and search engines such as Google, which can direct them to relevant information in seconds.

A computer is also widely used to type assignments and submitting them. In college, most teachers require students to hand in typed papers. Typing will not only make students' essays look neat and organized but also help them avoid low grades due to bad handwriting. Computers also have useful software, which reminds students to correct punctuation, spelling and grammar mistakes.

The computer knowledge acquired in colleges may increase their interest in computer-related fields during their further education. Furthermore, computer education provides students with a grounding in computer-related software and activities, such as using programming languages and creating data sheets. Students can apply these skills to a range of occupations later in life.

Computer classes allow students to put their creativity to use. For example, classes can involve assembling and disassembling computer parts, which require students to think about and understand how parts function. Students can transfer their enhanced creativity to other activities in their lives, including memorizing scientific facts, historical information or mathematical formulas. Computer education also reduces the time needed to efficiently learn new material.

Computer education may influence student performance by enabling them to become more involved with their college work. Computers can potentially enhance students' mathematical thinking, and improve scores in problem solving and critical thinking tasks.

Computer education also plays a major factor in students' ability to score highly on their standardized assessment tests [J. Lewis *Importance of Computer Education to Students*].

**30. Identify the topic of each paragraph of Text 16B.**

**31. Answer the following questions.**

- a) What is the role of computer education?
- b) What are the advantages of finding required information from the Internet?
- c) How can a computer help students to do their homework?
- d) How can students apply their computer knowledge acquired in colleges in their future professional life?
- e) What do computer classes allow students to do?
- f) How can computer education influence student performance at college?

**32. Use the Internet or reference books to find some information on new computers. Choose one you like and make notes of its specifications. Bring your notes to class and say why you have chosen it.**

## SECTION 4

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### SPEAKING

**33. Practise the following illustrative dialogues about using a computer.**

*Dialogue 1*  
**A New Computer**

*Bill:* I bought a new computer yesterday.

*Robert:* You bought a new computer?

*Bill:* Yes, a new notebook computer.

*Robert:* Why didn't you buy a desktop computer?

*Bill:* The notebook is light, and has a battery, so I can use it anywhere. I can use it on the train or the bus.

*Robert:* Isn't the keyboard too small to use?

*Bill:* It's compact, but I'll get used to it.

*Robert:* I think large keyboards are easier to use than small ones. Also, desktop computers are more powerful than notebooks.

*Bill:* That's true, but my notebook computer is powerful enough for me.

*Robert:* Aren't notebooks more expensive than desktop computers?

*Bill:* Yes, desktop computers are usually less expensive, but notebook computers are portable. I can use my notebook in any room, and when I'm done, I can put it away. You can't put away a desktop computer.

*Robert:* That's true, but my desktop computer doesn't take too much space. It's an iMac.

*Bill:* That's a cool computer. I bet my Windows notebook was cheaper than your iMac.

*Robert:* You get what you pay for.

*Bill:* Funny.

## *Dialogue 2* **Hooking Up My Computer**

*Peter:* Hi, Jack. Can you give me a hand?

*Jack:* Sure. What's up?

*Peter:* I've just bought a new computer and I'm having some problems hooking everything up.

*Jack:* I see. I'd be happy to help.

*Peter:* Thanks! I've connected all the cables from my monitor, mouse and keyboard, and I've plugged it in.

*Jack:* Have you installed the software yet?

*Peter:* No, I haven't. Do I need to?

*Jack:* Certainly, you need. It is also necessary to install drivers for your keyboard and mouse, as well as your printer.

*Peter:* OK. What's that thing? (*points to a computer component*)

*Jack:* Oh, that's a memory reader. You can insert things like SD cards from your camera and MP3 players into it.

*Peter:* That's handy.

*Jack:* You've bought a nice system. How big is the hard drive?

*Peter:* I think it's 750 gigabyte.

*Jack:* Good. Now let's install those drivers.

*Peter:* Before we do that, can I get online?

*Jack:* Do you have a modem?

*Peter:* Yes, I do. I think I have a cable modem.



*Jack:* hmmm... yes you do. Is the Ethernet cable plugged in?

*Peter:* What's that?

*Jack:* It's the cable that connects your modem to your computer.

*Peter:* Let's surf the Internet!

*Jack:* Just a moment. First we need to launch the browser.

*Peter:* The browser?

*Jack:* It's the program that allows you to surf the Internet.

*Peter:* Oh, I've got a lot to learn.

*Jack:* Yes, you do. I can see I'm going to be here all day.

### Dialogue 3 Using the Internet

*Elena:* Hey, Ivan, how often do you use the Internet?

*Ivan:* Oh, I use it everyday! I check my email, read the news, chat with friends all around the world. I love the Internet!

*Elena:* Me too. Yeah, it's great, isn't it? Sometimes I stay online for hours. I also download pictures and music.

*Ivan:* Using the Internet, I can do a lot of things. Just today I've read about what's happening in my country, then I've searched for some information about how to play tennis better, and finally I've used some software called *Pal Talk* to chat with friends in England and the USA.

*Elena:* That's cool! You chat with them by typing text messages, right?

*Ivan:* Not only text, I do "voice chat" too. I have a microphone and speakers. It's like using a telephone.

*Elena:* Hey, I'd like to try that too. Shall I just go to [www.paltalk.com](http://www.paltalk.com)?

*Ivan:* Yes, that's right. Once you download their software, you can begin to chat right away. You can speak to people all over the world and all you need is a mic!

*Elena:* That sounds like a good way to practise English. But sometimes I need more English practice. Do you know any good sites specially made for students learning English?

*Ivan:* Well, you could try <http://www.teacherjoe.us> for various kinds of materials. You might be able to meet some fellow students there who can help you more.

*Elena:* Thanks, Ivan, I think I'll try it out. Oh, I have to be going. Do you happen to know which bus I should take to get to the bookshop selling foreign literature?

*Ivan:* I think you can go to [bjbus.com](http://bjbus.com) to find information on all the bus routes in town.

*Elena:* Too bad, I don't have the Internet wired directly to my brain! Thanks, Ivan. Bye!

*Ivan:* Bye, Elena!

**34. Answer the following conversation questions about computers.**

- a) Do you have your own computer?
- b) Are you connected to the Internet at home? What do you use your connection for?
- c) Have you ever studied English using your computer? If so, what did you think of the experience?
- d) Do you visit many English-language websites while surfing? Is this for study or pleasure?
- e) Do you play computer games? Which ones do you like?
- f) Would you like to spend more time with your computer or would you like to spend more time with friends?
- g) How frequently do you check your email?
- h) Do you try to keep up to date with the latest computer technology?
- i) Do you know any computer programming languages? Do you write any programs?
- j) Do you think computers are a vital part of your life?

**35. Make up dialogues of your own using the illustrative dialogues as models and the above conversation questions or your answers to them. Act these dialogues.**

## SECTION 5

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### LISTENING

**36. Listen to the Text "Some Disadvantages of Computers in Education". Make notes under the following headings.**

1. Handwriting problems.
2. Using computers to cheat.

3. Plagiarizing.
4. Health risk.

**37. Check your answers with your classmates and Tapescript 16B of the text. Look up the words you don't know in your dictionary.**

**38. Retell the text about some disadvantages of using computers in education.**

**39. Listen to the Text "The Internet". Answer these questions.**

- a) What is the Internet?
- b) Where is the largest number of the Internet users?
- c) Is the Internet centrally controlled?
- d) What is a host?
- e) What can operators choose?
- f) What are the ways to access the Internet?
- g) What does the abbreviation ISP stand for?
- h) Who owns the Internet?
- i) What does the Internet rely on?

**40. You will hear the numbers given below in the chart. Say what these numbers refer to.**

40	30	3,037,608,300	190	one billion	2014 (2)
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**41. Check your answers with your classmates and Tapescript 16B of the text. Look up the words you don't know in your dictionary. Retell the text about the Internet.**

## SECTION 6

## WRITING

42. You have received a letter from your English-speaking penfriend John who writes:

... In the USA most college students become dependent on computers and the Internet. Could you tell me what the Internet means to you? Have you ever tried it? Do you think it is a good or a bad thing?

As for the latest news, my parents and I have just come back from a trip to London...

43. Write an informal letter to John. In your letter:

- a) answer his questions;
- b) ask three questions about his trip to London.

44. Comment on the following statement.

*Some people think that computers are an essential part of life; others say that they are not really necessary.*

**What is your opinion?**

Use the following plan:

- a) make an introduction (state the problem);
- b) express your personal opinion and give reasons for it;
- c) give arguments for the other point of view and explain why you don't agree with it;
- d) draw a conclusion.

# UNIT 17.

## Environmental Issues

### SECTION 1

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#### VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text “Environmental Problems” and translate the given sentences.

1. **issue** [ˈɪʃuː], [ˈɪʃjuː] *n* – вопрос, проблема  
**environmental** [ɪnˌvaɪ(ə)rənˈmentl] **issue** – экологическая проблема, проблема состояния окружающей среды

Money is not *an issue*. She writes about *environmental issues*.

2. **deny** [diˈnaɪ] *v* – отрицать, отвергать

John *denies* that he broke the window, but I'm sure he did.

3. **disaster** [di'zɑ:stə] *n* — бедствие, катастрофа

The destruction of the rain forests is an ecological *disaster* that threatens the future of life on Earth.

4. **face** [feɪs] *v* — сталкиваться (с трудностями и т.д.)  
**face a problem** — сталкиваться с проблемой

They *are facing* a serious *problem*.

5. **landscape** ['lændskeɪp] *n* — ландшафт, пейзаж

The garden has been designed to harmonize with the natural *landscape*. The art students were told to sketch *the landscape*.

6. **severe** [si'viə] *adj* — тяжелый, серьезный, сильный

The storm caused *severe* damage to the roof.

7. **current** ['kʌrənt] *adj* — текущий, современный  
**currently** *adv* — теперь, в настоящее время, ныне

Most of the *current* troubles stem from our new computer system. He *currently* holds the position of technical manager.

8. **urgent** ['ɜ:dʒənt] *adj* — срочный, настоятельный, крайне необходимый

This is a problem that requires *urgent* attention.

9. **pollution** [pə'lu:ʃ(ə)n] *n* — загрязнение; загрязнение окружающей среды

**air (water, soil) pollution** — загрязнение воздуха (воды, почвы)

**pollutant** [pə'lu:t(ə)nt] *n* — загрязнитель окружающей среды

They managed to reduce levels of environmental *pollution*. Stricter controls on *air pollution* would help to reduce acid rain. The use washable filters to reduce air *pollutants*.

10. **be responsible for** [ris'pɒnsəb(ə)] — быть ответственным за что-л.

The car *is responsible for* causing damage to our environment.

11. **combustion** [kəm'blʌst](ə)n] *n* — горение, сгорание  
**fossil fuel** — ископаемое топливо

Poisonous gases are produced during *fossil fuel combustion*.

12. **global warming** ['gləʊb(ə)'wɜ:mɪŋ] — глобальное потепление

The destruction of rainforests is contributing to *global warming*.

13. **greenhouse effect** ['grɪ:nhaʊsi'fekt] — парниковый эффект

We are all beginning to experience global warming due to the enhanced *greenhouse effect*.

14. **emit** [i'mit] *v* — испускать, излучать, выделять (тепло)  
**emission** [i'mi](ə)n] *n* — испускание, выделение, эмиссия; выброс (загрязняющих веществ в атмосферу)

Sulphur gases *were emitted* by the volcano. Environmental groups want a reduction in *the emission* of greenhouse gases.

15. **melt** *v* — таять; растапливать

The snow was beginning *to melt*.

16. **precipitate** [pri'sipiteit] *v* — выпадать (об осадках)  
**precipitation** [pri,sipi'tei](ə)n] *n* — выпадение осадков; осадки

Acid *precipitation* may cause a reduction in forest productivity.

17. **scarce** ['skeəs] *adj* — недостаточный, дефицитный  
**shortage** ['ʃɔ:tɪdʒ] *n* — нехватка, недостаток, дефицит

Clean water was becoming *scarce*. The long hot summer has led to serious water *shortages*.

18. **deplete** [di'pli:t] *v* — истощать, исчерпывать (ресурсы)  
**depletion** [di'pli:(ə)n] *n* — истощение, исчерпывание

If we continue *to deplete* natural resources, we will cause serious damage to the environment. Ozone *depletion* is a serious problem.

19. **renewable** [ri'nju:əbl] *adj* — восстанавливаемый, возобновляемый

**renewable resources** — возобновляемые (восполнимые) природные ресурсы

Forests are *renewable* natural *resources*, but they must be treated with care.

20. **pose** [pəuz] *v* — формулировать, излагать; ставить, предлагать (вопрос, задачу)

Pollutants in the river *pose* a real risk to the fish.

21. **dump** [dʌmp] *n v* — свалка, (мусорная) куча; сбрасывать на свалку; выбрасывать, сваливать (в кучу)

I'm going to clean out the basement and take everything I don't want to *the dump*. Too much toxic waste *is being dumped* at sea.

22. **hazard** ['hæzəd] *n* — опасность; риск; опасный (вредный) фактор

**environmental hazard** — опасность вредного воздействия окружающей среды

Growing levels of pollution represent *a serious health hazard* to the local population.

2. Match the pairs of antonyms from A and B and translate them.

## A

1. mild
2. past
3. insignificant
4. irresponsible
5. abundant
6. cooling
7. increase
8. safety
9. freeze
10. confirm

## B

- a) scarce
- b) hazard
- c) current
- d) depletion
- e) melt
- f) severe
- g) warning
- h) deny
- i) responsible
- j) urgent



### 3. Match the following English word combinations with the Russian equivalents.

- |                           |  |
|---------------------------|--|
| 1. environmental hazard   | a) восполнимые ресурсы                             |
| 2. global warming         | b) парниковый эффект                               |
| 3. renewable resources    | c) сталкиваться с проблемой                        |
| 4. environmental issue    | d) ископаемое топливо                              |
| 5. face a problem         | e) экологическое бедствие                          |
| 6. soil pollution         | f) экологическая проблема                          |
| 7. fossil fuel            | g) свалка отходов                                  |
| 8. greenhouse effect      | h) глобальное потепление                           |
| 9. environmental disaster | i) загрязнение почвы                               |
| 10. waste dump            | j) опасность вредного воздействия окружающей среды |

### 4. Replace the italicized underlined words with the words below.

- |               |             |                    |              |            |
|---------------|-------------|--------------------|--------------|------------|
| a) currently  | b) shortage | c) responsible for | d) landscape | e) melt    |
| f) pollutants | g) issue    | h) pose            | i) emit      | j) deplete |

1. We met on several occasions to discuss the *problem*. 2. They stopped at the top of the hill to admire the *scenery*. 3. Many people *now* own smartphones. 4. *Polluting substances* are constantly released into the atmosphere. 5. I'd like to speak to the person who is *in charge of* this. 6. This boiler will *discharge* steam. 7. There was severe *scarcity* of food during the war. 8. Allow me to *put* several questions. 9. The hot weather will *reduce* our supply of water. 10. It is so cold; the snow doesn't get a chance to *thaw*.

5. Read and translate the following groups of sentences paying attention to the words in italics which can function as a noun and a verb, or a verb and an adjective, or a noun and an adjective, with the same form. They can have similar or different meanings. Look up the words in your dictionary if necessary.

- A strong wind was blowing in my *face*.
  - These rooms *face* on to the street.
  - These are the main difficulties that *face* us today.
- The magazine comes out in a monthly *issue*.
  - The government will *issue* a statement about the crisis.
  - Parliament will debate the nationalization *issue*.
- He swam to the shore against a strong *current*.
  - Our *current* financial situation is not good.
  - Measure the *current* flowing in the wire.
- Combustion* may occur at high temperatures.
  - There is a wide range of internal *combustion* engines.
- It would be a *disaster* for me if I lost my job.
  - Flood is a natural *disaster*.
  - After the party, the house was a complete *disaster* area.

**6. Read and translate the following international words which come from Text 17A. Look up their transcriptions in the dictionary if necessary. Mind the part of speech.**

Constantly *adv*, massive *adj*, ecosystem *n*, planet *n*, planetary *adj*, nitrate *n*, toxin *n*, pesticide *n*, human *adj n*, polar *adj*, season *n*, scenario *n*, ozone *n*, a coral reef, toxic *adj*, respiratory *adj*, local *adj*.

**7. Read and translate the following noun(s) + noun structures, or noun chains which come from Text 17A. Look up the words in your dictionary if necessary.**

A weather pattern, industry and motor vehicle exhaust, water pollution, oil spill, acid rain, air pollution, polar ice caps, a sea level, prolusion n explosion, natural resource depletion, fossil fuel consumption, wind and biogas energy, waste disposal, health hazards, overall weather scenario, species population, a health risk, an ozone layer.

**8. Read the text and use the word given in brackets to form a word which will fill the blank.**

Climate change is changing our economy, health and communities in diverse ways. (Science) \_\_\_\_\_s (1) warn that if we do not (aggressive) \_\_\_\_\_ (2) curb climate change now, the results will (like) \_\_\_\_\_ (3) be (disaster) \_\_\_\_\_ (4). Carbon dioxide and other (globe) \_\_\_\_\_ (5) warming pollutants are collecting in the atmosphere like a thickening blanket, trapping the sun's heat and causing the planet to warm up. Although local temperatures fluctuate (natural) \_\_\_\_\_ (6), over the past 50 years the average (globe) \_\_\_\_\_ (7) temperature has increased at the fastest rate in recorded history. (Science) \_\_\_\_\_s (8) say that unless we curb the emissions (emit) \_\_\_\_\_s (9) that cause climate change, average U.S. temperatures could be 3 to 9 degrees higher by the end of the century.

## SECTION 2

## GRAMMAR

## 9. Study the forms and use of the Objective Infinitive Construction (the Complex Object).

1.	Подлежащее + глагол-связка + дополнение + инфинитив с <i>to</i>
	<p>He wants me to go home. Он хочет, чтобы я пошел домой.</p> <p>I expect them to write to me. Я надеюсь, что они напишут мне.</p> <p>После глаголов, выражающих желание, потребность, предположение, мнение, суждение: <i>want, wish, would like, desire, like, love, hate, expect, know, believe, consider, etc.</i></p>
2.	Подлежащее + глагол-связка + дополнение + инфинитив без <i>to</i> / форма с <i>-ing</i>
	<p>I saw them go to the park. Я видел, как они пошли в парк.</p> <p>I saw them going to the park. Я видел, как они шли в парк.</p> <p>He made me do this job. Он заставил меня сделать эту работу.</p> <p>После глаголов чувственного восприятия и глаголов принуждения: <i>see, hear, feel, notice, watch, make (заставлять), let, etc.</i></p>

## 10. Translate the sentences paying special attention to the use of the Complex Object.

1. We consider I. Newton to be one of the greatest mathematicians of all times. 2. I heard you break something — what was it? 3. Did you see that lovely old car drive past a minute ago? 4. He considers her to a clever woman. 5. They expect us to have done that job. 6. I saw her pick up the parcel, open it and take out a book. 7. I believe them to be honest people. 8. Everybody knows Tsiolkovsky to be one of the greatest scientists of his time. 9. Our teacher would like this work to be done in time. 10. Her parents made her do her homework. 11. I heard her play Bach's concerto on the radio last night. 12. I saw him crossing the street.

11. Insert the particle *to* before the Infinitive where required. Translate the sentences into Russian.

1. The students thought the class \_\_\_ last for two hours. 2. They saw the lights \_\_\_ come on. 3. I would like you \_\_\_ meet a friend of mine.

4. They made us \_\_\_ do this hard job. 5. We heard the teacher \_\_\_ explain the grammar rules. 6. They considered themselves \_\_\_ be right. 7. We expect their production \_\_\_ increase. 8. She noticed him \_\_\_ run away from the house. 9. I tried to make him \_\_\_ understand this grammar rule. 10. Some of the delegates wanted the reports \_\_\_ be translated into Russian. 11. I watched the \_\_\_ play football until it started to rain.

### 12. Study the forms and use of the Subjective Infinitive Construction (the Complex Subject).

1.	<p><b>Подлежащее + глагол-сказуемое + инфинитив</b></p> <p><i>This man is said to know everybody here.</i>  <i>Говорят, что этот человек знает здесь всех.</i></p> <p><i>He is known to be a good student.</i>  <i>Известно, что он хороший студент.</i></p> <p><i>The child seemed to be sleeping.</i>  <i>Казалось, что ребенок спит.</i></p>
2.	<p><b>Употребляется:</b></p> <p>1) с глаголами, обозначающими утверждение, знание, физическое восприятие, просьбу, приказание, которые стоят в страдательном залоге:  <i>know, suppose, say, think, report, expect, consider, believe, assume, see, hear, etc.;</i></p> <p>2) в сочетании с некоторыми непереходными глаголами, которые стоят в действительном залоге:  <i>seem, appear, prove, happen, etc.;</i></p> <p>3) в конструкциях: <i>to be likely, to be unlikely, to be sure, to be certain, etc.</i>  <i>They are likely to come back on Tuesday. — Вероятно, они вернутся во вторник.</i></p>

### 13. In the sentences below identify the predicate and the Complex Subject. Translate these sentences into Russian.

1. He doesn't seem to understand this rule. 2. He is known to be a top student in this class. 3. This exercise is sure to have been done. 4. My friend happens to know about it. 5. This method appears to be used universally. 6. His knowledge of the subject proved to be deep. 7. This week Mr Smith seemed to come closer to the evidence needed to demonstrate his views. 8. He is likely to be late for the English class. 9. The new gaseous fuel is considered to be cheap and efficient. 10. Glass is said to have been invented about 2,000 years ago. 11. Many people are reported to be homeless after the floods. 12. Russia's economy is expected to grow by about 5.5 %.

**14. Transform the following sentences according to the model. Use the Complex Subject. Translate the sentences into Russian.**

*Example:*

*It is said that she writes about environmental issues. —*

*She is said to write about environmental issues.*

1. It is sure that our environment is constantly changing. 2. It is believed that our planet is at the brink of a severe environmental crisis. 3. It is supposed that climate change has various harmful effects. 4. It is likely that global warming leads to rising temperatures of the oceans and the earth's surface. 5. It seems that climate change has occurred due to rise in global warming. 6. It is known that the overconsumption of resources and creation of plastics are creating a global crisis of waste disposal. 7. It is assumed that the current environmental problems pose a lot of risk to health of humans and animals. 8. It is said that current environmental problems make us vulnerable to disasters and tragedies, now and in the future. 9. It is expected that the population of the planet will face shortage of resources like water, fuel and food. 10. It is likely that overpopulation is one of the crucial current environmental problems. 11. It is known that the students of our college have practical training in well-equipped labs and workshops.

**15. Study the use of the For-to Infinitive Construction.**

Оборот for + сущ./мест. + инфинитив с to	
1.	<p>He spoke loudly <i>for them (the people) to hear</i> him.  Он говорил громко, <i>чтобы они (люди) его слышали</i>.  It is necessary <i>for us to do</i> this work.  <i>Нам необходимо сделать</i> эту работу вовремя.  It is necessary <i>for society to allocate</i> resources economically.  <i>Необходимо, чтобы общество экономно размещало ресурсы</i>.</p>
2.	<p>Данный инфинитивный оборот переводится обстоятельством придаточным предложением, вводимым союзом <i>чтобы</i>, а также простым предложением</p>

**16. Read and translate the following sentences paying attention to the For-to Infinitive Construction.**

1. It is difficult for unskilled people to find work these days. 2. I'd like to put forward a few suggestions for you to think about. 3. The road is too busy for the children to cross safely. 4. Unfortunately

the table was too small for all of to sit round. 5. It is important for advertisements to tell the truth. 6. It is difficult for us to understand. 7. There are regular shows for you to enjoy. 8. It wasn't loud enough for everyone to hear. 9. It would be a mistake for my friend to do it. 10. It was good for him to go swimming.

**17. Rewrite the sentences using the For-to Infinitive Construction.**

*Example:*

*She can't come. (It's impossible...) –  
It's impossible for her to come.*

1. He normally stays up late on Sundays. (It's normal...) 2. Can Mary come to the meeting? (Is it possible...?) 3. Pete shouldn't go to Africa. (It's a bad idea...) 4. He isn't usually late. (It's unusual...) 5. The meeting needn't start before seven. (There is no need...) 6. I'll be happy if you take holiday. (I'll be happy...) 7. The postman ought to come. (It's time...) 8. I want the children to go to a good school. (I'm anxious...) 9. Nick shouldn't change his job now. (It would be a mistake...) 10. The car should have regular services. (It's important...)

**18. Use the word given and other words to complete the second sentence so that it means the same as the first one. You must use between two and five words, including the word given.**

1. It looks as if they left last night.

*seem*

They \_\_\_\_\_ last night.

2. Please sing us another song, John.

*persuade*

They tried to \_\_\_\_\_ another song.

3. The text was so complicated that I couldn't understand it.

*too*

The text \_\_\_\_\_ to understand.

4. They say he's living in Moscow.

*said*

He \_\_\_\_\_ in Moscow.

5. He's too young to see the film.

*enough*

- He isn't \_\_\_\_\_ to see the film.  
 6. I don't suppose you know where he lives, do you?  
*happen*  
 Do \_\_\_\_\_ where he lives?  
 7. Older people often have difficulty finding a job.  
*difficult*  
 It's often \_\_\_\_\_ find a job.

### SECTION 3

## READING AND DISCUSSION

19. Before you read Text 17A "Environmental Problems", discuss these questions with your classmates or teacher.

- a) Why is our planet at the brink of the environmental crisis?
- b) What factors cause pollution of air, water and soil?
- c) What does global warming lead to?
- d) Why is overpopulation a serious environmental problem?
- e) What does fossil fuel consumption results in?
- f) What factors create a global crisis of waste disposal?
- g) Why does climate change take place?
- h) What is the biggest health risk of the world?
- i) What should be done to solve environmental problems?

20. Read Text 17A to find out if your answers are right or wrong. Discuss your answers in pairs.

### Text 17A Environmental Problems

Our environment is constantly changing. There is no denying that. With a massive influx of natural disasters, warming and cooling periods and much more, people need to be aware of what types of environmental problems our planet is facing. Our planet is at the brink of a severe environmental crisis. We are in a state of planetary emergency, with environmental problems piling up high around us. Unless we address the various issues seriously we are surely doomed

for disaster. Here are some major environmental issues that require urgent attention to make the ecology friendly.

Pollution of air, water and soil require millions of years to recoup. Industry and motor vehicle exhausts are the number one pollutants. Heavy metals, nitrates and plastic are toxins responsible for pollution. While water pollution is caused by oil spill and acid rain, air pollution is caused by various gases and toxins released by industries and factories and combustion of fossil fuels; soil pollution is caused by industrial waste that deprives soil from essential nutrients.

Climate change like global warming is the result of human practices like emission of greenhouse gases. Global warming leads to rising temperatures of the oceans and the earth's surface causing melting of polar ice caps and rise in sea levels.

The population of the planet faces shortage of resources like water, fuel and food. Population explosion in developing countries is straining the already scarce resources. Intensive agriculture practiced to produce food damages the environment through use of chemical fertilizers, pesticides and insecticides. Overpopulation is one of the environmental problems, too.

Natural resource depletion is another crucial current environmental problem. Fossil fuel consumption results in emission of greenhouse gases, which is responsible for global warming and climate change. Globally, people are taking efforts to shift to renewable sources of energy like solar, wind, biogas and geothermal energy.

The overconsumption of resources and creation of plastics are creating a global crisis of waste disposal. Developed countries are notorious for producing an excessive amount of waste or garbage and dumping their waste in the oceans. Nuclear waste disposal has tremendous health hazards associated with it. Plastic, packaging and cheap electronic wastes threaten the well being of humans.

Climate change occurs due to rise in global warming which takes place due to increase in temperature of atmosphere by burning of fossil fuels and release of harmful gases by industries. Climate change has various harmful effects but not limited to melting of polar ice, change in seasons or weather and frequent occurrence of floods.

The current environmental problems pose a lot of risk to health of humans and animals. Dirty water is the biggest health risk of the world and poses threat to the quality of life and public health.

If humans continue moving forward in such a harmful way towards the future, then there will be no future to consider. By raising



awareness in your local community and within your families about these issues, you can help contribute to a more environmentally conscious and friendly place for you to live.

**21. Add some more sentences confirming the following statements.**

1. People need to be aware of what types of environmental problems our planet is facing. 2. Industry and motor vehicle exhaust are the number one pollutants. 3. Global warming is the result of human practices. 4. The population of the planet faces shortage of resources. 5. People are taking efforts to shift to renewable sources of energy. 6. Plastic, packaging and cheap electronic wastes threaten the well being of humans. 7. Climate change has various harmful effects. 8. You can help contribute to a more environmentally conscious and friendly place for you to live.

**22. Find in Text 17A the paragraph about climate change and translate it into Russian.**

**23. Read aloud paragraphs 1–2.**

**24. Explain the following references.**

a) There is no denying *that*.

What does the pronoun *that* refer to?

b) Nuclear waste disposal has health hazards associated with *it*.

What does the pronoun *it* refer to?

c) By raising awareness in your local community and within your families about *these* issues... .

What does the pronoun *these* refer to?

**25. Find in Text 17A the sentences with the predicates used in the Passive Voice and translate them into Russian.**

**26. Put the main ideas (a–k) in the same order as they are in Text 17A.**

a) Water pollution.

b) Waste disposal.

c) Global warming.

- d) Environmental crisis.
- e) Awareness about environmental issues.
- f) Overpopulation.
- g) Climate change.
- h) Air pollution.
- i) Natural resource depletion.
- j) Soil pollution.
- k) Health risks.

27. Retell the text in English using the introductory phrases given in exercise 25 of Unit 11.

28. Skim Text 17B “What Is Wrong with Genetic Engineering?” and try to understand what it is about and what information is known to you.

### Text 17B

## What Is Wrong with Genetic Engineering?

Genetic engineering is a scientific development that involves the artificial manipulation of an organism’s genes by using techniques such as molecular cloning and transformation in order to alter their nature and structure. Many of these transformations are achieved by manipulation of an organism’s DNA (deoxyribonucleic acid), which is the code inscribed in every cell to determine how it will function.

While scientific progress on molecular biology has a great potential to increase our understanding of nature and provide new medical tools, it should not be used as justification to turn the environment into a giant genetic experiment by commercial interests.

The genetically modified organisms (GMOs) can spread through nature and interbreed with natural organisms, thereby contaminating environments and future generations in an uncontrollable way. Their release is “genetic pollution” and is a major threat because GMOs cannot be recalled once released into the environment.

Because of commercial interests, the public is denied the right to know about genetic engineering ingredients in food, and therefore losing the right to avoid them despite the presence of labelling laws in certain countries. Biological diversity must be protected and respected as the global heritage of humankind, and one of our world’s fundamental keys to survival.

GMOs should not be released into the environment since there is not an adequate scientific understanding of their impact on the environment and human health.

Genetic modification of food results in increased toxins and diseases as genes from an allergic plant can transfer to a target plant. Genetically modified crops can cause serious environmental problems as an engineered gene may prove toxic to wildlife, and they may supersede natural weeds. They may prove to be harmful for natural plants. Undesirable genetic mutations can lead to allergies in crops. The increased use of toxins to make insect resistant plants can cause resultant organisms to become resistant to antibiotics. Some believe that genetic engineering in food can hamper their nutritional value while enhancing their taste and appearance.

Genetic engineering may work wonders but it is after all a process of manipulating the natural. It is altering something that is not originally created by man. Is playing with nature really safe?

**29. Answer the following questions.**

- a) What is genetic engineering?
- b) What harmful effects can it have on environment?
- c) Why do GMOs cause "genetic pollution"?
- d) Why is the public denied the right to know about genetic engineering ingredients in food?
- e) What does genetic modification of food result in?
- f) What is wrong with genetic engineering?

**30. Consider the following statements.**

1. Biological diversity must be protected and respected as the global heritage of humankind.

*Do you agree? Can you give your reasons?*

2. Genetically modified organisms should not be released into the environment.

*Do you agree to that? What is really meant?*

3. Some believe that genetic engineering in food can hamper their nutritional value.

*How do you understand it? Can you express your opinion?*

31. Give a brief overview of the structure and contents of the text and retell it in English.

32. Use the Internet or reference books to find some information about other environmental issues and tell your class.

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## SECTION 4

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### SPEAKING

33. Practise the following illustrative dialogues about environmental issues.

#### *Dialogue 1*

#### Talking about Environmental Pollution

*Bob:* Hello, Mark, how are you?

*Mark:* I'm fine. And you?

*Bob:* I'm also fine. But why do you look so worried?

*Mark:* I'm somewhat worried about environmental pollution.

*Bob:* Oh, yes! Our environment is in a great danger. It is being polluted severely.

*Mark:* You're absolutely right. The problem of environmental pollution is so acute that it has become a major threat for human beings as well as animals.

*Bob:* Exactly! But what do you think of its consequences?

*Mark:* The consequences are serious. They give rise to ecological imbalance and bring about natural disasters.

*Bob:* Absolutely! Besides, the increase in the global temperature is the result of environmental pollution. What is your idea about it?

*Mark:* I agree with you. In addition to that, I think plants and animals are likely to be extinct because of increasing temperature.

*Bob:* Exactly! The ice is melting and the water level of seas and oceans is rising because of environmental pollution.

*Mark:* Yes, of course. Besides, due to environmental pollution we are suffering from various kinds of diseases.

*Bob:* You're right. But what can we do to prevent environmental pollution?

*Mark:* The people from all walks of life should come forward to stop polluting the environment. They should be made aware of its harmful effect.

*Bob:* Right you are! Thank you.

*Mark:* You're most welcome. See you later.

### Dialogue 2

## Throwing Electronic Wastes Carelessly

*Andrew:* Hi! What will you do with those things?

*Brian:* I will throw them away. I don't need them anymore.

*Andrew:* Don't throw those electronic wastes carelessly! It's dangerous for our environment!

*Brian:* Listen to me! It's none of your business. These things are mine. Please leave me alone!

*Andrew:* We should protect our environment as good as possible, because it can influence our lives.

*Brian:* Really? Should I keep the broken electronic things and fill up my house with them?

*Andrew:* I don't say that. But do you know that every year more than 10,000,000 computer monitors and TV become obsolete? Electronic wastes are toxic and they are contaminating the soil.

*Brian:* How do you know it?

*Andrew:* Look at this. This battery contains lithium; this microchip contains arsenic, phosphorus, nitric and sulfuric acids, and more hazardous materials. Those materials are contaminating the soil, but they also give bad effects to our health.

*Brian:* Oh, I see. So where should I throw these things?

*Andrew:* You can drop your electronic wastes into a special box or sell them to be recycled.

*Brian:* Alright, I think you're right. Sorry for being rude.

*Andrew:* It's OK.

### 34. Answer the following conversation questions.

- a) What are the biggest problems facing our environment?
- b) Do you think that global warming is caused by humans?
- c) Do you think that recent natural disasters are the result of human influence on the environment?
- d) Have you seen any changes in the weather or climate in your country? If so, what are they?

- e) What things can be done to protect the environment?
- f) Do you think cars should be banned from city centres?
- g) What do you think about the potential of alternative energy sources/renewable energy such as solar power and wind power?
- h) What problems are caused by the destruction of rainforests?
- i) Do you worry about the environment?

**35. Make up dialogues of your own using the illustrative dialogues and the above conversation questions or your answers to them. Act these dialogues.**

## SECTION 5

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### LISTENING

**36. Listen to the Text “The Industrial Revolution and Its Impact on Our Environment”. As you listen to it, say which of these statements are true and which are false.**

- a) The Industrial Revolution in Britain didn't spread to other countries.
- b) The use of machinery and factories led to the improvement in the environment.
- c) Deforestation is the clearing of forest trees.
- d) The lack of trees is closely related to carbon emissions.
- e) Forests help eliminate the source of oxygen.
- f) The pollution has nothing to do with factories.
- g) Global warming is the result of carbon emissions.
- h) Animals are becoming extinct as a result of deforestation.
- i) The Industrial Revolution had a negative effect on the industrial world.

**37. Check your answers with your classmates and Tapescript 17A of the text. Look up the words you don't know in your dictionary.**

**38. Retell the text about the effects of the Industrial Revolution on the environment.**

**39. Listen to the Text "Acid Rains". Answer these questions.**

- a) What is acid rain?
- b) What form can it occur in?
- c) What causes acid rain?
- d) Why are and nitrogen oxides released into the atmosphere?
- e) How are solutions of sulfuric and nitric acid formed?
- f) What ecological effects does acid rain have?
- g) How can people help prevent acid rain?

**40. Check your answers with your classmates and Tapescript 17B of the text. Look up the words you don't know in your dictionary. Retell the text.**

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**SECTION 6**

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**WRITING**

The purpose of *a summary essay* is to convey to others an understanding of a text you have read. Thus for your readers, your summary essay functions as a substitute for the text that you are summarizing. An important feature of the summary essay is its fidelity to the text; you must represent your source accurately and comprehensively, with as little of your own interpretation as possible.

**41. Read the information about some specific features of writing a summary essay of a text.**

A summary essay should be organized so that others can understand the text or evaluate your comprehension of it. The following format works well:

*1. The introduction (usually one paragraph) provides:*

- (1) the title of the text;
- (2) the name of the author of the text;
- (3) the title of the journal/book in which the text was published;
- (4) the place and year of publication;
- (5) a one-sentence thesis statement expressing the main idea of the source.

The introduction should not offer your own opinions or evaluation of the text you are summarizing.

**2. The body of a summary essay (one or more paragraphs).**

This paraphrases and condenses the original piece. In your summary essay, be sure that you:

- (1) include important data but omit minor points;
- (2) include one or more of the author's examples/illustrations;
- (3) do not include your own ideas, illustrations, metaphors, or interpretations: you are simply repeating what the source text says, in fewer words and in your own words. But the fact that you are using your own words does not mean that you are including your own ideas.

**3. The conclusion gives:**

- (1) a one-sentence summary of the entire text;
- (2) your opinion of the text.

**42. Read and learn the following linking words and phrases that are useful for writing a summary essay.**

	THE STRUCTURE OF A SUMMARY ESSAY	LINKING WORDS AND PHRASES
<b>INTRODUCTION</b>	<p>1. The title of the journal / the book.</p> <p>2. The author of the text, when and where the text was published.</p> <p>3. The main idea of the text</p>	<p>The text is headlined ... The text is titled ... The headline of the text I have read is ...</p> <p>The author of the text is ... The text is written by ... It is (was) published in ... It is (was) printed in ...</p> <p>The text deals with (the problem of) The main idea of the text is ... The text touches upon the issue of .. The extract from the book is about .. The text is concerned with ... The article is devoted to ... The text centers round the problem of ... The purpose of the text is to give the reader some information (data) on .. The problem of the text is of great importance ...</p>



<b>BODY</b>	<p>4. The contents of the text. Some facts, data, figures</p>	<p>The author starts by telling the author that ... It is clear from the text that ... The author writes (states, stresses, thinks, points out) that ... The text describes ... According to the text ... The text further says that ... Further the author reports (says) that One of the main problems to be singled out is ... Great importance is also attached to It should be noted that ... It must be mentioned that ... Judging from the author's point of view ... Among the other problems the text raises the problem of ...</p>
<b>CONCLUSION</b>	<p>5. A summarising statement.</p> <p>6. Your opinion of the text</p>	<p>In conclusion ... The author comes to the conclusion that ... To sum it up ... In summary ... Summing the text up ... On the whole ... Having analysed the information it is possible to say ... All the things considered we can come to the conclusion that ... I found the text interesting (important, dull, of no value, too hard to understand ...)</p>

43. Following the above instructions, practise writing summary essays of the texts given in the Unit or in the Supplementary Reading Section of the course book. Remember to use the linking words and phrases. Present the summary essays to the class and discuss them.

# UNIT 18.

## Civil Engineering

### SECTION 1

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#### VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text “What Is Civil Engineering?” and translate the given sentences.

1. **engineering** [ˌendʒɪˈniəriŋ] *n* – техника; техническое обеспечение; технология; инженерное искусство; инжиниринг; строительство; проектирование; разработка; конструирование

**civil engineering** [ˈsɪv(ə)l] – гражданское строительство; строительная техника

**construction engineering** – жилищно-гражданское строительство

**civil engineer** – инженер-строитель

**bridge** [brɪdʒ] *n* – мост

**highway** [ˈhaɪweɪ] *n* – шоссе, автомагистраль, автострада

**tower** [ˈtaʊə] *n* – башня; небоскреб, высотное здание

*The bridge is a triumph of modern engineering. I am doing a civil engineering course at the college, which is very hard, but I am really enjoying it. Construction engineering concerns the planning and management of the construction of structures. Civil engineers often work at construction sites. A parked car was obstructing the highway. The castle is rectangular in shape, with a tower at each corner. They live in a ten-storey tower in the town centre.*

2. **environmental engineering** — технические средства и методы охраны окружающей среды

**geotechnical engineering** [ˌdʒiːə(u)ˈteknɪk(ə)l] — инженерная геология

**structural engineering** [ˈstrʌktʃrəl] — проектирование зданий и сооружений

**municipal engineering** [mjuːˈnɪsɪp(ə)l] — коммунальное хозяйство

*Environmental engineering is the branch of engineering concerned with protecting people from the effects of adverse environmental effects. Geotechnical engineering is the science that explains mechanics of soil and rock and its applications to the development of human kind. Structural engineering focuses on the framework of structures, and on designing those structures to withstand the stresses and pressures of their environment. Municipal engineering is concerned with municipal infrastructure.*

3. **suit** [sju:t] *v* — годиться, соответствовать, подходить

If you want to go by bus, that *suits* me fine.

4. **rely** [riˈlaɪ] *v* — полагаться, надеяться; доверять

**reliable** [riˈlaɪəb(ə)l] *adj* — надежный

Most historians simply *rely* on archives. Our information comes from a *reliable* source.

5. **dig (dug)** *v* — копать; рыть

The tunnel *was dug* with the aid of heavy machinery.

6. **dispose of** [dis'pəuz] *v* — удалять, убирать, избавляться  
**disposal** [dis'pəuz(ə)] *n* — удаление, очистка

Radioactive waste must *be disposed of* safely. These bins should not be used for *the disposal* of kitchen waste.

7. **oversee** [ˌəʊvə'si:] (oversaw, overseen) *v* — наблюдать, осуществлять надзор  
**oversee work** — наблюдать за работой

We appointed a coordinator who *will oversee* the whole project.

8. **treat** [tri:t] *v* — обрабатывать; относиться  
**treatment** ['tri:tment] *n* — обработка; обращение, обхождение  
**waste treatment** — обработка отходов  
**solid waste treatment** — обработка твердых отходов

The material *was treated* with resin to make it waterproof. We try to *treat* our students as individuals. Environmental engineering deals with *treatment* of wastes. She had unsympathetic *treatment* from the management. *Waste treatment* refers to the activities required to ensure that waste has the least practicable impact on the environment.

9. **purify** ['pjʊ(ə)rɪfaɪ] *v* — очищать  
**purification** [ˌpjʊ(ə)rɪfɪ'keɪʃ(ə)n] *n* — очищение, очистка

Plants help to *purify* air. They built a water *purification* plant.

10. **contaminate** [kən'tæmɪneɪt] *v* — загрязнять, заражать  
**contamination** [kən,tæmɪ'neɪʃ(ə)n] *n* — загрязнение, заражение

Much of the coast *has been contaminated* by nuclear waste. Environmental *contamination* is a major health concern.

11. **soil** *n* — почва, грунт, земля  
**rock** *n* — горная (скальная) порода; камень; скала, утес

Much of *the soil* is still contaminated and can't be used. They drilled through several layers of *rock* to reach the oil. There were some large *rocks* sticking up out of the water.

12. **foundation** [faun'dei](ə)n] *n* – фундамент, основание

The builders began to lay *the foundation* of the new school.

13. **prevent** [pri'vent] *v* – предотвращать, предупреждать; предохранять

**prevent landslides** ['lændslaidz] – предупреждать оползни

The foundations will have to be reinforced *to prevent* the house from sinking further into the ground

14. **load** [ləud] *n v* – груз; нагрузка; грузить; нагружать

**resist [ri'zist] load** – выдерживать нагрузку

The maximum *load* for this elevator is eight persons. How long will it take *to load* this sand onto the lorry?

15. **dimension** [dai'men](ə)n] *n* – размер, величина; объем; протяжение

We measured *the dimensions* of the kitchen. The images can be viewed in three *dimensions* using these special glasses.

16. **occur** [ə'kə:] *v* – происходить; встречаться, попадаться

These chemical changes *occur* naturally. Sugar *occurs* in fruit.

17. **adjacent** [ə'dʒeis(ə)nt] *adj* – прилегающий, примыкающий, смежный, соседний

They work in *adjacent* buildings.

18. **sewer** ['s(j)u:ə] *v* – канализационный коллектор

**sewerage** ['s(j)u:əridʒ] *n* – канализационная система

**install a sewerage system** – прокладывать (устанавливать) канализационную систему

The removal of all kind of liquid waste is usually done by means of *sewers* which are a part of *a sewerage system*.

19. network ['netwɜ:k] *n* – сеть

Drinking water is brought to the town through *a network* of underground pipes.

20. boundary ['baund(ə)ri] *n* – граница; межа

*The boundary* was fixed just south of the farm.

## 2. Match the words with the definitions below.

a) network	b) municipal engineering	c) treatment
d) environmental engineering	e) load	f) engineering
g) construction engineering	h) civil engineering	
i) structural engineering	j) geotechnical engineering	

1. the activity of applying scientific knowledge to the design, building and control of machines, roads, bridges, equipment, etc;

2. a branch of engineering that deals with the operation and problems peculiar to urban life;

3. a field of engineering dealing with the analysis and design of structures that support or resist loads;

4. the integration of sciences and engineering principles to improve the natural environment;

5. a professional discipline that deals with the designing, planning, construction, and management of infrastructures such as highways, bridges, airports, railroads, buildings, dams, and utilities;

6. the branch of civil engineering concerned with the engineering behaviour of earth materials;

7. the amount of weight that is pressing down on something;

8. a complicated system of roads, lines, tubes, etc. that cross each other and are connected to each other;

9. a structure that is built over a road, railway, river, etc. so that people or vehicles can cross from one side to the other;

10. a professional engineering discipline dealing with the design, construction, and maintenance of the physical and naturally built environment, including works like roads, bridges, dams and buildings.

**3. Match the pairs of synonyms from A and B and translate them.**

**A**

1. border
2. next to
3. stone
4. ground
5. speedway
6. understructure
7. size
8. happen
9. match
10. depend

**B**

- a) rock
- b) foundation
- c) suit
- d) adjacent
- e) rely
- f) occur
- g) boundary
- h) highway
- i) soil
- j) dimension

**4. Match the following attributes on the left with a suitable noun on the right.**

1. civil
2. a ten-storey
3. waste
4. environmental
5. sewerage
6. contaminated
7. reliable
8. sewer

- a) treatment
- b) soil
- c) contamination
- d) soil
- e) pipe
- f) engineer
- g) system
- h) tower

**5. Make the following sentences complete by translating the words and phrases in brackets.**

1. They tried to (копать) deeper and deeper but still found nothing.
2. (Обработка твердых отходов) effects on public health and environmental safety.
3. One tablet will (очищать) a litre of water.
4. There must be a better way to (избавляться) nuclear waste.
5. They decided to (обрабатывать) the timber with chemicals to preserve it.
6. The director made regular visits to the construction site personally (наблюдать) operations.
7. Many methods are used to (предупреждать оползни).
8. Some cities don't have facilities for the (удаление) of wastes.
9. A block in the pipe will (предотвращать) the water from coming through.
10. Please specify the (размеры) of the room.

6. Read and translate the following international words which come from Text 18A. Look up their transcriptions in the dictionary if necessary. Mind the part of speech.

Professional *adj*, discipline *n*, naturally *adv*, public *n adj*, canal *n*, dam *n*, permanent *adj*, irrigation *n*, commerce *n*, planning *n*, airport *n*, actual *adj*, specify *v*, specification *n*, reality *n*, biological *adj*, thermal *adj*, focus *n v*, adequate *adj*, identify *v*, stress *n*, transit *n adj*.

7. Read and translate the following noun(s) + noun structures, or noun chains which come from Text 18A. Look up the words in your dictionary if necessary.

An irrigation ditch, a construction engineer, a design engineer, a design drawing, waste disposal, water purification, waste water treatment, air pollution, solid waste treatment, transportation infrastructure, mass transit, a water supply network, street lighting, a bicycle path.

8. Read the text and use the word given in brackets to form a word which will fill the blank.

(Construct) \_\_\_\_\_ (1) is the process of preparing for and forming buildings and building systems. (Construct) \_\_\_\_\_ (2) starts with planning, design, and financing and continues until the structure is ready for (occupant) \_\_\_\_\_ (3). Far from being a single (active) \_\_\_\_\_ (4), large scale construction (construct) \_\_\_\_\_ (5) is a feat of human multitasking. (Normal) \_\_\_\_\_ (6), the job is managed by a project (manage) \_\_\_\_\_ (7), and supervised by a (construct) \_\_\_\_\_ (8) manager (manage) \_\_\_\_\_ (9), design engineer, (construct) \_\_\_\_\_ (10) engineer or project architect. For the (success) \_\_\_\_\_ (11) (execute) \_\_\_\_\_ (12) of a project, (effect) \_\_\_\_\_ (13) planning is essential. Those involved with the design and (execute) \_\_\_\_\_ (14) of the infrastructure in question must consider the zoning (require) \_\_\_\_\_ s (15), the (environment) \_\_\_\_\_ (16) impact of the job, the (success) \_\_\_\_\_ (17) scheduling, budgeting, (construct) \_\_\_\_\_ (18) site (safe) \_\_\_\_\_ (19), (available) \_\_\_\_\_ (20) and (transport) \_\_\_\_\_ (21) of building materials, logistics, etc.



## SECTION 2

## GRAMMAR

## 9. Study the types and use of conditional sentences.

Type	Subordinate clause	Main clause	Translation
1. Real Conditionals	If he <i>has</i> time,	he <i>will do</i> this work.	Если у него <i>будет</i> время, он <i>сделает</i> эту работу.
2. Unreal conditionals referring to the present and future	If he <i>had</i> time, Had he time,	he <i>would do</i> this work. he would do this work.	Если <i>бы</i> у него <i>было</i> время, он <i>бы сделал</i> эту работу.
3. Unreal conditionals referring to the past	If he <i>had had</i> time yesterday,	he <i>would have done</i> this work.	Если <i>бы</i> у него <i>вчера было</i> время, он <i>бы сделал</i> эту работу.

## 10. Read and translate the following types of conditional sentences.

a) 1. I will be surprised if she passes the exam. 2. We won't play football if it rains. 3. If you don't find your keys, you can use mine. 4. If Andrew studies hard, he will pass his exam. 5. If Peter is free tomorrow, he will help you. 6. If you don't work hard, you won't master English. 7. If I see him tomorrow, I will ask him about it. 8. He won't go there if he is invited. 9. You will never get well if you don't give up smoking. 10. My report will be ready tomorrow if I have all the necessary data.

b) 1. If the weather were fine, we would go to the country. 2. If Mary knew his email address, she would write to him. 3. My friend would help them if he had time. 4. If I saw Kate tomorrow, I would ask her about it. 5. If he were here, he would do that job. 6. He wouldn't make so many mistakes in his paper if he were present at the last class. 7. We would do our best to show our skills if we were given this job to do. 8. If he weren't ill, he would finish his project in time. 9. If you were in my position, what would you do? 10. If he didn't live so far away, he would visit you more often.

c) 1. Everything would have been settled a week ago if it had gone according to the plan. 2. The formalities would have been completed

if there hadn't been a legal problem. 3. The mechanic would have repaired that device if he had been there. 4. We would have talked about the financing if Mr Smith hadn't arrived. 5. Nick would have attended the meeting if he had been told about it yesterday. 6. I would have stayed longer if I had saved more money. 7. We would have walked to the station if it hadn't rained. 8. If I had had a camera, I would have taken some photographs. 9. If we had installed the new equipment, we would have become more competitive. 10. If Jack had got to the station in time, he hadn't missed his train.

d) 1. Had they helped us, the research program would have been realized. 2. Were I in the city, I would attend his lecture. 3. Had he pointed out all the drawbacks, we would have found the ways to solve the problem. 4. Had he joined our expedition, he could have learnt many interesting things. 5. Should the guests come earlier, no one will be here to greet them.

### 11. Match the beginnings and endings.

- |   |   |
|---|---|
| 1. If I had a camera                          | a) I would give it back                       |
| 2. If I found a wallet                        | b) I'll take you out for dinner.              |
| 3. If I were a manager                        | c) I would go for a walk.                     |
| 4. If it weren't so cold                      | d) would you want to?                         |
| 5. If you don't pay the bill                  | e) I will do it tomorrow.                     |
| 6. If I don't have time to finish             | f) I could take a photo.                      |
| 7. If he hadn't worked so hard                | g) I could have contacted you.                |
| 8. If I had had my mobile telephone yesterday | h) I would give everybody ten weeks' holiday. |
| 9. If you could live to be 100                | i) you'll get a warning letter.               |
| 10. If I get a pay rise                       | j) he wouldn't have passed his exams.         |

### 12. Write conditional sentences to match these situations.

*Example:*

That book is too expensive. I'm not going to buy it. —

If the book *weren't* so expensive, I *would buy* it.

She didn't pass the exam. She didn't go to college. —

If she *had passed* the exam, she *would have gone* to college.

1. It's raining. We can't have lunch in the garden. 2. You went for a job interview. You were late. You didn't get the job. 3. I'm in a hurry. I

won't stay to dinner. 4. Her father gave her some money. She was able to buy a house. 5. I have to work tomorrow evening, so I can't meet you. 6. She is not in your position. She isn't able to advise you. 7. Paul went on holiday to Paris. He met Mary, his wife. 8. Sandra walked to walk in the rain. She got wet. 9. We don't visit you very often because you live so far away. 10. He's not a millionaire. He won't buy you a palace.

**13. Put in the correct verb form. Make each sentence refer to:**  
a) the present or the future, and b) the past.

a) 1. When you \_\_\_\_\_ (go) to Paris, will you see Nicole?  
2. If you \_\_\_\_\_ (live) in Paris, you \_\_\_\_\_ (become) bored of all the beautiful wine and food?  
3. You always drive too fast and the police \_\_\_\_\_ (arrest) you if they \_\_\_\_\_ (see) you.  
4. The exam was very difficult, so it's unlikely now, but if Richard \_\_\_\_\_ (pass), he \_\_\_\_\_ (go) to college.  
5. If I \_\_\_\_\_ (be) better qualified, I \_\_\_\_\_ (apply) for the job.  
6. If you \_\_\_\_\_ (have) longer legs, you \_\_\_\_\_ (be able to) run faster.

b) 1. If my computer \_\_\_\_\_ (not crush) yesterday, I \_\_\_\_\_ (finish) my work.  
2. We \_\_\_\_\_ (get) better tickets for the concert if we \_\_\_\_\_ (book) earlier.  
3. You \_\_\_\_\_ (win) if you \_\_\_\_\_ (run) a bit faster.  
4. If you \_\_\_\_\_ (learn) Italian at school, she \_\_\_\_\_ (enjoy) her last holiday to Italy more.  
5. If they \_\_\_\_\_ (not cut) off the electricity yesterday, I \_\_\_\_\_ (finish) my work.  
6. If you remember the map, we \_\_\_\_\_ (not get lost).

**14. Study the rule of leaving out the relative pronouns in relative clauses.**

1. Относительные местоимения <i>who(m)</i> , <i>which</i> , <i>that</i> могут опускаться, если они не являются подлежащим придаточного предложения.	I haven't seen the fax <i>which</i> we received this morning. — I haven't seen the fax <i>we received this morning</i> . Я не видел факс, <i>который</i> мы получили сегодня утром.
2. Если относительные местоимения <i>who(m)</i> , <i>which</i> , <i>that</i> являются подлежащим придаточного предложения, они не могут быть опущены.	I haven't seen the fax <i>which</i> came this morning. Я не видел факс, <i>который</i> пришел сегодня утром.

15. Read and translate the following sentences with relative clauses in which the relative prepositions are left out.

1. Here is the book you gave on Saturday. 2. The woman you can see in the classroom is our English teacher. 3. The article we are discussing was written by our students. 4. The room he lives in is very good. 5. I don't remember the person I took this pen from. 6. The teacher I told you about yesterday has just come into the classroom. 7. Have you found the keys you lost? 8. Is there anything I can do? 9. What have you done with the money I gave you? 10. The people we met at the party were very friendly.

16. In some of these sentences you don't need *who* or *that*. If you don't need these words, put them in brackets like this: (*who*), (*that*).

*Example:*

That is the woman *who* lives next door. (*who* is necessary here)

He thanked me for money (*that*) I sent him. (*that* can be left out)

1. The job *that* he got wasn't very interesting. 2. A woman *who* my sister knows has just bought the house next door. 3. I'm sorry for people *who* haven't got a sense of humour. 4. Have you got an iPad *that* I can use? 5. The woman *who* lives next door is a doctor. 6. The people *who* work in the office are very friendly. 7. The dress *that* Ann bought doesn't fit her very well. 8. What happened to the money *that* was on the table? 9. It was an awful experience. It was the worst thing *that* has ever happened to me. 10. It was an awful film. It was the worst film *that* I've ever seen.

17. Make each pair of sentences into one sentence without using *who/which/that*.

1. You asked me to get you a paper. Here's the paper. (Here's the paper \_\_\_\_.) 2. You recommended a film. We went to see the film. (We went \_\_\_\_.) 3. My sister bought a new car last month. The car has broken down four times already. (The car \_\_\_\_.) 4. You didn't recognize an actor on television last night. The actor was Tom Cruise. (The actor \_\_\_\_.) 5. Jane had some friends at school. Only a few of the friends went on to university. (Only \_\_\_\_.) 6. My father had an

operation for his heart problem. The operation was only a partial success. (The operation \_\_\_\_.) 7. Mark wrote an essay while we were on holiday. The essay has won a prize in the school competition. (The essay \_\_\_\_.) 8. My daughter brings friends home. Some of the friends look as though there was something familiar about them. (Some of \_\_\_\_.) 9. "Hijack." People want to see this film. (It's the film \_\_\_\_.) 10. The magazine. Young people read it. (It's the magazine \_\_\_\_.)

### SECTION 3

## READING AND DISCUSSION

18. Before you read the text "What Is Civil Engineering?", discuss these questions with your classmates or teacher.

- a) What does civil engineering deal with?
- b) What did civil engineering begin with?
- c) What activities does civil engineering encompass?
- d) What do construction engineers oversee?
- e) What topics are covered by environmental engineering?
- f) What does geotechnical engineering work include?
- g) What does structural engineering involve?
- h) What are the functions of surveying engineers?
- i) What does transportation engineering work include?
- j) What does municipal; engineering involve?

19. Read Text 18A and say if you are right or wrong.

### Text 18A What Is Civil Engineering?

Civil engineering is a professional engineering discipline that deals with the design, construction, and maintenance of the physical and naturally built environment, including public works like roads, bridges and buildings. It is one of the oldest branches of engineering, dating back to the period when people first started living in permanent settlements and began shaping their environments to suit their needs.

Early engineers built walls, roads, bridges and dams; they dug wells, irrigation ditches and trenches. As larger groups of people began living together in towns and cities, these populations needed reliable sources of clean water, the means to dispose of waste, a network of streets and roadways for commerce and trade, and a way to defend themselves against hostile neighbours.

Civil engineering is a very broad profession that encompasses a wide range of activities, and it is traditionally broken into several sub-disciplines, as follows.

Construction engineering deals with the designing, planning, construction, and management of infrastructures such as highways, bridges, airports, railroads, buildings, and dams. Construction engineers oversee the actual construction of civil engineering projects. They start with the design drawings and specifications prepared by design engineers, and convert them into a physical reality.

Environmental engineering deals with treatment of chemical, biological, or thermal wastes, purification of water and air, and remediation of contaminated sites after waste disposal or accidental contamination. Among the topics covered by environmental engineering are water purification, waste water treatment, air pollution, and solid waste treatment.

Geotechnical engineering focuses on soil, rock, and underground water, and their relation to the design, construction, and operation of civil engineering projects. This work includes providing adequate foundations for structures, preventing or repairing landslides, and other similar activities.

Structural engineering is concerned with the structural design and analysis of buildings, bridges, towers, tunnels and other structures. This involves identifying the loads which act upon a structure and the forces and stresses which arise within that structure due to those loads, and then designing the structure to successfully support and resist those loads.

Surveying is the process by which a surveyor measures certain dimensions that generally occur on the surface of the earth. Elements of a building or structure must be correctly sized and positioned in relation to each other and to site boundaries and adjacent structures.

Transportation engineering is concerned with moving people and goods efficiently and safely. This involves designing, constructing and maintaining transportation infrastructure which includes streets, canals, highways, rail systems, airports, ports, and mass transit.

Municipal engineering deals with municipal infrastructure. This involves specifying, designing, constructing, and maintaining streets, sidewalks, water supply networks, sewers, street lighting, public parks and bicycle paths.

20. Complete the definitions (1–7) below with the corresponding civil engineering subdiscipline in the box.

a) construction engineering	b) environmental engineering
c) geotechnical engineering	d) structural engineering
e) surveying engineering	f) transportation engineering
g) municipal engineering	

1. \_\_\_\_\_ is concerned with moving people and goods efficiently and safely.

2. \_\_\_\_\_ focuses on soil, rock, and underground water.

3. \_\_\_\_\_ deals with the designing, planning, construction, and management of infrastructures.

4. \_\_\_\_\_ is concerned with the design and analysis of buildings, bridges, towers, tunnels and other structures.

5. \_\_\_\_\_ deals with municipal infrastructure.

6. \_\_\_\_\_ is the process by which an expert measures certain dimensions that generally occur on the surface of the earth.

7. \_\_\_\_\_ deals with treatment of chemical, biological, or thermal wastes, purification of water and air.

21. Find in Text 18A the paragraph about structural engineering and translate it into Russian.

22. Read aloud paragraphs 1–2.

23. Explain the following references.

a) *It* is one of the oldest branches of engineering... .

What does the pronoun *it* refer to?

b) ...*they* dug wells, irrigation ditches and trenches.

What does the pronoun *they* refer to?

c) *They* start with the design drawings and specifications... .

What does the pronoun *they* refer to?

d) *This* work includes providing foundations for structures... .

What does the pronoun *this* refer to?

e) *This* involves identifying the loads acting upon a structure... .

What does the pronoun *this* refer to?

24. Find in Text 18A the sentences with the Gerund and translate them into Russian.

25. Put the main ideas (a – i) in the same order as they are in the text 18A.

- a) Municipal engineering.
- b) Structural engineering.
- c) Civil engineering as an engineering discipline.
- d) Environmental engineering.
- e) Transportation engineering.
- f) Early civil engineering.
- g) Surveying engineering.
- h) Construction engineering.
- i) Geotechnical engineering.

26. Retell the text in English using the introductory phrases given in exercise 25 of Unit 11.

27. Skim Text 18B “Building a House” and try to understand what it is about and what information is known to you.

### Text 18B Building a House

In order to understand how a house is built we must start at the beginning. The first thing to do is to level the ground and make the foundations. These are usually made of concrete which is poured into trenches dug in the ground. They have to be strong enough to hold up the building, and so it is important to prevent them from cracking or shifting. While the foundations are being built, the main drains must be laid to connect up to the public sewers.

A timber-framed building has concrete foundation walls on top of a footing of concrete, and then timber sills which are anchored to the concrete while it is still wet. In brick-built houses the courses of bricks start on top of the concrete foundations. The first courses of bricks must be built carefully, for the whole house will rest on them.

Once the foundations and floor are complete, the main part of the house can be built up. In timber-framed houses the main supporting joists are sometimes made of steel or reinforced concrete. Heavy timbers must be used for supporting the roof and stairs and for door and window frames; for the rest of the structure lighter timber is used. In brick-built houses the walls are built up in double layers and the wooden framework for doors and windows as well as the wooden joists for the floors are incorporated as work goes on. As the house rises it



is necessary to provide scaffolding and platforms for the workers to stand on. This is made of steel tubing with planks laid across, ladders to go up and down, and hoists to lift up the building materials.

The roof of the house may be flat or sloping. Rafters of wood are laid across, which are then covered with slates or tiles. They may be made of any material that is waterproof, including clay, concrete and metal. They are laid so that they overlap and let the water run off.

A timber-framed house must be covered with timber, bricks, or some other covering to finish the walls. There will also probably be an insulating layer of, for instance, glass fibre, to keep the house warm and dry. This will be put in between the living space and the roof to prevent heat escaping upwards. Brick-built houses have insulation put in the cavity between the walls and below the roof.

When the outer shell is complete, work can begin inside the house. The walls are usually lined with plaster. This may be applied straight on to brick walls or it may come in the form of plasterboard, which is attached to the walls on strips of wood called battens. Later it will be painted or papered for decoration; wet plaster must be given a few weeks to dry out before that can be done. Plastering must be carefully timed to fit in with the work of the plumbers and electricians.

Plumbers lay the pipes for the water supply, heating system, and drainage. They also have to fix the drainage pipes on the outside of the house, which will join up to the drains and sewers, and put in the bathroom and kitchen fittings to which the pipes are connected. The electric wires and fittings will mostly be embedded in plaster or laid under the floors. Sometimes the wires are encased in plastic tubes which are laid around the edge of the floors and window frames.

At the same time, carpenters will be working inside the house finishing the wooden floors, staircases, window frames and doors, as well as fitting cupboards. Last of all, the painters and decorators come in to paint the house inside and out.

**28. Complete the sentences choosing the best variant corresponding to the contents of Text 18B.**

- 1) The foundations have to be strong enough ...
  - a) to prevent them from cracking;
  - b) to level the ground;
  - c) to support the building.

- 2) The house will rest on ...
  - a) a concrete foundation;
  - b) the first courses of bricks;
  - c) top of a footing of concrete.
- 3) Scaffolding and platforms are provided for the workers ...
  - a) to stand on;
  - b) to lift up the building material;
  - c) to go up and down.
- 4) Slates are made of ...
  - a) clay;
  - b) wood;
  - c) any waterproof materials.
- 5) Drainage pipes are connected to ...
  - a) the bathroom and kitchen fittings;
  - b) the drains and sewers;
  - c) the floorboards.
- 6) The last thing to do in the house is ...
  - a) to install central heating boilers;
  - b) to finish the wooden floors, window frames and doors;
  - c) to paint the house.

**29. Identify the topic of each paragraph of Text 18B and retell it in English.**

**30. Choose one of the subdisciplines of civil engineering. Use the Internet or reference books to find some more information about it and tell your class.**

## SECTION 4

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### SPEAKING

**31. Answer the following conversation questions about building construction.**

- a) How do you think ancient civilizations (for example, the Egyptians, Mayans, and Greeks) constructed large buildings?
- b) Have you visited any ancient buildings?

c) What role do old buildings and new buildings play in modern society?

d) What do you know about American or British houses? How are they different from houses in your country?

e) What changes have taken place in civil engineering in the past two decades?

f) Do you prefer modern or traditional buildings?

g) Are there any famous buildings that you like?

h) What can you say about a well-known building in your home town?

i) Do you think it is better to live in a house or an apartment?

j) Is there one type of building material you prefer in buildings? (e.g. stone, wood, etc)

k) What kind of house would be your ideal house? (underground, eco-friendly, rural, apartment, etc.).

**32. Make up dialogues of your own using the above questions or your answers to them. Act these dialogues.**

## SECTION 5

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### LISTENING

**33. Listen to the Text "A Job in Engineering". Answer the questions that follow.**

a) What do different types of engineering have in common?

b) What areas can the science of engineering be divided into?

c) What specialist subjects can these areas be subdivided into?

d) What advice is given for students to decide which area of engineering to study?

e) What are the questions mentioned in the text? Answer them.

**34. Check your answers with your classmates and Tapescript 18A of the text. Look up the words you don't know in your dictionary.**

**35. Retell the text about some jobs in engineering.**

36. Listen to the Text "Building a Road". As you listen to it, make notes under the following headings.

1. The concept stage of road construction.
2. The planning stage of road construction.
3. The design stage of road construction.
4. the time period of road construction.
5. Road layers.
6. Types of road surfaces.

37. Check your answers with your classmates and Tapescript 18B of the text. Look up the words you don't know in your dictionary.

38. Retell the text about road construction.

## SECTION 6

### WRITING

A *reference letter* is usually written to testify to a person's skills, character and/or achievements. Sometimes a reference letter is known as a *recommendation letter*. It is a formal document, and should be typed and written in a serious and business-like style. Reference letters are used in a wide variety of situations.

Reference letters from teachers are a crucial part of the college application packet. Each letter must be unique and describe the student's work ethic, grades, activities and awards. It is also helpful if the letter starts or ends with a quote that relates to the career the student will pursue. Crafting a strong reference letter is a task that will help the student immensely.

### **39. Read and translate the information about some specific features of reference letters.**

The exact structure of a reference letter will differ slightly depending on the type of reference it is, but this is a good basic outline:

1. Start using the formal letter format: put the recipient's name and address, if known, and address them as "Dear [name]". If the recipient is unknown (this would be on an academic application, for instance), then use "Dear Sir/Madam" or "To whom it may concern".

2. It is often helpful to introduce yourself in the first couple of lines of your letter. The recipient will not need your life history: just give a brief sentence or two explaining your position and your relationship to the candidate.

3. Your next paragraph should confirm any facts which you know the candidate will be supplying along with your letter. For example, if you are writing a reference for a job applicant, some or all of these details may be appropriate:

- the person's job title, and role within the company;
- the person's leaving salary when he/she was last employed by you (or your organisation).
- the dates which the person was employed from and until.

If you are writing a reference letter for an academic course, you will need to confirm the person's academic grades.

4. In your third paragraph, you should provide your judgement upon the candidate's skills and qualities. It is often appropriate to state that you would gladly re-employ them, or that their contributions to your college class were highly valued. Single out any exceptional qualities that the candidate has – perhaps their drive and enthusiasm, their attention to detail, or their ability to lead.

5. Close your letter on a positive note, and if you are willing to receive further correspondence about the candidate's application, make this clear. Include your contact details too.

6. You should end appropriately: "Yours sincerely" when you are writing to a named recipient, and "Yours faithfully" when you do not know who will be receiving the letter.

**40. Read and translate these sample reference letters.**

a)

15th October, 2015

Dear Madam/Sir (or To Whom It May Concern),

I am writing in support of Edward Miller for a study abroad programme. I have known Edward since September, 2013. He was a student of a mechanical engineering class that I taught in 2008 – 2009. Edward was an active and conscientious member of the class. He challenged the rest of the class to consider issues from new perspectives and often asked very penetrating and important questions. He chose to take on difficult topics and handled them well. His assignments were well-written, well-supported, organized, neat, and timely. It was evident that Edward really desired to learn more and challenge himself.

Edward also has interest outside of academics. He has been an active member of the college singing group and the campus tennis club. Edward's personality is wonderful. He is outgoing and friendly, but not dominating. He has an obvious and sincere concern for others.

Edward Miller would be a wonderful student to have at your college. He has skills that he is eager to share, but he is just as eager to learn. I feel very confident that he will be extremely successful in all his future endeavours. He is a focused and determined young man. I highly recommend him for the programme.

Should you require any further details regarding Edward Miller, you may contact me at 1234-8765. My e-mail is [patricia.smith@123.net](mailto:patricia.smith@123.net).

Yours faithfully,  
Patricia Smith  
Lecturer of Mechanical Engineering  
Technical College of Leeds

b)

20th November, 2015

To Whom It May Concern:

I am writing in support of James Green, who is applying for a study abroad programme. He has been a student in my history classes for the past two years. During that time, I have found him to be both a strong student academically and a role model and leader for his peers.

James is the type of student who always takes the initiative to help out classmates who may not quite grasp the material, and he does so in a way that is neither condescending nor boisterous. Though he is aware of his own intelligence, as evidenced by his willingness to challenge himself with honours courses and extra credit work, he has an air of modesty about him that makes him approachable and well-liked among his classmates.

In addition to being James' teacher, I also had the opportunity to serve as an advisor for the college community service organization he founded. James single-handedly organized group meetings to encourage student participation, and contacted local organizations to coordinate volunteer opportunities. I trusted him completely in managing the group on his own.

James would make an excellent addition to the programme. I recommend him without hesitation. Should you have any questions, please feel free to contact me.

Yours faithfully,  
Samuel Higgings  
Lecturer of History  
Technical College of London

**41. Imagine that you have been asked to write a reference letter for one of your classmates applying for a study abroad programme. Using the above information, write a reference letter. You have a high opinion of a candidate and confidently recommend him/her. Supply your own details.**

# UNIT 19.

## Mechanical Engineering

### SECTION 1

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#### VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text “What Is Mechanical Engineering?” and translate the given sentences.

1. **mechanical** [mi'kænik(ə)l] **engineering** — машиностроение; технология машиностроения

**mechatronics** [ˌmekə'trɒniks] *n* — мехатроника

**structural** ['strʌktʃ(ə)rəl] **analysis** — структурный анализ конструкций; расчет конструкций; строительная механика

**thermodynamics** [θɜ:məʊdai'næmiks] *n* — термодинамика

**drafting / technical drawing** — разработка (подготовка) рабочих чертежей; изготовление чертежей

*Mechanical engineering* emerged as a field during the industrial revolution in Europe in the 18th century. A *mechatronics* engineer unites



the principles of mechanics, electronics, and computing to generate a simpler, more economical and reliable system. *Structural analysis* is the determination of the effects of loads on physical structures and their components. The four laws of *thermodynamics* define fundamental physical quantities that characterize thermodynamic systems. *Drafting* is the art of producing technical drawings.

2. **kinematics** [ˌk(ə)niˈmætiks] *n* — кинематика  
**materials science** — материаловедение

The study of *kinematics* is often referred to as the geometry of motion. *Materials science* incorporates elements of physics and chemistry, and it is at the forefront of nanotechnology research.

3. **put to use** — использовать  
**make use of** — употреблять, пользоваться

She'll be able to *put* her languages to good *use* in her new job. We could *make better use of* our resources.

4. **mount** [maʊnt] *v* — устанавливать, монтировать

The switch is *mounted* directly on the wall.

5. **axle** [ˈæks(ə)l] *n* — ось, вал

*Axles* are an integral component of most wheeled vehicles.

6. **encounter** [inˈkaʊntə] *v* — сталкиваться, наталкиваться; (неожиданно) встретиться;

We *encountered* a number of difficulties in the first week.

7. **predict** [priˈdikt] *v* — предсказывать, прогнозировать

It is impossible to *predict* what will happen.

8. **accelerate** [əkˈseləreɪt] *v* — ускорять, увеличивать скорость  
**acceleration** [əkˌseləˈreɪʃ(ə)n] *n* — ускорение

Inflation continues to *accelerate*. This car has poor *acceleration*.

9. **deform** [di'fɔ:m] *v* — деформировать(ся), коробить(ся)  
**deformation** [ˌdi:fɔ:'mei](ə)n] *n* — деформация, коробление  
**elastic deformation** — упругая деформация  
**plastic deformation** — пластическая (неупругая) деформация

Heat *deforms* plastics. The amount and character of *the deformations* are connected with the chemical composition and physical structure of engineering materials. If a spring returns to its normal shape, this is known as *elastic deformation*. *Plastic deformation* produces a permanent change in the size of a solid body without fracture.

10. **in conjunction with** [kən'dʒʌŋk](ə)n] — совместно с, в сочетании с, во взаимодействии

The system is designed to be used *in conjunction with* a word processing program.

11. **stress** *n* — (механическое) напряжение

Building designers have to know about *stress*.

12. **fatigue failure** [fə'ti:g 'feiljə] — усталостное разрушение, усталостный отказ

**static failure** — разрушение при статической нагрузке

A good example of *fatigue failure* is breaking a thin steel rod or wire with your hands after bending it back and forth several times in the same place. *Static failure* of materials is discussed in this article.

13. **undergo** [ˌʌndə'gəʊ] (**underwent**, **undergone**) *v* — испытывать; переносить; претерпевать (*напр.* нагрузку); подвергаться (чему-л.)

Elastic materials are those materials which *undergo* deformation when subjected to load.

14. **transfer** ['trænsfə:] *n*, [træns'fə:] *v* — передача; перенос; переход; передавать; переносить; переходить

**heat transfer** — теплообмен; теплоотдача; теплоперенос, перенос теплоты

They used the device for *the transfer* of loads from floors to columns. Heat can *be transferred* through copper. *Heat transfer* is the way the heat moves from one physical system (or body) to another.

15. **fluid** [flu:ɪd] *n* — жидкость

These tanks are used for storing *fluids* such as oil and petrol.

16. **conserve** [kən'sɜ:v] *v* — сохранять, сберечь

**conservation** [ˌkɒnsə'veɪʃ(ə)n] *n* — сохранение, экономия; охрана природы и рациональное природопользование

**energy conservation** — сохранение энергии; рациональное использование энергии; экономия энергии

Renewable energy resources can help *conserve* fossil fuels. *The conservation* of the environment is very important.

17. **pertinent** ['pɜ:tinənt] *adj* — уместный, подходящий, относящийся к делу

I reminded him of a few *pertinent* facts.

18. **increasingly** [ɪn'kri:sɪŋli] *adv* — все более, все в большей степени или мере

It is becoming *increasingly* clear that this problem will not be easily solved.

19. **condition** [kən'diʃ(ə)n] *n* — состояние; положение; *pl.* обстоятельства, условия; режим (работы)

The house is in a generally poor *condition*. A good training programme is one of *the conditions* for successful industry.

20. **convert** [kən'vɜ:t] *v* — превращать; преобразовывать

**convert energy** — преобразовывать энергию

We need a sofa that *converts* into a bed. Hot water is *converted* to electricity by a turbine.

2. Match the pairs of antonyms from A and B and translate them.

## A

1. irrelevant
2. waste
3. solid
4. keep
5. dismantle
6. avoid
7. slow down
8. preserve

## B

- a) transfer
- b) accelerate
- c) pertinent
- d) encounter
- e) put to use
- f) conserve
- g) fluid
- h) mount

3. Match the following English word combinations with the Russian equivalents.

- |                        |  |
|------------------------|--|
| 1. structural analysis | a) разработка рабочих чертежей         |
| 2. elastic deformation | b) сохранение энергии                  |
| 3. technical drawing   | c) материаловедение                    |
| 4. fatigue failure     | d) неупругая деформация                |
| 5. materials science   | e) преобразовывать энергию             |
| 6. static failure      | f) расчет конструкций                  |
| 7. energy conservation | g) усталостное разрушение              |
| 8. plastic deformation | h) теплообмен                          |
| 9. heat transfer       | i) упругая деформация                  |
| 10. convert energy     | j) разрушение при статической нагрузке |

4. Replace the italicized underlined words with the words below.

- |                |              |            |                |                 |
|----------------|--------------|------------|----------------|-----------------|
| a) deformation | b) predict   | c) fluid   | d) conjunction | e) condition    |
| f) make use    | g) encounter | h) undergo | i) drafting    | j) increasingly |

1. I will *take advantage* of the sports facilities while I am here.
2. The firm is working on a new product in *combination* with several overseas partners.
3. They will *experience* a lot of difficulty in selling their house.
4. They confidently *forecast* a big increase in sales.
5. The fans grew *more and more* unfriendly as the game went on.
6. The old building is in a good *state* of preservation except for the wooden floors.
7. It produces a permanent *change* in the shape or size of a solid body.
8. *Technical drawing* is the act and discipline of composing plans that visually communicate how something functions or is to be constructed.
9. A few drops of cleaning *liquid* should take out that spot.
10. We can *face* a lot of problems.

5. Read and translate the following groups of sentences paying attention to the words in italics which can function as a noun and a verb, or a verb and an adjective, or a noun and an adjective, with the same form. They can have similar or different meanings. Look up the words in your dictionary if necessary.

1.
  - a) The cars passing over put *stress* on the old bridge.
  - b) They *stress* how difficult the task is.
  - c) The *stress* should be on the first syllable.
  - d) She was suffering from *stress*.
  - e) *Stress* the second syllable in "today".
  - f) He put a *stress* mark on this word.
2.
  - a) Jogging will *condition* her for jogging.
  - b) His car is in excellent *condition*.
  - c) The doctor says your *condition* is better.
3.
  - a) My friends *use* the buses a lot.
  - b) What *use* does this device have?
  - c) She didn't *use* to like fish but now she does.
4.
  - a) *Transfer* passengers should report to the *transfer* desk.
  - b) He decided to *transfer* the money to a Swiss bank.
  - c) They arranged the *transfer* from the airport to the hotel.
  - d) Let's *transfer* these files to the new cabinets.
  - e) He asked for a *transfer* to another company.
5.
  - a) *Conservation* areas always receive protection.
  - b) The government encourages the *conservation* of water.

6. Read and translate the following noun(s) + noun structures, or noun chains which come from the texts of the unit. Look up the words in your dictionary if necessary.

A climate control system, a mechanical engineering science discipline, energy conservation, an analysis phase, a hybrid system, a mechatronics system, a failure test, thermodynamics principles, heat transfer, materials science, a computer model, an astronomical clock tower, a power transmitting chain drive.

7. Read the text and use the word given in brackets to form a word which will fill the blank.

Mechanics is a branch of physics which looks at objects that are moved by forces including other bodies, or forces of nature. The discipline has its roots in ancient (Greek) \_\_\_\_\_ (1) where Aristotle studied the way bodies behaved when they were thrown

through the air (e.g. a stone). However it was Galileo, Kepler and (especial) \_\_\_\_\_ (2) Newton who laid the (found) \_\_\_\_\_ s (3) for much of the so-called (Newton) \_\_\_\_\_ (4) mechanics we know today. A person working in the discipline is known as a (mechanic) \_\_\_\_\_ (5). Mechanics is the (origin) \_\_\_\_\_ (6) discipline of physics, dealing with the macroscopic world that humans perceive. It is therefore a huge body of (know) \_\_\_\_\_ (7) about the (nature) \_\_\_\_\_ (8) world. Mechanics encompasses the (move) \_\_\_\_\_ (9) of all matter in the universe under the four forces: (gravitate) \_\_\_\_\_ (10), the strong and weak (interact) \_\_\_\_\_ s (11), and the (electromagnet) \_\_\_\_\_ (12) (interact) \_\_\_\_\_ (13). Mechanics also constitutes a (centre) \_\_\_\_\_ (14) part of technology.

## SECTION 2

## GRAMMAR

8. Study the uses and meanings of the verbs to be, to have, shall, will, should and would.

to be	<p>1. <i>быть, находиться</i> His pen <i>was</i> on the table. — Его ручка <i>была</i> (находилась) на столе. 2. <i>вспомогательный глагол времен страдательного залога (Passive Voice)</i> He <i>was asked</i> to come. — Его <i>попросили</i> прийти. 3. <i>вспомогательный глагол времен Continuous and Perfect Continuous</i> He <i>was waiting</i> for her at 9 o'clock yesterday. — Он <i>ждал</i> ее вчера в 9 часов. He <i>has been waiting</i> for two hours. — Он <i>ждет</i> ее в течение двух часов. 4. <i>должен to to be to (в соответствии с намеченным планом)</i> The teacher <i>is to</i> come at 3 o'clock. — Учитель <i>должен</i> прийти в 3 часа.</p>
to have	<p>1. <i>иметь, обладать</i> He <i>has</i> a new car. — У него <i>есть</i> новая машина. (Он <i>имеет</i> новую машину.) 2. <i>вспомогательный глагол времен Perfect</i> He <i>has sent</i> a letter to her today. — Сегодня он <i>послал</i> ей письмо. 3. <i>приходится, вынужден, должен to have to</i> He <i>has to</i> get up early. — Ему <i>приходится</i> (он <i>вынужден</i>) вставать рано.</p>

<b>shall</b>	<p>1. <i>вспомогательный глагол с 1-м л. ед. и мн. числа форм будущего времени</i>  I (we) <i>shall write</i> a letter to him. — Я <i>напишу</i> (Мы <i>напишем</i>) ему письмо.</p> <p>2. <i>с модальным значением:</i>  а) с 1-м и 3-м лицом при обращении к собеседнику за разрешением  <i>Shall I read</i> this text? — Мне <i>читать</i> этот текст?  б) со 2-м и 3-м лицом с оттенком обещания, угрозы, предостережения  You <i>shall do</i> as I say. — Вы <i>сделаете</i> так, как я говорю.  в) со 2-м и 3-м лицом с оттенком долженствования (в договорах, контрактах и других документах)  The first payment <i>shall be made</i> within five days after the delivery of the cargo. — Первый платеж <i>должен быть произведен</i> (будет <i>произведен</i>) в течение пяти дней после доставки груза.</p>
<b>will</b>	<p>1. <i>вспомогательный глагол форм будущего времени</i>  You <i>will see</i> her tomorrow. — Вы <i>увидите</i> ее завтра.</p> <p>2. <i>просьба, приглашение</i>  <i>Will you close</i> the window? — <i>Закройте</i>, пожалуйста, окно.</p> <p>3. <i>обещание, намерение, согласие, желание</i>  I <i>will phone</i> you tomorrow. — Я <i>позвоню</i> вам завтра.</p>
<b>should</b>	<p>1. <i>следует, должен (совет)</i>  He <i>should help</i> them. — Ему <i>следует</i> (Он <i>должен</i>) помочь им.</p> <p>2. <i>должен (долг, обязанность)</i>  We <i>should be</i> polite to each other. — Мы <i>должны</i> быть вежливы по отношению друг к другу.</p>
<b>would</b>	<p>1. <i>просьба, приглашение</i>  <i>Would you mind</i> opening the window? — <i>Будьте добры</i> открыть окно.</p> <p>2. <i>в главной части условных предложений второго и третьего типа</i>  He <i>would go</i> to the cinema if he had time. — Он <i>пошел бы</i> в кино, если бы у него было время.</p> <p>3. <i>вспомогательный глагол для образования глагольных форм Future-in-the-Past</i>  He said he <i>would return</i> soon. — Он сказал, что он скоро <i>вернется</i>.</p> <p>4. <i>бывало (повторяющееся действие в прошлом)</i>  She <i>would sit</i> for hours on the river bank. — Она, <i>бывало</i>, сидела часами на берегу реки.</p>

9. Read and translate the following sentences paying attention to the functions of the verb to be.

1. Engineering mechanics is used to analyse and predict the acceleration and deformation of objects under known forces or stresses. 2. All data processing on a computer involves the manipulation of data. These data can be organized in the computer's

memory in different ways according to how it is to be processed, and the different methods of organizing data are known as data structures. 3. Presently, mechanical engineering is playing a vital role in our daily lives. 4. Mechanics is the study of forces and their effect upon matter. It has to be taught at colleges. 5. Many of the machines we encounter every day were made possible by mechanical engineers. 6. Throughout recorded history, people have been inventing and building sophisticated devices and machines in order to improve the conditions of life. 7. For all their apparent complexity, digital computers are considered to be simple machines. 8. No one person is in charge of the Internet, it is organized chaos out there; it is changing and growing. 9. There are two fundamentally different types of computers: analog and digital. 10. Many residential buildings are being constructed nowadays.

**10. Read and translate the following sentences paying special attention to the functions of the verb to have.**

1. The engineer has designed a new bridge. 2. Kate doesn't have access to the Internet because her computer isn't online. 3. You have to follow a number of rules. 4. The principles of mechanics have been applied to three general realms of phenomena. 5. When a command is given to print a document, the user does not have to be concerned with the details of how the printer works. 6. Unwanted noise can have significant impacts on animal and human health. 7. The designer has to apply mechanical principles to study this phenomenon. 8. Important breakthroughs in the foundations of mechanical engineering have occurred in England. 9. When you have found the information you want, it is easy to download it to your computer. 10. The principles of mechanics have been applied to three general realms of phenomena.

**11. Read and translate the following sentences paying attention to the functions of the verbs shall/will.**

1. The engineer will determine all the dimensions necessary to manufacture this machine part. 2. I won't tell anyone what happened, I promise. 3. Will you shut the door, please? 4. If you stay here, you will take part in this work. 5. What shall I say when the phone rings and someone asks for you? 6. If he applies this method, he will



achieve better results. 7. Jill has been away a long time. When she returns, she will find a lot of changes. 8. We shall attend the lecture on mechanical engineering tomorrow. 9. The students will need to be shown how to operate this equipment. 10. The payment shall be made by cheque. 11. Shall we stay in this country or go abroad? 12. This company shall supply the equipment in May.

**12. Read and translate the following sentences paying attention to the functions of the verbs should/would.**

1. Students should understand how to operate this system. 2. He would finish his project tomorrow if he were given more time for this work. 3. He said he would be busy. 4. Would you please be quiet? I'm trying to concentrate. 5. You should not use this equipment without special training. 6. He would have done that great discovery earlier if he had had better conditions for work. 7. Computers have taken over many dull and repetitive jobs in offices and factories that would be done by hand. 8. He predicted that the capacity of that machine would double. 9. He wrote that he would return in a week. 10. When I was a child, my mother would read me a story before I went to bed.

### SECTION 3

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#### READING AND DISCUSSION

**13. Before you read Text 19A "What Is Mechanical Engineering?", discuss the following questions with your classmates.**

- a) What is mechanical engineering?
- b) Why is it considered to be a collection of many mechanical engineering disciplines?
- c) What does mechanics deal with?
- d) What is mechatronics concerned with?
- e) What are the applications of mechatronics?
- f) What is structural analysis devoted to?
- g) What does thermodynamics deal with?
- h) What types of technical drawing do you know?

**14. Read Text 19A and say if you are right or wrong.****Text 19A**  
**What Is Mechanical Engineering?**

Mechanical engineering is the discipline that applies the principles of engineering, physics, and materials science for the design, analysis, manufacturing, and maintenance of mechanical systems. It is the branch of engineering that involves the design, production, and operation of machinery. It is one of the oldest branches of engineering, dating back to when the first wheels were put to practical use by mounting them on an axle to make a cart. Many of the machines we encounter every day -- cars, appliances and tools -- were made possible by mechanical engineers.

The field of mechanical engineering can be thought of as a collection of many mechanical engineering science disciplines. Several of these subdisciplines which are typically taught at colleges and universities are listed below.

Mechanics is the study of forces and their effect upon matter. Engineering mechanics is used to analyse and predict the acceleration and deformation (both elastic and plastic) of objects under known forces (also called loads) or stresses. Mechanical engineers usually use mechanics in the design or analysis phases of engineering.

Mechatronics is the combination of mechanics and electronics. It is concerned with integrating electrical and mechanical engineering to create hybrid systems. In this way, machines can be automated through the use of electric motors, servo-mechanisms, and other electrical systems in conjunction with special software. A common example of a mechatronics system is a CD-ROM drive. Robotics is the application of mechatronics to create robots, which are often used in industry to perform tasks that are dangerous, unpleasant, or repetitive. These robots may be of any shape and size, but all are preprogrammed and interact physically with the world.

Structural analysis is the branch of mechanical engineering devoted to examining why and how objects fail and to fix the objects and their performance. Structural failures occur in two general modes: static failure, and fatigue failure. Structural analysis is often used by mechanical engineers after a failure has occurred, or when designing to prevent failure. Structural analysis may be used in the office when designing parts, or in labs where parts might undergo failure tests.

Thermodynamics is an applied science used in several branches of engineering, including mechanical and chemical engineering. It

is the study of energy, its use and transformation through a system. Engineering thermodynamics is concerned with changing energy from one form to another. As an example, automotive engines convert chemical energy from the fuel into heat, and then into mechanical work that eventually turns the wheels.

Drafting or technical drawing is the means by which mechanical engineers design products and create instructions for manufacturing parts. A technical drawing can be a computer model or hand-drawn schematic showing all the dimensions necessary to manufacture a part, as well as assembly notes, a list of required materials, and other pertinent information. Drafting is used in nearly every subdiscipline of mechanical engineering [*New World Encyclopedia*].

**15. Add some more sentences confirming the following statements.**

1. Mechanical engineering is one of the oldest branches of engineering. 2. Some subdisciplines of mechanical engineering are taught at colleges and universities. 3. Mechanical engineers apply mechanics in the design or analysis phases of engineering. 4. Robots are often used in industry. 5. Structural failures occur in two general modes. 6. Thermodynamics is an applied science. 7. Drafting is used in nearly every subdiscipline of mechanical engineering.

**16. Find in Text 19A the paragraph about mechatronics and translate it into Russian.**

**17. Read aloud paragraphs 1–2.**

**18. Explain the following references.**

a) *It* is the branch of engineering that involves the design, production, and operation of machinery.

What does the pronoun *it* refer to?

b) *It* is concerned with integrating electrical and mechanical engineering to create hybrid systems.

What does the pronoun *it* refer to?

c) *It* is the study of energy, *its* transformation through a system.

What do the pronouns *it* and *its* refer to?

**19. Find in Text 19A the sentences with the verb to be in different functions and translate them into Russian.**

20. Put the main ideas (a–g) in the same order as they are in Text 19A.

- a) Mechatronics.
- b) Thermodynamics.
- c) Mechanical engineering as the branch of engineering.
- d) Drafting.
- e) Structural analysis.
- f) Robotics.
- g) Subdisciplines of mechanical engineering.

21. Retell the text in English using the introductory phrases given in exercise 25 of Unit 11.

22. Skim Text 19B “From the History of Mechanical Engineering” and try to understand what it is about and what information is already known to you.

### Text 19B

## From the History of Mechanical Engineering

Mechanical engineering finds its application in the archives of various ancient and medieval societies throughout mankind. In ancient Greece, the works of Archimedes (287–212 BC) deeply influenced mechanics in the Western tradition and Heron of Alexandria (c. 10–70 AD) created the first steam engine. In China, Zhang Heng (78–139 AD) improved a water clock and invented a seismometer, and Ma Jun (200–265 AD) invented a chariot with differential gears.

During the years from 7th to 15th century, the era called the Islamic Golden Age, there were remarkable contributions from Muslim inventors in the field of mechanical technology. Al-Jazari, who was one of them, wrote his famous “Book of Knowledge of Ingenious Mechanical Devices” in 1206, and presented many mechanical designs. He is also considered to be the inventor of such mechanical devices which now form the basis for mechanisms, such as the crankshaft and camshaft.

Important breakthroughs in the foundations of mechanical engineering occurred in England during the 17th century when Sir Isaac Newton both formulated the three Newton’s laws of motion and developed calculus, the mathematical basis of physics. Newton

was reluctant to publish his methods and laws for years, but he was finally persuaded to do so by his colleagues, such as Sir Edmund Halley, much to the benefit of all mankind. Gottfried Wilhelm Leibniz is also credited with creating calculus during the same time frame.

During the early 19th century in England, Germany and Scotland, the development of machine tools led mechanical engineering to develop as a separate field within engineering, providing manufacturing machines and the engines to power them. The first professional group of mechanical engineers was formed in Great Britain in 1847 and called the Institution of Mechanical Engineers.

Presently, mechanical engineering plays a vital role in our daily lives. Mechanical engineers can create basic commodities that every person would use, or other highly valued items for the military or government. The field of mechanical engineering spans many fields of study and deals with the designing of many important items in our daily lives [*Wikipedia*].

### 23. What do these numbers refer to?

1847	1206	265	287	200	212	139	three
10	19	17	70	15	78	7	

### 24. Complete the sentences choosing the best variant corresponding to the contents of Text 19B.

- 1) The first steam engine was created by...
  - a) Archimedes;
  - b) Heron of Alexandria;
  - c) Zhang Heng.
- 2) A seismometer was invented by...
  - a) Ma Jun;
  - b) Heron of Alexandria;
  - c) Zhang Heng.
- 3) The era called the Islamic Golden Age was famous for its...
  - a) inventors;
  - b) Book of Knowledge of Ingenious Mechanical Devices;
  - c) mechanical designs.

- 4) Calculus was developed by...
  - a) Gottfried Wilhelm Leibniz;
  - b) Edmund Halley;
  - c) Isaac Newton.
- 5) Mechanical engineering became as a separate field due to...
  - a) the first professional group of mechanical engineers;
  - b) the development of machine tools;
  - c) the manufacture of machines and engines.

**25. Consider the following statements.**

1. The works of Archimedes and Heron of Alexandria deeply influenced mechanics.

*Do you agree? Can you give your reasons?*

2. Important breakthroughs mechanical engineering occurred in England during the 17th century.

*What is really meant?*

3. Mechanical engineering plays a vital role in our daily lives.

*Do you agree to that? What is really meant?*

**26. Identify the topic of each paragraph of Text 19B and retell it in English.**

**27. Choose one of the subdisciplines of mechanical engineering. Use the Internet or reference books to find some more information about it and tell your class.**

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**SECTION 4**

**SPEAKING**

**28. Practise the following dialogues about mechanical jobs.**

*Dialogue 1*

*John:* What do you do for a living?

*Nick:* I am sorry, I don't understand the question.

*John:* What is your occupation?

*Nick:* I'm a mechanic; I work in a garage in Oxford Street.

*John:* A mechanic? You must do a lot of work and get very dirty.

*Nick:* Yes, I do lots of work. Every day I repair cars and it takes a long time to get clean after work.

*John:* That is really interesting. How many cars do you think you repair a day?

*Nick:* On average I probably fix about seven cars every day, and I do get tired. What, sort of job do you have, John?

*John:* I don't have a job at the moment.

*Nick:* Why?

*John:* I'm at college learning mechanical engineering.

*Nick:* Thanks for the chat. I have to get back to work now.

*John:* Thanks, too.

### Dialogue 2

*Ivan:* What academic course are you doing at college?

*Oleg:* I am doing a mechanical engineering course.

*Ivan:* Does it mean that your future profession is a mechanical technician?

*Oleg:* Yes, you are right.

*Ivan:* Why have you chosen to work in this field in future? What are your criteria?

*Oleg:* Mechanical engineering is the most rapidly developing area. In order to be a qualified specialist one should follow the latest achievements of technology. This profession is well-paid, interesting, and useful. It lets you learn something new everyday. I find it interesting and challenging to solve new problems.

*Ivan:* When did you begin to think about your future profession?

*Oleg:* When I was a child, I got interested in this field.

*Ivan:* Who helped you decide what you want to be?

*Oleg:* My parents are engineers and they encouraged me in my desire to become a mechanical technician. They supported me a lot, especially my Dad.

*Ivan:* Do you have the needed traits of character to be a technician?

*Oleg:* Well, I'm industrious, I think, this is a very important trait of character. My father says I am careful, thorough, responsible, and self-disciplined.

*Ivan:* Aren't you afraid that you won't be able to find a job after graduating from college?

*Oleg:* No, I'm not. Mechanical technicians have always been in great demand. Oh, sorry, it's 11 o'clock already. I have to go. I was glad to see you. Bye!

*Ivan:* Bye!

29. Using the above dialogues as a model, make up and act a dialogue about the profession you will have after graduating from college.

## SECTION 5

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### LISTENING

30. Listen to the Text "Acoustical Engineering". Answer the questions that follow.

- a) What is acoustical engineering?
- b) What are two goals of acoustical engineering?
- c) What effects can unwanted noise have?
- d) What areas are noise control principles implemented into?
- e) What are positive uses of sound covered by acoustical engineering?

31. Check your answers with your classmates and Tapescript 19A of the text. Look up the words you don't know in your dictionary.

32. Retell the text about acoustical engineering.

33. Collect some more information about other uses of acoustical engineering and tell your class about them.

34. Listen to the Text "Biomechanics". As you listen to it, make notes under the following headings.

1. Definition of biomechanics.
2. Mechanical principles applied by biomechanics.



3. Engineering sciences applied by biomechanics.
4. Some uses of biomechanics in medicine.
5. Some uses of biomechanics in sports.

**35. Check your answers with your classmates and Tapescript 19B of the text. Look up the words you don't know in your dictionary.**

**36. Retell the text about biomechanics.**

## SECTION 6

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### WRITING

**37. Practise writing summary essays of the texts of the Unit or in the Supplementary Reading Section of the course book. Remember to use the linking words and phrases given in exercise 42 of Unit 17. Present the summary essays to the class and discuss them.**

# UNIT 20.

## Electrical Engineering

### SECTION 1

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#### VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text “What Is Electrical Engineering?” and translate the given sentences.

1. **electrical** [i'lektrik(ə)] **engineering** — электротехника  
**electronic** [i,lek'trɒnik] **engineering** — электронная техника  
**instrumentation** [ˌɪnstɾəmen'teɪʃ(ə)n] **engineering** — приборостроение  
**microelectronics** [ˈmaɪkrəʊi,lek'trɒniks] **engineering** — микроэлектроника  
**power** ['paʊə] **engineering** — энергетика  
**radio** ['reɪdiəʊ] **engineering** — радиотехника  
**telecommunications** [ˌtelɪkə,mju:ni'keɪʃ(ə)nz] **engineering** — телекоммуникационная техника

*Electrical engineering* has now subdivided into a wide range of subfields. An academic degree in *electronic engineering* can be acquired from some universities. *Instrumentation engineering* deals with the design of devices to measure physical quantities. *Microelectronic engineering* is the area of technology associated with the design and fabrication of electronic devices. *Power engineering* deals with the generation, distribution and utilization of electricity. The history of *radio engineering* began with the work of Michael Faraday. *Telecommunications engineering* is an engineering discipline that brings together electrical engineering with computer science.

2. **huge** [hju:dʒ] *adj* – огромный, громадный, гигантский

Modern computers can hold *huge* amounts of information.

3. **generator** [ˈdʒenəreɪtə] *n* – генератор; источник энергии  
**electric generator** – электрический генератор, электрогенератор

*Generators* produce the electrical power required for automobiles, aircraft, ships, and trains.

4. **transmission** [trænzˈmiʃ(ə)n] *n* – передача

We guarantee secure *transmission* of data.

5. **voltage** [ˈvɔʊltɪdʒ] *n* – напряжение  
**high voltage** – высокое напряжение

Most house lighting runs at the full mains *voltage* of 220 volts.

6. **grid** *n* – сеть, сетка; решетка

**power grid** – электроэнергетическая система; электрическая сеть

Power can be fed from wind generators into the electricity *grid* system.

7. **purchase** [ˈpɜ:tʃəs] *n v* – покупка, закупка, купля, приобретение; покупать, закупать, приобретать

I did not notice the defects at the time of *purchase*. Tickets can be *purchased* online.

8. **circuit** ['kə:kit] *n* — схема; цепь

**electric circuit** — электрическая схема; электрическая цепь

**electronic circuit** — электронная схема

**short circuit** — короткое замыкание; цепь короткого замыкания

A defect was found in *the electric circuit*. The lights were not working because of *a short circuit*.

9. **property** ['prɒpərti] *n* — свойство, качество, характеристика; собственность, имущество

Compare the physical and chemical *properties* of the two substances. This building is government *property*.

10. **capacitor** [kə'pæsɪtə] *n* — конденсатор

**diode** ['daɪəʊd] *n* — диод

**inductor** [ɪn'dʌktə] *n* — индуктор, индукционная катушка; катушка индуктивности

**receiver** [rɪ'si:və] *n* — приемник, ресивер; приемное устройство

**resistor** [rɪ'zɪstə] *n* — резистор; катушка сопротивления

**semiconductor** [ˌsemɪkən'dʌktə] *n* — полупроводник

**transistor** [træn'zɪstə] *n* — транзистор, полупроводниковый триод

**transmitter** [trænz'mɪtə] *n* — передатчик, передающее устройство

*Capacitors* are widely used in electronic circuits. The fundamental property of *a diode* is its tendency to conduct electric current in only one direction. Large *inductors* are used in the power supplies of electronic equipment of all types. When he was a child, he built a radio *receiver* and *transmitter*. *Resistors* are common elements of electrical networks. *Semiconductors* are the basis for modern electronics. *The transistor* is the key active component in modern electronics.

11. **restrict** [rɪ'strɪkt] *v* — ограничивать

We *restrict* the number of students per class to 10.

12. **consume** [kən'sju:m] *v* — потреблять, расходовать  
**consumer** *n* — потребитель  
**consumption** [kən'sʌmp(ə)n] *n* — потребление; расход

The electricity industry *consumes* large amounts of fossil fuels. The new rates will affect all *consumers*, including businesses. We need to cut down on our fuel *consumption*.

13. **give way to** — уступать; отступить

In some areas, modern intensive farming *is giving way to* the re-introduction of traditional methods.

14. **fabricate** ['fæbrɪkeɪt] *v* — производить, изготавливать  
**fabrication** [ˌfæbrɪ'keɪ(ə)n] *n* — производство, изготовление

Only the largest parts *were fabricated* at the factory. They can also be made directly into structural shapes during *fabrication*.

15. **scale down** [skeɪl] *v* — снижать, уменьшать

We are thinking of *scaling down* our training programmes.

16. **cable** ['keɪb(ə)] *n* — кабель; провод (многожильный)  
**coaxial** [kəu'æksɪəl] **cable** — коаксиальный кабель  
**fiber (fibre)** ['faɪbə] *n* — волокно  
**optical fiber** — оптическое волокно

These *cables* can carry computer data. *Coaxial cable* was invented by English engineer Oliver Heaviside, who patented the design in 1880. Synthetic *fibres* may be used in the manufacturing process. The field of applied science and engineering concerned with the design and application of *optical fibers* is known as fiber optics.

17. **frequency** ['fri:kwənsɪ] *n* — частота  
**carrier** ['kæriə] **frequency** — несущая частота

Do you know what *frequency* the BBC World Service is on? The human ear cannot hear very high-*frequency* sounds. *Carrier frequency* is the transmission of a fixed frequency altered to "carry" data.

18. **wave** [weɪv] *n* — волна

**carrier wave** — несущая волна; (колебательный) сигнал

The unit emits an electromagnetic *wave*. A *carrier wave* is a wave of any type, length and dimension that can transmit anything, such as data, energy or particles.

19. **technique** [tek'ni:k] *n* — методика, метод, способ, процедура, технический прием, технология

We have developed a new *technique* for detecting errors in the manufacturing process.

20. **modulation** [ˌmɒdju'leɪʃ(ə)n] *n* — модуляция

**amplitude** ['æmplɪtju:d] **modulation** — амплитудная модуляция

**frequency modulation** — частотная модуляция

## 2. Match the words with the definitions below.

a) cable	b) circuit	c) grid	d) consumer	e) diode
f) capacitor	g) frequency	h) transistor	i) wave	j) generator

1. the form that some types of energy such as heat, sound, light, etc. take as they move;

2. the rate at which a sound or electromagnetic wave vibrates;

3. a set of wires, covered in plastic or rubber, that carries electricity, telephone signals, etc;

4. a person who buys goods or uses services;

5. a machine for producing electricity;

6. a system of electric wires for sending power over a large area;

7. a device used to store an electrical charge;

8. the complete path of wires and equipment along which an electric current flows;

9. an electronic device in which the electric current passes in one direction only;

10. a small electronic device used in computers, radios, etc. for controlling an electric current as it passes along a circuit.

**3. Match the pairs of synonyms from A and B and translate them.****A**

1. enormous
2. buy
3. characteristic
4. confine
5. use up
6. produce
7. reduce
8. method
9. yield
10. transfer

**B**

- a) restrict
- b) scale down
- c) technique
- d) huge
- e) give way to
- f) property
- g) transmission
- h) fabricate
- i) purchase
- j) consume

**4. Match the following attributes on the left with a suitable noun on the right.**

1. microelectronics
2. electric
3. high
4. power
5. short
6. coaxial
7. optical
8. carrier
9. amplitude
10. radio

- a) fiber
- b) grid
- c) cable
- d) frequency
- e) voltage
- f) modulation
- g) generator
- h) receiver
- i) circuit
- j) engineering

**5. Make the following sentences complete by translating the words and phrases in brackets.**

1. (Электротехника) is a field of engineering that deals with the study and application of electricity and electronics. 2. We measured the change in (напряжение) across the (электрическая цепь). 3. The (передатчик) generates a radio frequency alternating current, which is applied to the antenna. 4. Our company is engaged in the (изготовление) of airplane parts. 5. Increased (потребление) of paper is depleting our forests. 6. As its name implies, a (полупроводник) is a material that conducts current, but only partly. 7. There are many natural sources of radio (волны). 8. One of the (свойства) of copper is that it conducts heat and electricity very well. 9. We (ограничивать) the number of students per class to 10. (Частота) describes the number of (волны) that pass a fixed place in a given amount of time.

6. Read and translate the following noun(s) + noun structures, or noun chains which come from Text 20A. Look up the words in your dictionary if necessary.

A power station generator, power electronics, high voltage engineering, a power engineer, a power system, electronic circuit components, a semiconductor transistor, a nanometer level, analog modulation techniques, transmission characteristics, a telecommunication engineer, power consumption, signal strength, a flight instrument.

7. Read the text and use the word given in brackets to form a word which will fill the blank.

(Electric) \_\_\_\_\_ (1) is not a human (invent) \_\_\_\_\_ (2), and may be observed in several forms in nature, a prominent (manifest) \_\_\_\_\_ (3) of which is lightning. Many (interact) \_\_\_\_\_s (4) familiar at the macroscopic level, such as touch, friction or chemical bonding, are due to (interact) \_\_\_\_\_s (5) between electric fields on the (atom) \_\_\_\_\_ (6) scale. The Earth's (magnet) \_\_\_\_\_ (7) field is thought to arise from a (nature) \_\_\_\_\_ (8) dynamo of circulating currents in the planet's core. Certain crystals, such as quartz, or even sugar, generate a potential (differ) \_\_\_\_\_ (9) across their faces when subjected to external pressure. This phenomenon is known as (piezoelectric) \_\_\_\_\_ (10), from the (Greece) \_\_\_\_\_ (11) *piezein*, meaning *to press*, and was discovered in 1880 by Pierre and Jacques Curie. The effect is reciprocal, and when a piezoelectric material is subjected to an electric field, a small change in (physics) \_\_\_\_\_ (12) dimensions takes place. Some organisms, such as sharks, are able to detect and respond to changes in electric fields, an (able) \_\_\_\_\_ (13) known as electroreception, while others, termed electrogenic, are able to generate voltages themselves to serve as a predatory or (defend) \_\_\_\_\_ (14) weapon. All animals transmit (inform) \_\_\_\_\_ (15) along their cell membranes with voltage pulses called action potentials, whose functions include (communicate) \_\_\_\_\_ (16) by the (nerve) \_\_\_\_\_ (17) system between neurons and muscles. An electric shock stimulates this system, and causes muscles to contract. Action potentials are also (response) \_\_\_\_\_ (18) for coordinating activities in certain plants.



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**SECTION 2**

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**GRAMMAR**

8. Revise the uses of tense forms, modal verbs and infinitive constructions.

9. Identify and explain the use of the italicized tense forms (Active Voice) in the following sentences. Translate them into Russian.

1. Charles Parsons *invented* the steam turbine allowing for more efficient electric power generation. 2. The company was founded in December 1990 and at first *was specializing* mainly at rendering consulting services. 3. Electronic engineering *involves* the design and testing of electronic circuits that *use* the properties of components such as resistors, capacitors, inductors, diodes and transistors to achieve a particular functionality. 4. When the company *joined* the New York stock market, it *had already been* on the London market for five years. 5. Now this company *is dealing* with the design of devices to measure pressure. 6. This scientist *has contributed* to radio technology and electronics. 7. If your browser *supports* text colouring, the above table *will show* items in different colours. 8. The markets *have been* constantly *changing* their behaviour. 9. He *will be working* in the college laboratory from 12 till 3. 10. They *are producing* the vast majority of transistors in integrated circuits now. 11. The invention of the transistor in late 1947 *opened* the door for more compact devices and *led* to the development of the integrated circuit in 1958 by Jack Kilby and independently in 1959 by Robert Noyce. 12. Electricity *has been* a subject of scientific interest since at least the early 17th century. 13. We *had been working* in a dialogue mode with the computer for some hours when the bell *rang*. 14. Electrical engineers *work* on a wide range of components, devices and systems, from tiny microchips to huge power station generators. 15. Once the Managing Director *had formulated* a new direction for the company, he *wasted* no time in putting it into effect. 16. If we *fulfill* this task, we *will write* an article. 17. He *has been learning* English for three years. 18. He *was writing* a report on electrical engineering when we *came*. 19. In 1920 Albert Hull *developed* the magnetron which *would* eventually *lead* to the development of the microwave oven in 1946 by Percy Spencer. 20. He *has experimented* with these devices.

**10. Identify and explain the use of the italicized tense forms (Passive Voice) in the following sentences. Translate them into Russian.**

1. This diode *will be made* with semiconductor materials. 2. When the cathode *is negatively charged* relative to the anode at a voltage greater than a certain minimum, then current flows through the diode. 3. During the last few months we *have been interviewed* by reporters from the Wall Street Journal, The New York Times, Money Magazine, and many others. We *have also been quoted* in the Financial Times, Washington Post, and dozens of others. 4. Many houses *were destroyed* in Saint Petersburg during the war; most of them *have been rebuilt* and many new ones *are being constructed* now. 5. Beginning in the 1830s, efforts *were made* to apply electricity to practical use in the telegraph. 6. By the end of the 19th century the world *had been forever changed* by the rapid communication made possible by engineering development of land-lines, submarine cables, and, from about 1890, wireless telegraphy. 7. A transistor is used to amplify and switch electronic signals and electrical power. 8. The results of the experiment *were carefully being checked up* all the day yesterday. 9. I *was told* that the meeting *had been attended* by the students' parents. 10. Complex calculations *are being carried out* with the help of the computer now. 11. The first radio tube, the diode, *was invented* by John Fleming in 1904. 12. Many books on electrical engineering *had been translated* into Russian by the end of the year. 13. When *will* your experiments *be demonstrated* to students? 14. The program *is being loaded* now. 15. They *were explained* how to solve that problem. 16. A chief engineer *has now been appointed*. 17. The invention of the transistor *will be spoken* about at the next class. 18. Elaborate techniques of research *have been developed* to supply this information. 19. Diodes *were used* as voltage regulators and switches.

**11. Read and translate the following sentences paying attention to the meaning and use of the modal verbs and their equivalent forms.**

1. Who says you *have to* do this job? 2. You *should* help your friend to solve the problem. 3. Cars *must not* park in front of the

entrance. 4. Electric current *can* be either direct or alternating. 5. If sellers *are to* persuade consumers to buy their products, there *must* be communication. 6. With this kind of information, you *will be able to* decide which equipment will operate better. 7. All you *have to* do is to learn this text by heart. 8. We *could* write a letter to the director. 9. He *might* get there in time, but I *can't* be sure. 10. You simply *had to* get a new job. 11. You *should* stop worrying about it. 12. Even if your browser is not showing coloured text, you *may* differentiate the categories by the symbols shown in front of the text. 13. I *was to* call him at 9 o'clock in the morning, so I got up very early. 14. The delegation *will be able to* see all the monuments of the town. 15. The work *must* be done at once. 16. They sent the goods two weeks ago; so, they *could* have arrived by now. 17. He *could* swim very well when he was young. 18. These figures *can't* be right. There *must* be a mistake somewhere. 19. You *will have to* leave the book in the college. 20. He *may* come to Moscow in autumn.

### SECTION 3

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#### READING AND DISCUSSION

12. Before you read Text 20A the text “What Is Electrical Engineering?”, discuss the following questions with your classmates.

- a) What does electrical engineering deal with?
- b) What subdisciplines is electrical engineering broken into?
- c) What does electronic engineering involve?
- d) What is the difference between radio engineering and electronic engineering?
- e) What is microelectronics engineering concerned with?
- f) What does telecommunications engineering focus on?
- g) What does instrumentation engineering deal with?

**13. Read Text 20A and say if you are right or wrong.****Text 20A**  
**What Is Electrical Engineering?**

Electrical engineering is one of the newer branches of engineering, and dates back to the late 19th century. It is a field of engineering that generally deals with the study and application of electricity, electronics and electromagnetism. Electrical engineers work on a wide range of components, devices and systems, from tiny microchips to huge power station generators.

Electrical engineering has many subdisciplines, the most common of which are listed below. Although there are electrical engineers who focus exclusively on one of these subdisciplines, many deal with a combination of them.

Power engineering deals with the generation, transmission and distribution of electricity as well as the design of a range of related devices. These include transformers, electric generators, electric motors and power electronics. In many regions of the world, governments maintain an electrical network called a power grid that connects a variety of generators together with users of their energy. Power engineers may work on the design and maintenance of the power grid as well as the power systems that connect to it.

Electronic engineering involves the design and testing of electronic circuits that use the properties of components such as resistors, capacitors, inductors, diodes and transistors to achieve a particular functionality. As consumer devices began to be developed, the field grew to include modern television, audio systems, computers and microprocessors. In the mid-to-late 1950s, the term *radio engineering* gradually gave way to the name *electronic engineering*.

Microelectronics engineering deals with the design and microfabrication of very small electronic circuit components for use in an integrated circuit or sometimes for use on their own as a general electronic component. The most common microelectronic components are semiconductor transistors, although all main electronic components can be created at a microscopic level. Nanoelectronics is the further scaling of devices down to nanometer levels.

Telecommunications engineering focuses on the transmission of information across a channel such as a coaxial cable, optical fiber

or free space. Transmissions across free space require information to be encoded in a carrier wave to shift the information to a carrier frequency suitable for transmission, this is known as modulation. Popular analog modulation techniques include amplitude modulation and frequency modulation. The choice of modulation affects the cost and performance of a system and these two factors must be balanced by the engineer.

Instrumentation engineering deals with the design of devices to measure physical quantities such as pressure, flow and temperature. The design of such instrumentation requires a good understanding of physics that often extends beyond electromagnetic theory. For example, flight instruments measure variables such as wind speed and altitude to enable pilots the control of aircraft analytically.

**14. Add some more sentences confirming the following statements.**

1. Electrical engineering is one of the newer branches of engineering. 2. Electrical engineering has many subdisciplines. 3. Power engineers work on the design and maintenance of the power grid. 4. Consumer devices began to be developed. 5. The most common microelectronic components are semiconductor transistors. 6. Analog modulation techniques include amplitude modulation and frequency modulation. 7. The design of instrumentation requires a good understanding of physics.

**15. Find in Text 20A the paragraph about telecommunications engineering and translate it into Russian.**

**16. Read aloud paragraphs 3–4.**

**17. Explain the following references.**

a) *It* is a field of engineering that generally deals with the study and application of electricity, electronics and electromagnetism.

What does the pronoun *it* refer to?

b) *These* include transformers, electric generators, electric motors and power electronics.

What does the pronoun *these* refer to?

- c) ...*this* is known as modulation.  
What does the pronoun *this* refer to?

18. Find in Text 20A the sentences with the Infinitive and translate them into Russian.

19. Put the main ideas (a–f) in the same order as they are in Text 20A.

- a) Microelectronics engineering.
- b) Instrumentation engineering.
- c) Electronic engineering.
- d) Power engineering.
- e) Telecommunications engineering.
- f) Electrical engineering as a field of engineering.

20. Retell the text in English using the introductory phrases given in exercise 25 of Unit 11.

21. Skim Text 20B “From the History of Electrical Engineering” and try to understand what it is about and what information is already known to you.

### Text 20B

## From the History of Electrical Engineering

Electricity has been a subject of scientific interest since at least the early 17th century. However, it was not until the 19th century that research into the subject started to intensify. Notable developments include the work of Georg Ohm, who in 1827 quantified the relationship between the electric current and potential difference in a conductor, Michael Farada, the discoverer of electromagnetic induction in 1831, and James Maxwell, who in 1873 published a unified theory of electricity and magnetism in his treatise “Electricity and Magnetism”.

Beginning in the 1830s, efforts were made to apply electricity to practical use in the telegraph. By the end of the 19th century the world had been forever changed by the rapid communication made possible by engineering development of land-lines, submarine cables, and, from about 1890, wireless telegraphy.

During these years use of electrical engineering increased dramatically. In 1882, Thomas Edison switched on the world's first large-scale electric power network that provided 110 volts – direct current (DC) – to 59 customers on Manhattan Island in New York City. In 1884, Sir Charles Parsons invented the steam turbine allowing for more efficient electric power generation. Alternating current, with its ability to transmit power more efficiently over long distances via the use of transformers power system developed rapidly in the 1880s. Practical AC motor designs including induction motors were independently invented by Galileo Ferraris and Nikola Tesla.

Many inventors contributed to radio technology and electronics. The mathematical work of James Maxwell during the 1850s had shown the relationship of different forms of electromagnetic radiation including possibility of invisible airborne waves (later called radio waves). In his classic physics experiments of 1888, Heinrich Hertz proved Maxwell's theory by transmitting radio waves with a spark-gap transmitter, and detected them by using simple electrical devices.

In 1897, Karl Braun introduced the cathode ray tube as part of an oscilloscope, a crucial enabling technology for electronic television. John Fleming invented the first radio tube, the diode, in 1904.

In 1920 Albert Hull developed the magnetron which would eventually lead to the development of the microwave oven in 1946 by Percy Spencer. In 1934 the British military began to make strides toward radar under the direction of Dr Wimperis, culminating in the operation of the first radar station at Bawdsey in August 1936.

The invention of the transistor in late 1947 opened the door for more compact devices and led to the development of the integrated circuit in 1958 by Jack Kilby and independently in 1959 by Robert Noyce. Starting in 1968, Ted Hoff and a team at the Intel Corporation invented the first commercial microprocessor, which foreshadowed the personal computer. The Intel 4004 was a four-bit processor released in 1971, but in 1973 the Intel 8080, an eight-bit processor, made the first personal computer *the Altair 8800* possible [ *Wikipedia* ].

**22. Ask your classmates:**

1. why it was not until the 19th century that research into electricity started to intensify; 2. what notable developments of 19th century include; 3. what efforts were made to apply electricity to use in rapid communication; 4. what Thomas Edison, Charles, Galileo Ferraris and Nikola Tesla invented; 5. what inventors contributed to radio technology and electronics; 6. what Karl Braun and John Fleming introduced; 7. what Albert Hull, Percy Spencer and Dr Wimperis developed; 8. why the invention of the transistor was very important in the development of the integrated circuit.

**23. Consider the following statements.**

1. Electricity has been a subject of scientific interest since at least the early 17th century.

*Do you agree? Can you give your reasons?*

2. At the end of the 19th century use of electrical engineering increased dramatically.

*Do you agree to that? What is really meant?*

**24. Identify the topic of each paragraph of Text 20B and retell it in English.**

**25. Use the Internet or reference books to find some other applications of electrical engineering and tell your class.**

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**SECTION 4**

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**SPEAKING**

**26. Answer the following conversation questions about the career of an electrical technician.**

a) What interested you to choose the profession of an electrical technician?



- b) Why do you think this is a good career choice?
- c) If you were choosing a future career today, would you make the same choice?
- d) What is the part of this job that you like the most/the least?
- e) Would you recommend that your friend should follow in your footsteps?
- f) Would you recommend the college you go to for this field?
- g) What are the major problems in your field today?
- h) What opportunities do you see in your future profession?
- i) Do you know any organizations that hire new graduates?
- j) What company/organization would you like to work for?

**27. Make up dialogues of your own using the above questions or your answers to them. Act these dialogues.**

**28. Practise this dialogue.**

### *Dialogue*

## **A Seminar on Electrical Engineering**

*Teacher:* Well, let's begin our seminar. If you were attentive enough last time, you might have noticed that something went wrong with our experiment on semiconductors. Which of you is eager to express your opinion?

*Student Ivanov:* I'm of the opinion that we chose the wrong material. If we had taken silicon instead of germanium, the experiment would have been a success.

*Student Klimova:* You may be right, Ivanov, but the thing is that the voltage we used in that case was rather low. If we wish to gain better results, we'll have to apply a higher voltage.

*Teacher:* Splendid, Klimova! You've hit the right spot!

*Student Sokolov:* As far as I understand electronics is a branch of physics that deals with electrons, protons, neutrons and other particles. Why should we bother ourselves with semiconductors at all?

*Teacher:* On the one hand, you are right, Sokolov, semiconductors are materials for radio electronics that deals with their atomic activity. On the other hand, how can you become an electrical technician in our days without having an idea about semiconductors and the like?

*Student Klimova:* I hear the bell ringing. Shall we have a break?

*Teacher:* Do, please! After the break, we'll continue our discussion.

**29. Make and act some dialogues considering the following assignments. Use the above dialogue as a model.**

a) You are at the mathematics lesson. Your teacher asks you some questions about mathematics.

b) The teacher conducts the English lesson and asks you some questions about the use of the Present Simple Tense (or some other Tenses).

## SECTION 5

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### LISTENING

**30. Listen to the text "Electric Current". Answer these questions.**

- a) What is electric current?
- b) What is the common symbol for current?
- c) What is the standard unit for current?
- d) What is it symbolized by?
- e) What does one ampere of current represent?
- f) What is conventional current?
- g) Are electrons positively charged?
- h) How do they flow?
- i) What is direct current?
- j) What is alternating current?
- k) What is frequency?
- l) What is it measured in?
- m) What is current density?
- n) What is it expressed in?
- o) What is the relationship between current and its density?
- p) What produces a magnetic field?

**31. Check your answers with your classmates and Tapescript 20A of the text. Look up the words you don't know in your dictionary.**

**32. Retell the text about electric current.**

**33. Listen to the Text "Diodes". As you listen to it, make notes under the following headings.**

1. Definition of a diode.
2. Some materials diodes are made with.
3. Some uses of diodes.
4. The fundamental property of diodes.
5. The cathode negatively/positively charged relative to the anode.
6. Forward breakover voltage.

**34. Check your answers with your classmates and Tapescript 20B of the text. Look up the words you don't know in your dictionary.**

**35. Retell the text about diodes.**

**36. Collect some more information about diodes and tell your class about them.**

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**SECTION 6**

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**WRITING**

**37. Practise writing summary essays of the texts of the Unit or in the Supplementary Reading Section of the course book. Remember to use the linking words and phrases given in exercise 42 of Unit 17. Present the summary essays to the class and discuss them.**

# Appendix 1

## SUPPLEMENTARY READING

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### *Text 1*

### **Reasons for Going to a Technical College**

At one point or another in their secondary school lives, students are faced with one big question: should they go to a technical college? Some students decide to go.

Entering a technical college can be a great alternative to going to a higher educational institution. Technical colleges have a long history of giving students the training to succeed in an ever changing workplace.

A technical college offers a wide variety of full-time courses and provides practical and industry-focused experience. This is a great way to study and equips you with the key skills needed to progress into the world of work or to go on to study at university.

Technical colleges provide training in highly skilled jobs. They place an emphasis on practical education. Course studies are specific to certain trades, running from auto repair to hair dressing; construction to information technologies.

Employers say they value skills and experience as well as a qualification. Therefore, college courses are designed to give students real-life experience and prepare them for the modern workplace and the facilities reflect that: colleges often have some of the latest technology and training equipment.

When you graduate, you have the potential to enjoy a career with a good salary and job security. For example, if you become

an electrical technician, you can apply for your local power company and start as a basic lineman. It is hard work, but over time, you can work your way up through the ranks and earn a very nice salary.

In colleges, students have the chance to meet people who come from different places with diverse backgrounds. In addition, colleges have a variety of clubs and student organisations, such as sports teams, and hobby groups. By joining them, students can spend time with others who have similar interests. Thus, colleges can be places to meet a diverse group of people and foster relationships, and these opportunities attract some students to vocational education.

Regardless of the reason for going to a technical college, it is important for students to remember why they are in college and do their best to achieve their goals.

### *Text 2*

## **Studying Away from Home**

My name is Igor. I came to this city two months ago because I want to be a professional mechanical technician, and the best educational institution of vocational-technical level in this field is here in this city. I'm doing a mechanical engineering course at a technological college, which is very hard work, but I'm really enjoying it. The course is very interesting. I'm living with another boy in a flat in Pushkin street. We rent this flat from my parents' friends. It's small, but it's comfortable. My girlfriend, Helen, lives in the same street with her parents. They are very kind, and often cook meals for me.

I know my parents are worried about me living in this city, but it is safe here. It's so exciting here, there is so much to do and see. It was difficult in the beginning, especially getting to know this city, and I didn't know many people, but it is fine now. I have a lot of friends. I love my Mum and Dad very much, but I don't want to live at home for the rest of my life. I phone home every Sunday, and I also send them emails. My Mum reads them, but I don't know if my Dad does.

*Text 3***Telecommunications Technician**

Telecommunications technicians install, maintain and repair electronic communications equipment in telecommunication networks and the Internet supply systems. They may examine equipment and systems to find and repair faults, update and maintain existing equipment, install telecommunications equipment and connect it to networks. With the growth of digital telephony telecommunications technicians are increasingly becoming involved in the installation and troubleshooting of the computer software systems that drive modern telephone and data systems.

Telecommunications technicians need to have knowledge of electronics and electrical circuits, computer software and hardware, new technology, including communication technologies, skills with tools and testing equipment and a basic knowledge of first aid and health and safety regulations.

They work regular business hours, but may need to work evenings and weekends if there are urgent faults to fix. They may also have to be on call work in workshops, offices and telephone exchanges. Telecommunications technicians may work indoors on production lines and in customers' premises, or outdoors on site. Some tasks involve working at heights.

*Text 4***The Spread of American English**

British colonization over a period of three centuries scattered the English language to all the continents of the world. But the spread of American English in the nineteenth century has contributed most to the increasing number of English-speakers in the world today.

The immigrants, Irish, Germans, Chinese, Italians, Poles, Russians, Scandinavians, Mexicans, Hungarians and Jews, flooded into what has become known as the melting pot of American society. But they did not melt into it without adding something of their own. The traditions, customs, food and culture of their nations of origin can all be found to a greater or a lesser degree in their America of today. It is not surprising, therefore, that American English shows many traces of the languages which the immigrants originally spoke. The result is that American population today is the largest body of English-speakers in the world.

If the British over the centuries spread English across the world by colonization, America has spread it even more effectively and quickly by different means. Who in the world has not heard of Coca Cola, McDonald's, IBM, General Motors, Microsoft and Boeing? It is clear that American industries have made their own forms of conquest. The state of the American dollar influences all the money markets of the world. The United States foreign policy affects many other countries, both near and far.

Along with all this economic and political power, there is also unequalled power in all the fields of communication, information and entertainment. No other country has played a greater part in the development of the computer. America leads the world in the design and manufacture of hardware and in the development and production of software.

America is responsible for an overwhelming proportion of the English language which is spoken all over the world today: words like hamburger, movie and jeep are known to everyone.

### *Text 5* **Siberia**

Siberia is extremely rich. 75 per cent of coal deposits in this country, up to 80 per cent of its hydropower resources and 80 per cent of its timber reserves, the biggest deposits of non-ferrous and precious metals, huge resources of iron ore, building materials, etc. are concentrated here. The difficulty is to find easy and cheap ways of extracting coal, ores and other minerals. This can be done by the common effort of big scientific establishments. Oil was first discovered in Western Siberia in 1960. Extraction began in 1964. A major oil-producing centre has been set up in a short period under very difficult natural and climatic conditions.

Siberia, which used to be a place of exile in tsarist times, now has scores of modern cities. There are a lot of educational establishments, research institutes, plants and factories there. The industrial enterprises, whether already in operation or still under construction, express the gigantic scale of everything in Siberia. The technology is based on the latest achievements of science.

The rivers of Russian Siberia are an impressive symbol of its inexhaustible strength and might. The Angara river alone has a greater power-engineering potential than all the power stations



in France, Italy, Sweden, Belgium, Holland and Spain put together. The Bratsk Hydro-Power Station is one of the biggest in the world.

Siberia is not only a highly industrialised region. It is a major granary. The climate in some regions of Siberia is very warm and humid and never affected by severe drought. Good harvests are usual. Lake Baikal in Siberia is a huge depository of fresh water. Siberia is a major economic area in this country.

### *Text 6*

## **Cities of Great Britain**

Great Britain is a highly developed industrial country. The largest cities of Great Britain are London, Birmingham, Glasgow, Liverpool, Manchester, Edinburgh and Cardiff.

Liverpool is one of the world's greatest seaports. It is the gateway from England to many countries. Liverpool became important in the 17th century with the growth of trade with the American colonies. Today the trade is carried on with all parts of the world. Although Liverpool has a long history, it is a modern city with big plans for the future.

Birmingham is in the heart of England, about 112 miles north-west of London. It is called the capital of "Black Country". Black Country is a land of factories and mines.

Edinburgh is 400 miles north of London. It is the old capital of Scotland. It is one of the finest cities in Great Britain. The first historical novelist of the English language, Walter Scott, lived and worked in Edinburgh. Edinburgh is no longer the biggest city of Scotland. It is surpassed by Glasgow, which has a population of over one million.

Glasgow, Scotland's largest city and principal port, lies on the Clyde River. Shipbuilding yards, large engineering, iron and chemical works, extensive docks and textile factories are here. The University of Glasgow was opened in 1450.

Cardiff is the capital of Wales and the port of South Wales coalfields. Within the city there is much industry. The main streets are well planned. There is the University of South Wales and the Welsh College of Technology in Cardiff.

Shipbuilding industry is concentrated near the rivers. Since 1945 Great Britain has launched about half the world's new shipping. Glasgow and Belfast districts are the main ones.

Windsor ['wɪnzə] is one of the most popular towns in England because the Queen often stays at her castle there and because Windsor itself is one of the oldest towns in England. Over 800 years Windsor was the residence of the kings and queens of England. The Windsor Castle is closely connected with national history.

There are a lot of small towns in Great Britain, too. Most towns have a busy shopping area in the centre. Now there are new suburbs around the edges of old cities and towns. New buildings are planned to make the best use of space.

### *Text 7* **The Melting Pot**

The American Dream, the hope for a better life in a new country, has attracted people from all over the world. Most of them leave their homeland because they are poor and have few opportunities. Some are forced to leave because of famines and civil war; others come for religious freedom. The number of legal immigrants into the United States is controlled by the immigration quotas.

Some immigrants enter the United States illegally; they cross the southern border from Mexico or stay after their visas run out. They live with the fear that they will be found and sent back to their country. Under the 1986 Immigration Act, a number of illegal immigrants have become legal refugees, because it is too dangerous for them to stay in their homeland. Immigrants from many different countries have helped make the United States a land of ethnic diversity. Modern Americans value their ethnic and cultural identity, and practice their traditions openly. A typical American may be a mixture of several ethnic and religious backgrounds.

The present spirit of ethnic pride is quite different from the attitude that Americans had in the past. Before the late 1960s, immigrants were expected to become part of the mainstream of American culture — this was the idea of the melting pot. Society discourages immigrants from passing on their language and traditions to their children.

Recent immigrants now see a value in keeping their own language and cultural traditions, even after they have lived in the United States for a number of years. In states with a high percentage of immigrants who speak languages such as Spanish and Chinese, bilingual schooling is available; students can continue to study subjects in their own language while learning English.

After five years of residence in the United States, immigrants may apply to be naturalized and become American citizens. Every applicant must pass a test that shows that he or she can read and write English correctly, and knows about the history of the United States and its form of government, as well as general information about the country. There is also a face-to-face interview with an immigration officer to make sure that the applicant can speak English and meets the requirements for citizenship. Applicants must also prove that they have not committed any crimes, and support the US Constitution.

### *Text 8* **Christmas**

Christmas Day, 25 December, is celebrated by Christians as the day on which Jesus Christ was born. In Britain carol services take place in churches throughout December and children perform nativity plays, acting out the stories of Christ's birth. In the US some families have a model nativity scene in their house or garden. Many people go to midnight mass in church on Christmas Eve.

Before Christmas, people send Christmas cards to their friends. These often show Santa Claus, angels, holly or snowmen, all traditional symbols of Christmas. People buy Christmas presents for their family and friends. Shopping malls are decorated for Christmas from September, though most people do not do their Christmas shopping until December. Most towns put up a Christmas tree, a fir tree decorated with coloured lights, baubles (shiny balls), tinsel and bows, and put strings of lights across the streets.

A few days before Christmas families decorate a Christmas tree in their home. Some hang a holly wreath on their front door. Americans, especially, put lights and figures of Santa Claus and snowmen in their gardens.

Presents are wrapped in coloured paper and put under the Christmas tree. Small presents are put into a stocking, a long sock that each person hangs near the chimney or at the end of their bed. On Christmas Eve children go to bed full of excitement. On Christmas morning many families open their presents together round the Christmas tree.

Families try to get together at Christmas and in preparation most people rush to buy a lot of food and prepare special dishes. In Britain they make or buy mince pies and a Christmas cake; in the

US they make Christmas cookies. In Britain Christmas dinner usually consists of turkey with many accompanying dishes, followed by Christmas pudding (a rich fruit pudding) and brandy butter. Everyone pulls paper crackers, which make a loud bang and contain paper hats, jokes and small toys. In the US people have a special meal, though the dishes vary from family to family.

On the day after Christmas, called Boxing Day, many sports events take place, and in the US large shops begin their sales. Christmas decorations are taken down on New Year's Day or, in Britain, any time between New Year and 6 January, the festival of Epiphany.

### *Text 9*

## **How Not to Behave Badly Abroad**

Travelling to all corners of the world gets easier and easier. We live in a global village, but how well do we know and understand each other? Here is a simple test. Imagine you have arranged a meeting at four o'clock. What time should you expect your foreign business colleagues to arrive? If they are German, they will be bang on time. If they are American, they will probably be 15 minutes early. If they are British, they will be 15 minutes late, and you should allow up to an hour for the Italians.

How should you behave when you meet someone for the first time? An American or Canadian shakes your hand firmly while looking you straight in the eyes. In many parts of Asia, there is no physical contact at all. In Thailand, the greeting is made by pressing both hands together at the chest, as if you are praying, and bowing your head slightly; eye contact is avoided as a sign of respect.

When the European Community began to increase in size, several guidebooks appeared giving advice on international etiquette. At first many people thought this was a joke, especially the British, who seemed to assume that the widespread understanding of their language meant a corresponding understanding of English customs. Very soon they had to change their ideas, as they realized that they had a lot to learn about how to behave with their foreign business friends.

*For example:*

The British are happy to have a business lunch and discuss business matters with a drink during the meal; the Japanese prefer not to work

while eating. Lunch is a time to relax and get to know one another, and they rarely drink at lunchtime. The Germans like to talk business before dinner; the French like to eat first and talk afterwards. They have to be well fed and watered before they discuss anything.

Taking off your jacket and rolling up your sleeves is a sign of getting down to work in Britain and Holland, but in Germany people regard it as taking it easy.

American executives sometimes signal their feelings of ease and importance in their offices by putting their feet on the desk whilst on the telephone. In Japan, people would be shocked. Showing the soles of your feet is the height of bad manners. It is a social insult only exceeded by blowing your nose in public.

The Americans sometimes find it difficult to accept the more formal Japanese manners. They prefer to be casual and more informal, as illustrated by the universal "Have a nice day!" American waiters have a one-word imperative "Enjoy!" The British, of course, are cool and reserved. The great topic of conversation between strangers in Britain is the weather— unemotional and impersonal. In America, the main topic between strangers is the search to find a geographical link. "Oh, really? You live in Ohio? I had an uncle who once worked there" [*N. Ramshaw: A World Guide to Good Manners*].

### *Text 10*

## **Stonehenge**

Stonehenge is a prehistoric stone circle monument, cemetery, and archaeological site located on Salisbury Plain, about 13 km north of Salisbury, Wiltshire, England. It was built in six stages between 3000 and 1520 BC, during the transition from the Neolithic Period to the Bronze Age. The name of the monument probably derives from the Saxon *stan-hengen*, meaning "stone hanging" or "gallows." Stonehenge was designated a UNESCO World Heritage site in 1986.

Stonehenge has long been the subject of historical speculation, and ideas about the meaning and significance of the structure continued to develop in the 21st century. English antiquarian John Aubrey in the 17th century and his compatriot archaeologist William Stukeley in the 18th century both believed the structure to be a Druid temple. This idea has been rejected by more recent scholars, however, as Stonehenge is now understood to have predated by some 2,000 years the Druids recorded by Julius Caesar.

In 1963 American astronomer Gerald Hawkins proposed that Stonehenge had been constructed as a “computer” to predict lunar and solar eclipses; other scientists also attributed astronomical capabilities to the monument. Most of these speculations, too, have been rejected by experts. In 1973 English archaeologist Colin Renfrew hypothesized that Stonehenge was the centre of a confederation of Bronze Age chiefdoms. Other archaeologists have since come to view this part of Salisbury Plain as a point of intersection between adjacent prehistoric territories, serving as a seasonal gathering place during the 4th and 3rd millennia BC for groups living in the lowlands to the east and west.

In 2008 British archaeologists Tim Darvill and Geoffrey Wainwright suggested — on the basis of the Amesbury Archer, an Early Bronze Age skeleton with a knee injury, excavated 5 km from Stonehenge — that Stonehenge was used in prehistory as a place of healing. However, analysis of human remains from around and within the monument shows no difference from other parts of Britain in terms of the population’s health.

The Stonehenge that is visible today is incomplete, many of its original sarsens and bluestones having been broken up and taken away, probably during Britain’s Roman and medieval periods. The ground within the monument also has been severely disturbed, not only by the removal of the stones but also by digging — to various degrees and ends — since the 16th century [*M.P. Pearson. Encyclopædia Britannica*].

### Text 11

## Nanotechnology

Nanotechnology is a multidisciplinary science that looks at how we can manipulate matter at the molecular and atomic level. To do this, we must work on the nanoscale — a scale so small that we can’t see it with a light microscope. In fact, one nanometer is just one-billionth of a meter in size. Atoms are even smaller. It is difficult to quantify the size of an atom — they don’t tend to hold a particular shape. But in general, a typical atom is about one-tenth of a nanometer in diameter.

By manipulating molecules, we can make all sorts of interesting materials. But like the alchemists of old, we can’t make much headway in creating gold. That is because gold is a basic element — you can’t break it down into a simpler form.

We could make other interesting substances, though. By manipulating molecules to form in particular shapes, we can build materials with amazing properties. One example is a carbon nanotube. To create a carbon nanotube, you start with a sheet of graphite molecules, which you roll up into a tube. The orientation of the molecules determines the properties of the nanotube. For example, you could end up with a conductor or a semiconductor. Rolled the right way, the carbon nanotube will be hundreds of times stronger than steel.

That is just one aspect of nanotechnology. Another is that materials are not the same at the nanoscale as they are at larger scales. Researchers with the United States Department of Energy discovered in 2005 that gold shines differently at the nanoscale than it does in bulk. They also noticed that materials possess different properties of magnetism and temperature at the nanoscale.

Because the science deals with the basic building blocks of matter, there are countless applications. Some seem almost mundane — nanoparticles of zinc oxide in suntan lotion allow you to spread a transparent lotion on your skin and remain protected. Others sound like science fiction — doctors are attempting to use the protein casings from viruses to deliver minute amounts of drugs to treat cancer. As we learn more about how molecules work and how to manipulate them, we will change the world. The biggest revelations will come from the smallest sources [*J. Strickland, What is Nanotechnology?*].

### *Text 12*

## **Michael Faraday**

Michael Faraday, a British chemist and physicist, was born on 22 September 1791 in south London. His family was not well off and Michael received only a basic formal education. When he was 14, he was apprenticed to a local bookbinder and during the next seven years, educated himself by reading books on a wide range of scientific subjects. In 1812, Faraday attended four lectures given by the chemist Humphry Davy at the Royal Institution. Faraday subsequently wrote to Davy asking for a job as his assistant. Davy turned him down but in 1813 appointed him to the job of chemical assistant at the Royal Institution.

A year later, Faraday was invited to accompany Davy and his wife on an 18-month European tour, taking in France, Switzerland,

Italy and Belgium and meeting many influential scientists. On their return in 1815, Faraday continued to work at the Royal Institution, helping with experiments for Davy and other scientists. In 1821 he published his work on electromagnetic rotation (the principle behind the electric motor). He was able to carry out little further research in the 1820s. He gave many lectures, establishing his reputation as the outstanding scientific lecturer of his time.

In 1831 Faraday discovered electromagnetic induction, the principle behind the electric transformer and generator. This discovery was crucial in allowing electricity to be transformed from a curiosity into a new technology. During the remainder of the decade he worked on developing his ideas about electricity. He was partly responsible for coining many familiar words including *electrode*, *cathode* and *ion*.

However, in the early 1840s, Faraday's health began to deteriorate and he did less research. He died on 25 August 1867 at Hampton Court, where he had been given official lodgings in recognition of his contribution to science. He gave his name to the *farad*, describing a unit of electrical charge but later a unit of electrical capacitance.

### Text 13

## Modern Technological Inventions

Since the age of modern man began roughly 200,000 years ago, the world has seen a progression of innovation and invention. From primitive developments such as the wheel and paper to today's high-tech gadgets that would blow the mind of any Neanderthal, there is certainly no shortage of impressive developments that have changed the way we live and work. In modern times, a handful of technological wonders that started out as novelties, have become indispensable to our daily routines. Here are three of them.

Mobile phones, or cell phones have proved themselves to be one of the greatest gifts to the mankind. They have become an indispensable part of our lives. They give us an opportunity to stay in touch and to be reachable everywhere. The first hand-held mobile phone was demonstrated by American engineers John F. Mitchell and Martin Cooper of Motorola in 1973, using a handset weighing around 2 kg, offering 30 minutes of talk time, and featuring a battery that took ten hours to recharge. From 1983 to 2014, worldwide mobile phone subscriptions grew from zero to over seven billion, penetrating 100% of the global population. In 2014, the



top cell phone manufacturers were Samsung, Nokia, Apple, and LG. In addition to telephony, modern mobile phones also support a wide variety of other services such as text messaging, MMS, email, Internet access, gaming, and photography. Mobile phones that offer these and more general computing capabilities are referred to as smartphones.

Thanks to the Global Positioning System (the GPS), a space-based satellite navigation system, and its integration in just about everything tech-related, most of us will never get lost. The system works in any weather conditions, anywhere in the world, 24 hours a day. The GPS was invented by the U.S. Department of Defense, and it was originally intended for military applications. But in the 1980s, it was made available available for civilian use: from keeping track of our children or fleets of trucks to finding our way through a new city or to a campground in the wilderness. In addition to the GPS, other systems are in use or under development. The Russian Global Navigation Satellite System (GLONASS) was developed; it is operated by the Russian Aerospace Defence Forces.

Digital cameras are beloved by many because they capture sentimental moments and personal adventures. They come in handy for recording such memories. The first electronic camera using a charge-coupled device image sensor was invented and built by American electrical engineer Steven Sasson in 1975. Earlier ones used a camera tube; later ones digitized the signal. In the mid to late 1990s digital cameras became common among consumers. By the mid-2000s digital cameras had largely replaced film cameras. Today's high-tech cameras and phones eliminate long processing times and allow us to share pictures instantly [*W.R. Gould. 10 Greatest Technological Inventions*].

#### *Text 14*

### **Smart Materials**

Smart — or shape memory — materials are an invention that has changed the world of engineering. There are two types: metal alloys and plastic polymers. The metal alloys were made first and they are usually an expensive mixture of titanium and nickel.

Shape memory materials are called “smart” because they react to changes in their environment. This means that one of their properties can be changed by an external condition, such as temperature, light, pressure or electricity. This change is reversible and can be repeated many times.

There are a wide range of different smart materials:

– plastics that return to their original shape when the temperature changes. One use is in surgery where plastic threads “remember” the shape of a knot, react to the patient’s body temperature and make themselves into stitches.

– metal alloys that have a “memory” and can return to their original shape. They are used in medical implant that are compressed so they can be put inside the patient’s body through a small cut. The implant then expands back to its original shape.

– solids that darken in sunlight, like the lenses in sunglasses.

– liquid crystals that change shape and colour. These have been used in climbing ropes that change colour if there is too much strain and weight on them.

Some examples of smart materials are as follows.

*Piezoelectric materials.* When a piezoelectric material is squeezed rapidly, it produces a small electrical voltage for a moment. If a voltage is put across the material it makes a tiny change in shape. Piezoelectric materials are being used for contact sensors for alarm systems and in microphones and headphones.

*Electroluminescent materials.* They give out light when an electric current is applied to them. Among many possible applications are safety signs and clothing for use at night.

*Colour-change materials.* Thermochromic materials change colour as the temperature changes. These are used on contact thermometers made from plastic strips and test strips on the side of batteries. They are used as food packaging materials that show you when the product they contain is cooked to the right temperature. Photochromic materials change colour according to different lighting conditions.

The future of these materials and their possible uses is only limited by human imagination. One clever idea is that if cars were made of smart metal, a minor defect could be repaired by leaving the car in the sun [*L. White. Engineering*].

### Text 15

## Mosaics and Marble: Touring the Moscow Metro

Opened in 1935, the Moscow metro is one of the most extensive and heavily travelled underground systems in the world, transporting about nine million people around the city every day.

But it also serves as a sort of walking museum of Russian history, with underground halls and palatial vestibules decorated with mosaics, marble, bronze statues and stained-glass windows – to name a few. Follow the tour of the most spectacular metro stops to learn more about Russia's past.

Undoubtedly one of the world's most beautiful metro stations, *Mayakovskaya*, was named after the renowned Soviet poet Vladimir Mayakovsky. The station is famous for the wonderful 34 oval niches that adorn the ceiling depicting "24 Hours in the Sky of the Soviets". The mosaics within portray life in the USSR: tractors plough endless collective farm fields, fruit ripen and Soviet youth are hard at work or resting after a long day of labour. The ticket hall is covered with marble and limestone, while the resplendent floor combines white marble with grey and pink granite. In 1938, the station was awarded the Grand Prize at the New York World Trade Fair.

Further south is *Teatralnaya*, named after the Russian for "theatre" due to its proximity to a number of auditoriums, including the world-famous Bolshoi. This station, a cultural heritage sight, has a vaulted ceiling decorated with coffers and bas-reliefs fitted into diamond-shaped niches, celebrating the creative arts. The porcelain figures feature members of the Soviet republics in national dress performing folk dances and playing traditional musical instruments. The chequered floor is composed of black and yellow granite slabs; round marble pillars and lamps with bronze rims illuminate the hall.

From *Okhotny Ryad*, passengers can connect to the station of *Ploshchad Revolyutsii*, or *Revolution Square*, where red, golden, white and grey Armenian marble embellish the hall and the floor is lined with granite. Seventy-six life-like bronze figures sit majestically in arched niches, personifying the glorious past and resplendent future of the USSR. Among the sculptures are revolutionary workers, sailors, athletes, peasants and soldiers. All kinds of superstitions have settled around the statues, from stroking the nose of a frontier guard's dog for luck in exams, to rubbing a sailor's pistol early in the morning to wish good fortune for the upcoming day.

Heading west from *Ploshchad Revolyutsii* is *Arbatskaya*. The red Crimean marble that now features contains clearly visible fossils and is lit up by large brass chandeliers, while the vault is decorated with floral reliefs.

From *Kievskaya*, the circle line leads to splendid *Novoslobodskaya*, adorned with 32 stained glass panels and illuminated from within, lending the station an aura of magic. An intricate mosaic panel decorates the end of the platform.

Further along is *Taganskaya*, with its splendid 48 majolica panels displaying portraits of Red Army heroes. Each of the bas-reliefs represent servicemen, from pilots to sailors, while twelve gilded chandeliers illuminate the central hall.

Whether you are travelling one stop, or fancy taking a leisurely tour, there is something to learn at every station [*K. Deere. Mosaics and Marble: Touring the Moscow Metro*].

### Text 16

## Computer Facilities at My College

State-of-the-art computer facilities and capabilities are vital to engineering education. The college I go to is committed to providing updated computer equipment and systems for its students and teachers, and invest a great deal of time and resources in meeting this goal.

Four large computer classrooms at my college are equipped with high-resolution, large-screen projection systems and updated computers at every seat. In addition, there are several multimedia presentation classrooms equipped with document readers, video projectors, stereo sound, wireless microphones, and integrated laptop and the Internet connections, all controlled through a touch screen.

Last year the college opened a new Engineering Learning Center for first-year students. This facility houses desktop computers, laptops with wireless Internet, network printers, a video projector, and software needed by first-year students for their assignments.

The college maintains several other general-purpose computer labs for students' use, loaded with AutoCAD, Matlab, MathCAD, and other software. The computer labs are open on weekdays from 9 a.m. until 6 p.m, on Saturdays and Sundays from noon to 6 p.m., with additional late and weekend hours near the end of each term.

The college provides secure, high-speed network connections to all dorm rooms on the campus and most external dorms.

The college makes computers and printers available to students in various labs around campus, but most students find that it is an advantage to be able to work in their dorm rooms or other locations

around the campus, especially during crunch times such as end-of-term tests and examinations when the labs are busy.

Thus, the personal computer is an integrated part of the educational experience at the college. Teachers correspond with students via emails, materials are distributed through the network, and some assignments are turned in via the Internet.

The college supports both Mac and PC programs, and personal computers can interface with other college computers through the network. By the number of laptops one can see that most students prefer laptops to desktop models. Laptops conserve much more energy than desktop computers. Since most of the campus is on the wireless network, bringing a laptop may be your best bet. Some students also make use of tablet computers, though mostly as a secondary tool rather than a primary one at this point.

### *Text 17*

## **Losing Earth's Protective Layer**

The ozone layer is a belt of naturally occurring ozone gas that sits 15 to 30 kilometers above Earth and serves as a shield from the harmful ultraviolet B radiation emitted by the sun.

Today, there is widespread concern that the ozone layer is deteriorating due to the release of pollution containing the chemicals chlorine and bromine. This is one of the most important current environmental problems. Such deterioration allows large amounts of ultraviolet B rays to reach Earth, which can cause skin cancer and cataracts in humans and harm animals as well.

Extra ultraviolet B radiation reaching Earth also inhibits the reproductive cycle of phytoplankton, single-celled organisms. Biologists fear that reductions in phytoplankton populations will in turn lower the populations of other animals. Researchers also have documented changes in the reproductive rates of young fish, shrimp, and crabs as well as frogs and salamanders exposed to excess ultraviolet B.

Chlorofluorocarbons (CFCs), chemicals found mainly in spray aerosols heavily used by industrialized nations for much of the past 50 years, are the primary culprits in the ozone layer breakdown. When CFCs reach the upper atmosphere, they are exposed to ultraviolet rays, which causes them to break down into substances that include chlorine. The chlorine reacts with the oxygen atoms in

ozone and rips apart the ozone molecule. One atom of chlorine can destroy more than a hundred thousand ozone molecules.

The ozone layer above the Antarctic has been particularly impacted by pollution since the mid-1980s. This region's low temperatures speed up the conversion of CFCs to chlorine. In the southern spring and summer, when the sun shines for long periods of the day, chlorine reacts with ultraviolet rays, destroying ozone on a massive scale. This is what some people erroneously refer to as *the ozone hole*.

About 90 percent of CFCs currently in the atmosphere were emitted by industrialized countries in the Northern Hemisphere, including the United States and Europe. These countries banned CFCs by 1996, and the amount of chlorine in the atmosphere is falling now. But scientists estimate it will take another 50 years for chlorine levels to return to their natural levels.

### *Text 18* **Bridge Basics**

There are thousands of bridges in every country, and you rely on them every day to cross obstacles like streams, valleys, and railroad tracks. But do you know how they work? Or why some bridges are curved while others are straight? Engineers must consider many things — like the distance to be spanned and the types of materials available — before determining the size, shape, and overall look of a bridge.

Designs of bridges vary depending on the function of the bridge, the nature of the terrain where the bridge is constructed and anchored, the material used to make it, and the funds available to build it. Since ancient times, engineers have designed three major types of bridges to withstand all forces of nature.

The beam bridge consists of a horizontal beam supported at each end by piers. The weight of the beam pushes straight down on the piers. The farther apart its piers, the weaker the beam becomes. This is why beam bridges rarely span more than 250 feet.

The truss bridge consists of an assembly of triangles. Truss bridges are commonly made from a series of straight, steel bars. Rigid arms extend from both sides of two piers. Diagonal steel tubes, projecting from the top and bottom of each pier, hold the arms in place. The arms that project toward the middle are only supported on one side, like really strong diving boards. These “diving boards,” called cantilever arms, support a third, central span.

The arch bridge has great natural strength. Thousands of years ago, Romans built arches out of stone. Today, most arch bridges are made of steel or concrete, and they can span up to 800 feet.

There are several methods used to monitor the stress on large structures like bridges. The most common method is the use of an accelerometer, which is integrated into the bridge while it is being built. This technology is used for long-term surveillance of the bridge. Another option for structural-integrity monitoring is "non-contact monitoring", which uses the Doppler effect (Doppler shift). A laser beam from a Laser Doppler Vibrometer is directed at the point of interest, and the vibration amplitude and frequency are extracted from the Doppler shift of the laser beam frequency due to the motion of the surface. The advantage of this method is that the setup time for the equipment is faster and, unlike an accelerometer, this makes measurements possible on multiple structures in as short a time as possible. Additionally, this method can measure specific points on a bridge that might be difficult to access.

### *Text 19*

## **Mechanics**

Mechanics is an area of science concerned with the motion of bodies under the action of forces, including the special case in which a body remains at rest. Of first concern in the problem of motion are the forces that bodies exert on one another. This leads to the study of such topics as gravitation, electricity, and magnetism, according to the nature of the forces involved. Given the forces, one can seek the manner in which bodies move under the action of forces; this is the subject matter of mechanics proper.

Historically, mechanics was among the first of the exact sciences to be developed. Its internal beauty as a mathematical discipline and its early remarkable success in accounting in quantitative detail for the motions of the Moon, the Earth, and other planetary bodies had enormous influence on philosophical thought and provided impetus for the systematic development of science into the 20th century.

Mechanics may be divided into three branches: statics, which deals with forces acting on and in a body at rest; kinematics, which describes the possible motions of a body or system of bodies; and kinetics, which attempts to explain or predict the motion that will occur in a given situation. Alternatively, mechanics may be divided

according to the kind of system studied. The simplest mechanical system is the particle, defined as a body so small that its shape and internal structure are of no consequence in the given problem. More complicated is the motion of a system of two or more particles that exert forces on one another and possibly undergo forces exerted by bodies outside of the system.

The principles of mechanics have been applied to three general realms of phenomena. The motions of such celestial bodies as stars, planets, and satellites can be predicted with great accuracy thousands of years before they occur. As the second realm, ordinary objects on Earth down to microscopic size (moving at speeds much lower than that of light) are properly described by classical mechanics without significant corrections. The engineer who designs bridges or aircraft may use the Newtonian laws of classical mechanics with confidence, even though the forces may be very complicated, and the calculations lack the beautiful simplicity of celestial mechanics. The third realm of phenomena comprises the behaviour of matter and electromagnetic radiation on the atomic and subatomic scale. Although there were some limited early successes in describing the behaviour of atoms in terms of classical mechanics, these phenomena are properly treated in quantum mechanics [*Encyclopædia Britannica*].

### *Text 20* **Transistors**

A transistor is a semiconductor device used to amplify and switch electronic signals and electrical power. It is composed of semiconductor material with at least three terminals for connection to an external circuit. A voltage or current applied to one pair of the transistor terminals changes the current through another pair of terminals. Because the controlled (output) power can be higher than the controlling (input) power, a transistor can amplify a signal. Today, some transistors are packaged individually, but many more are found embedded in integrated circuits.

The transistor is the fundamental building block of modern electronic devices, and is ubiquitous in modern electronic systems. Following its development in 1947 by American physicists John Bardeen, Walter Brattain, and William Shockley, the transistor revolutionized the field of electronics, and paved the way for smaller



and cheaper radios, calculators, and computers, among other things. The inventors were awarded the 1956 Nobel Prize in Physics for their achievement.

Many consider the transistor to be one of the greatest inventions of the 20th century. Its importance in today's society rests on its ability to be mass-produced using a highly automated process) that achieves astonishingly low per-transistor costs.

The vast majority of transistors are now produced in integrated circuits, along with diodes, resistors, capacitors and other electronic components, to produce complete electronic circuits. A logic gate consists of up to about twenty transistors whereas an advanced microprocessor, as of 2009, can use as many as three billion transistors.

The low cost, flexibility, and reliability of the transistor have made it a ubiquitous device. Transistorized mechatronic circuits have replaced electromechanical devices in controlling appliances and machinery [*Wikipedia*].

# Appendix 2

## TAPESCRIPTS

### *Tapescript 1A* **Technical Colleges**

There are about 900 technical colleges in this country. They are situated in different cities and towns. If you want to receive vocational-technical education, you can go to a technical college in which you acquire a qualification in one of a number of specialist areas you like and secondary education as well. Graduates from a technical college can apply for entry to a higher education institution if they want to continue their studies. Technical colleges offer full-time, correspondence and distance learning programmes. Full-time students must attend college in person. Correspondence students study at home, receiving their work by post and sending it back by post. Distance students also study at home, but distance learning involves studying from anywhere and at any time over the Internet and offering online courses. Four-year or two-year colleges offer a wide range of course programmes. For example, there are engineering technology programmes in civil, electrical and architectural engineering; building trade programmes in masonry, carpentry, home construction, wiring, plumbing; agricultural programmes in agricultural business, economics, sciences, technologies and others. Technical colleges have different laboratories and workshops which are all well equipped with up-to-date equipment. Students have their practical training there.

*Tapescript 1B*  
**College Classrooms**

Every morning the students enter the college classrooms. Now we are in one of the classrooms. It is a large sunny room. There is a door to the right and four windows to the left in it. There are some desks and many chairs. In front of the blackboard there is a desk and a chair for the teacher. The students are at their desks. All the students have textbooks on their desks; they are going to have an English lesson. At nine o'clock the door opens and the teacher comes in. The class begins. Nobody is late. All the students attend classes regularly. There is a language lab on the first floor. The students have to do a lot of technical drawing and they do it in a special drawing room on the second floor. On the third floor, there is a large assembly hall and physics, chemistry and biology labs. There are several computer rooms where computer skills are taught. They are all well equipped to provide a high level of training. The students usually have a lot of homework to do. Many students do it at home, but some of them prefer doing their homework in the library reading room. They can get all the necessary course books and manuals there. If they need any consultation, their teachers can come and help them there.

*Tapescript 2A*  
**Student Life**

After being admitted to college your student life begins. Oleg Petrov was admitted to a polytechnic college three years ago. Now he is a third-year student doing a mechanical engineering course. He lives in the hall of residence in Lermontov Street. Oleg is a full-time student, that is he attends classes in the daytime, whereas the college admits a lot of students for correspondence and distance learning courses. Petrov is a diligent student; he tries hard not to skip his classes. While in his third year he is doing quite a number of subjects. Oleg is good at Mechanics and Mathematics. He passed the winter end-of-term tests and examinations quite successfully. Petrov is in the habit of doing his homework in the college library. He is a great book-lover and usually borrows fiction literature and magazines from the library. As the librarians always insist on books

being returned in time, Oleg never breaks the rule. Recently Petrov has become very interested in computers. As soon as a chance came about, he went to see some new types of computers that had been installed at the college computer center. He is also very keen on experimenting. There are a lot of serious problems to tackle here and a lot of technical books to read. Oleg is interested in research work too, that's why he has of late joined the scientific club at his college. He will surely make a very good specialist in the near future.

*Tapescript 2B*  
**The Student Rob Fellows**

My name's Rob Fellows. I come from Dundee, a town on the east coast of Scotland, but I'm a student at Durham College, in the north of England. I'm studying French and German, and I can speak the languages quite well. I also know a little Spanish, so I can speak four languages. I'm enjoying the course a lot, but it's very hard work! I live in a hall of residence, with about two hundred other students. The course started two years ago, and I'm in my third year. After the course, I'm going to work in France, but I don't know where yet.

*Tapescript 3A*  
**Electrical Technician**

Nick Adams knew what he wanted to be when he left secondary school, so he did everything he could to make his dream a reality. "I did maths, physics and electronics, and decided to go to a vocational school." On finishing school, Nick Adams started his work as an electrical technician. "I teamed up with a good person on my first day and he basically taught me everything. He was a great teacher because he introduced me to skills and knowledge that I have now extended on. I started the job with an open mind and tried hard to learn, and that has helped me go far." Nick's advice for someone starting out is to take the good with the bad. "Not every day is going to be a pleasure. You have to do the bad jobs or the not-so-admired jobs, but stick to it because every bit of knowledge you gain makes you a better electrician."

*Tapescript 3B***The Job of a Construction Technician**

Construction technicians work in a variety of construction environments. Their duties vary depending on the construction field in which they have specialized. General construction technicians' duties can include laying concrete foundations, wiring buildings for electricity, installing pipes and other plumbing equipment or measuring and cutting lumber. Construction management technicians may deal with schedules, budgets and safety issues related to a construction project. They may also advise and help management. Construction drafting technicians often draft plans for various construction projects by hand or using computer-aided drafting and design software programs. In addition to performing visual inspections, technicians may conduct tests on soil conditions and concrete.

*Tapescript 4A***Why Is English Important Nowadays?**

There are many reasons to learn English, whether it is for personal, study or work-related reasons. English is the most commonly used language among foreign language speakers. Throughout the world, when people from different nationalities want to communicate, they commonly use the English language. Speaking English will enable you to contact people from all over the world and to travel more easily. Being able to communicate with foreign clients and business partners will provide you with a more challenging position in your career. You will also have the option to apply for jobs requiring English. English is also internationally recognized as the language of science. Most of the information related to computers or health, for example, is in English. English is the language of the film industry and learning it means that you will no longer have to rely on subtitles or dubbed versions. You will also be able to read books written by English-speaking authors in the original. Last but not least, music is much better if you can understand the meaning. Moreover, English is not difficult to learn and to use. So, learning another language isn't just about communication or professional purposes, it will also give you advantages you have never imagined. Learning English can change your life for the better! English is worth studying.

*Tapescript 4B*  
**Organizing Your English Vocabulary Learning**

1. I have a little notebook. It's an address book with the letters of the alphabet, and I write the new words in two or three times a week. I write the English word first, then the translation, and a short sentence as an example. I try to learn ten new words a day.

2. I stick little bits of paper all over my house! Sometimes I write what the thing is. On the mirror, on the door handle. And sometimes I write the words that are new, from the last lesson, and I put the word on the kitchen door and I see it every two minutes!

3. I write the new words on a little piece of paper, with the English on the one side and the Russian on the other side. I write the English word in a sentence so I know how to use it, and what words it's used with. Then in my left pocket, I have the new words, and in the day, when I'm having a break or travelling on the bus, I take out the new words, and if I remember them they go into my right pocket. If I don't remember them, they go into my left pocket again.

4. I read a lot. I always have an English book in my bag. There are a lot of simple books. Stories in easy English, they have questions at the back and they explain some difficult words, but I just enjoy the story and I think I learn new words.

5. I like to look up words in my dictionary. Especially, I like to find different parts of speech for the same word, like *act*, *actor*, *actress*, adjective *active*, adverb *actively*, noun *action*. I think is useful.

*Tapescript 5A*  
**Resources of Russia**

Russia is among the world's richest countries in mineral resources. It is the biggest producer of coal, petroleum, and natural gas, as well as iron, ore, copper, zinc, lead, nickel, aluminum, and tin. Russia's chemical industry is well developed, and the country's enormous forests are capable of supplying all its wood and paper products. Energy is generated mostly by thermal plants using the country's vast fossil fuel reserves. About three-fifths of Russian farmland is used to grow crops; the remainder is given to pasture and meadow. The main product has always been grain — chiefly wheat, rye, barley, and oats — along with such industrial crops as sunflower seeds, sugar, and beets.

*Tapescript 5B*  
**St. Petersburg**

St. Petersburg is the second largest city in Russia and one of the most beautiful cities in the world. It was founded in 1703 by Peter the Great and became the capital. Under later rules, the new capital of the Russian Empire grew rapidly in wealth and beauty. Architects were brought from Western Europe to lay out the city in harmonious squares. Buildings were constructed of gray and rose-coloured granite. The Hermitage Palace and the Winter Palace, the homes of the tsars, were equal to any in Europe. When the First World War began in 1914, the German-sounding name, St. Petersburg, was changed to Petrograd. After the Great October Revolution, the city was renamed after Lenin. During the Great Patriotic War, the city suffered a great deal. Daily shelling and air raids destroyed parts of the city, thousands of people were killed. Rebuilding took years. Now St. Petersburg is an important industrial, cultural and educational center. The population of the city is over five million. St. Petersburg is indeed a wonderful city. At every turn there is something to catch your eye. The Winter Palace, the Hermitage, the Russian Museum, St Isaac's Cathedral, the Peter-and-Paul Fortress, the Admiralty building attract thousands of tourists from every corner of the world. The city is called Northern Venice because there are 65 rivers and canals with artistically decorated bridges there. It is also famous for its beautiful white nights.

*Tapescript 6A*  
**Wales**

Wales has been united with England for hundreds of years, and for centuries England and Wales have formed one single political and administrative unit. The son and heir of the monarch are given the title "Prince of Wales", but his title has no political significance. If you look at the bottom of the map you will see Cardiff, the capital of Wales. Financially and industrially, Cardiff is the most important city in Wales. Most of the inhabitants of Wales live and work in this city and the adjoining area. Apart from the docks Cardiff is a beautiful city. If you go to Wales, and can't understand what

people are saying, don't worry! They are not speaking English, they are speaking Welsh. Quite a lot of people speak Welsh, and children learn it at school. The Welsh language is a Celtic language and is very different from English. In general, this is the only distinctive national feature left in Wales. The Welsh are famous for their singing. A lot of Welsh people play musical instruments. The Welsh national costume is still worn by some girls for folk dancing and music festivals. Wales has a strong folk culture and many people still learn Welsh as their first language.

*Tapescript 6B*

### **William Shakespeare's Birthplace**

William Shakespeare was born in the centre of England in Stratford-on-Avon. It is situated on the quiet river Avon. There are no mountains there but beautiful green fields and woods. A small house with small rooms in the centre of Stratford is Shakespeare's birthplace. There is a wooden desk that Shakespeare sat at when he was a pupil of the grammar school in Stratford. Behind the house one can see the garden where all trees and flowers that Shakespeare mentioned in his plays are growing. Shakespeare's parents were country people. At twenty-eight Shakespeare was in London as an actor. Some years later he became a playwright. His plays were staged at a London theatre "The Globe". In the church where Shakespeare was buried there is a bust of Shakespeare made by a Dutch sculptor who lived near Shakespeare's Globe Theatre and saw Shakespeare many times. Shakespeare is known as a writer of historical dramas and comedies, among them "Romeo and Juliet" and "Hamlet". The Shakespeare Memorial Theatre in Stratford-on-Avon has the best stage in England. One can see Shakespeare's plays there with best actors and actresses.

*Tapescript 7A*

### **New Orleans**

New Orleans, at the mouth of the Mississippi River, is the largest city in Louisiana and second most important seaport after New York City. At different times in its history, the area was



occupied by the Spanish and the French. There is still a French-speaking community -- the Cajuns. They are descended from French Canadians who went from another French colony called Acadia to Louisiana in the eighteenth century. They became known as Acadians, and the word was shortened to Cajuns. The music and food of the area is a combination of many influences. Jazz originated in New Orleans as a blend of French and Spanish music, blues, brass-band music, and African slave songs. Cajun music is played on a guitar, accordion, and washboard, and blends French dance tunes, Caribbean music, and the blues. A typical Louisiana dish, jambalaya, is made of rice and shrimp or chicken. Gumbo, a soup or stew, takes its name from a West African word for okra, one of its ingredients.

### *Tapescript 7B* **American English**

Nearly 265 million people live in the USA and speak English. There are more native speakers of English there than any other country. American English is very flexible and has absorbed many words from the languages of immigrants. German settlers gave words such as *waffle* and *cookies*, and *hamburger* and *noodles* to American English. The first English speakers to arrive met Native Americans who spoke many different languages. To trade with them, the Europeans learned words from the local languages, and some of these words became part of American English. The Europeans learned the Native American names for the places they were passing through. Over half the states now have Native American names. American English has different dialects. People in the southern states speak with a drawl – they tend to speak slowly and lengthen the last sound of each word. In New York City many people have a way of speaking English that is called New Yorkese. Speakers of New Yorkese often speak very fast. They tend not to pronounce the “r” in words that end in “er”. A word like “water” sounds like “wata”. Today, there are some differences in vocabulary, pronunciation, and spelling between American and British English. Sometimes, the difference in spelling is because Americans wanted to make things simpler, so that a word would be spelled the way it is pronounced.

*Tapescript 8A*  
**An English Tradition: Afternoon Tea**

Afternoon tea, a tradition that is thought of being almost synonymous with the word "British". It was introduced in England by Anna, the seventh Duchess of Bedford, in the year 1840. The Duchess would become hungry around four o'clock in the afternoon. The evening meal in her household was served fashionably late at eight o'clock, thus leaving a long period of time between lunch and dinner. The Duchess asked that a tray of tea, bread and butter and cake be brought to her room during the late afternoon. This became a habit of hers and she began inviting friends to join her. This pause for tea became a fashionable social event. During the 1880s upper-class and society women used to change into long gowns, gloves and hats for their afternoon tea which was usually served between four and five o'clock. In England today, the tradition of afternoon tea continues on in the home, in upscale hotels, in department stores and even in the small neighborhood cafes and tea rooms found in every town. And tea itself will have a lasting place in English culture. Besides afternoon tea, the English consume large quantities of tea throughout the day, from breakfast to dinner and the last cup of the night.

*Tapescript 8B*  
**Good Luck and Bad Luck**

Do many people believe in good luck? That isn't an easy question to answer. Some people are superstitious, and there are many superstitions with long traditions in every country. Here are some British superstitions. A lot of people in Britain think that black cats bring good luck. Do people in Russia believe in that, too? Another British superstition is that the number thirteen is unlucky, and Friday the 13th is a very unlucky day. Is there such a superstition in Russia, too? Catch falling leaves in autumn! They bring good luck! Each leaf means a lucky month in the next year. Do people in Russia try to catch falling leaves in autumn? How many leaves does a clover usually have? The answer is three. A clover with four leaves is lucky. Here is another British superstition: never leave an open umbrella inside house, even if the umbrella is wet. That's very bad luck! Leave it open outside the house. Do you think there is such a superstition in Russia?

*Tapescript 9A***The National Symbol of Russia**

One of the national symbols of Russia is its coat of arms. The coat of arms of the Russian Federation derives from the earlier coat of arms of the Russian Empire which was abolished with the Russian Revolution in 1917 and restored in 1993. Though modified more than once since the reign of Ivan III (1462–1505), the current coat of arms is directly derived from its medieval original, with the double-headed eagle. The general chromatic layout corresponds to the early fifteenth-century standard. The shape of the eagle can be traced back to the reign of Peter the Great (1682–1725), although the eagle on the present coat of arms is golden rather than the traditional, imperial black. The current coat of arms was designed by artist Yevgeny Ukhnyalov; it was adopted officially on November 30, 1993. Today, the imperial crowns on each head stand for the unity and sovereignty of Russia, both as a whole and in its constituent republics and regions. The orb and scepter grasped in the eagle's toes are traditional heraldic symbols of sovereign power and authority. They have been retained in the modern Russian arms despite the fact that Russia is not a monarchy.

*Tapescript 9B***Some Tips Before You Travel**

In France you shouldn't sit down in a cafe until you've shaken hands with everyone you know. In many Asian cultures, it is acceptable to smack your lips when you eat. It means that the food is good. In China, your host will keep refilling your dish unless you lay your chopsticks across your bowl. In Afghanistan you should spend at least five minutes saying hello. In Pakistan you mustn't wink. It is offensive. In the Middle East you must never use the left hand for greeting, eating, drinking, or smoking. Also, you should take care not to admire anything in your hosts' home. They will feel that they have to give it to you. In America you should eat your hamburger with both hands and as quickly as possible. You shouldn't try to have a conversation until it is eaten. Most Mexicans like to stand very close to the person they're talking to. You shouldn't back away. In Ireland, social events sometimes end with singing and dancing. You may be asked to sing.

*Tapescript 10A*  
**The Colosseum**

The Colosseum is an elliptical amphitheatre in the centre of the city of Rome, Italy. Built of concrete and stone, it is the largest amphitheatre in the world, and is considered to be one of the greatest works of architecture and engineering. The Colosseum is situated just east of the Roman Forum. Construction began under the emperor Vespasian in 70 AD, and was completed in 80 AD under his successor and heir Titus. Further modifications were made during the reign of Domitian (81–96). The Colosseum could hold, it is estimated, between 50,000 and 80,000 spectators, and was used for gladiatorial contests and public spectacles such as sea battles, animal hunts, executions, re-enactments of famous battles, and dramas based on Classical mythology. The building ceased to be used for entertainment in the early medieval era. It was later reused for such purposes as housing, workshops, quarters for a religious order, a fortress, and a Christian shrine. Although in the 21st century it stays partially ruined because of damage caused by devastating earthquakes and stone-robbers, the Colosseum is an iconic symbol of Imperial Rome. It is one of Rome's most popular tourist attractions. The Colosseum is also depicted on the Italian version of the five-cent euro coin.

*Tapescript 10B*  
**The Temple of Hephaestus**

The Temple of Hephaestus is the best preserved ancient temple in Greece. It was dedicated to Hephaestus, the ancient god of fire and Athena, goddess of pottery and crafts. According to the archeologists, the temple was built around 450 B.C. It is a classical example of Dorian architecture. The temple made from marble was designed by Ictinus, one of the talented architects who also worked on Parthenon. However, many other craftsmen worked at this fantastic temple. It is located within the area of the Ancient Agora of Athens and very close to the Acropolis. The temple has six columns on the east and west sides and 13 on the north and south sides. Its friezes and other decorations have been greatly damaged by earthquakes and invasions along

the centuries. The east and west sides of the temple are shorter whereas the north and the south sides are longer. On the eastern front of the temple, there are sculptures depicting the labours of Hercules and the battle of Theseus with the Pallantides, the fifty children of Pallas. On the west side the sculptures depict the fall of Troy. From the 7th century A.D. till 1834, the temple was an Orthodox church dedicated to Saint George. In 1834, King Otto ordered the building to be used as a museum where it actually remained as such until 1934. Today, this temple is one of the greatest ancient monuments in Greece. Reconstruction and excavation works are still carried out.

### *Tapescript 11A*

## **Technology Developments**

Looking at technology developments at the turn of the 21st century, there seems to be once again a broad range of new technical breakthroughs in reach. Further rapid progress is expected in information technology, new materials, genetics technology, environment protection and energy technologies, to name just a few. New possible combinations and interactions of the various technologies will also be of major importance. Prominent examples include information technology and telecommunications as well as energy and environment technologies. In a thirty-year perspective, genetics technology as well as energy and environment technologies could hold this potential. But looking ahead towards the next ten years or so, the main driving force for economic and social change will be information technology. After a quarter of a century of gradual development, many believe that information technology is on the verge of a new take-off. This is partly due to genuine technology evolution; however, it is also partly the result of changing economic and social structures.

### *Tapescript 11B*

## **The Importance of Science and Technology**

The importance of science and technology in contemporary society is demonstrated by the use of it in our daily lives. And

we often have no idea how science and technology really affect us. We live and work in structures given to us by science and technology. We are transported around on the ground, across the water and in the air by vehicles that are the direct result of science and technology. Modern societies are literally built on science and technology. When we turn on the tap, or flip a light switch, we are accessing science and technology. Medicine is also science and technology, and anyone who is more than mildly ill or has been injured in more than a minor way will benefit from science and technology. Food in modern society is touched by science and technology, either in its origin, packaging and processing or transportation. Without technology, we would not have computers, telephones and other things. Without science, we would hardly know anything about our planet, country or even our local area.

*Tapescript 12A*  
**Albert Einstein**

Albert Einstein (1879–1955), a German-born physicist, is best known for his theory of relativity and specifically mass-energy equivalence, expressed by the equation  $E = mc^2$ . Einstein received the 1921 Nobel Prize in Physics for his services to Theoretical Physics, and for his discovery of the law of the photoelectric effect. Einstein's many contributions to physics include his special theory of relativity, which reconciled mechanics with electromagnetism, and his general theory of relativity, which was intended to extend the principle of relativity to non-uniform motion and to provide a new theory of gravitation. His other contributions include classical problems of statistical mechanics and their application to quantum theory, an explanation of the Brownian movement of molecules, the quantum theory of a monatomic gas, thermal properties of light with low radiation density (which laid the foundation for the photon theory), a theory of radiation, the conception of a unified field theory, and others. Einstein published over 300 scientific works and over 150 non-scientific works. The physics community reveres Einstein, and in 1999 Time magazine named him the "Person of the Century". In wider culture the name *Einstein* has become synonymous with genius.

*Tapescript 12B*  
**Alan Turing**

Alan Turing (1912–1954), a British mathematician and logician, is often considered to be the father of modern computer science. He provided an influential formalization of the concept of the algorithm and computation with the Turing machine. With the Turing test, meanwhile, he made a significant and characteristically provocative contribution to the debate regarding artificial intelligence: whether it will ever be possible to say that a machine is conscious and can think. He later worked at the National Physical Laboratory, creating one of the first designs for a stored-program computer, the ACE, although it was never actually built in its full form. In 1948, he moved to the University of Manchester to work on the Manchester Mark I, then emerging as one of the world's earliest true computers. During the Second World War, Turing worked at Bletchley Park, the UK's code breaking centre, and was for a time head of Hut 8, the section responsible for German naval cryptanalysis. He devised a number of techniques for breaking German ciphers.

*Tapescript 13A*  
**Computer Mouse**

The computer mouse is one technology that often gets overlooked and taken for granted. When early computers were the size of a house, they could only be manipulated through hundreds of tiny buttons and sliders. The mouse – named after its tail-like cord and round body – was invented in 1964 by American researcher Douglas Engelbart (1925–2013), a radar technician from the Stanford Research Institute. He wanted to find a way to make using computers easier. In those days, using large computers was very hard because everything had to be typed in by hand, and there was no way to alter things if you made a mistake. After studying and designing for a long time, Engelbart succeeded in inventing an input device which he named *XY index*. At first, it needed two hands to use, but it was changed so that only one hand was needed to use it. This model was more like the mouse that we use today. The mouse was

used with Macintosh of Apple Inc. when it came out in 1984. Microsoft Windows also used the mouse when it came out, so over time the computer mice became used with many computers. Modern mice have three buttons: a left button, a right button, and a scroll button.

*Tapescript 13B*  
**Microwave Oven**

Today, microwave ovens are a commonplace household appliance for cooking or reheating food, but this was not always the case. When microwaves were first invented no one thought they could be used to cook food. In 1945 Percy Spencer (1894–1970), an American engineer at the Raytheon company, was working with magnetrons. These devices emitted microwaves – radio signals used in early radar systems. One day Spencer noticed that a chocolate bar in his pocket had melted. His experiments showed that the microwaves emitted from the magnetron could raise the internal temperature of many food products far more rapidly than a conventional oven. That year Raytheon filed a patent for the microwave cooking process, and the microwave oven for household use was introduced to the American public in 1967. Not only have microwaves modernized the way we eat, they have also made meals far more convenient to prepare.

*Tapescript 14A*  
**Polymers**

Polymers are a large class of materials consisting of many small molecules that can be linked together to form long chains. Polymers in the natural world have been around since the beginning of time. Cellulose and rubber possess polymeric properties. Man-made polymers have been studied since 1832. Today, the polymer industry has grown to be larger than the aluminum, copper and steel industries combined. Natural and synthetic polymers can be produced with a wide range of stiffness, strength, heat resistance, density, and even price. Polymers already have a range of applications that far exceeds that of any other class of material available to man. Current applications extend from coatings, foams, and packaging materials to textile fibers, electronic, biomedical and



optical devices. Automobile parts, pipes, tanks, packing materials, insulation, wood substitutes, adhesives, and matrix for composites are all polymer applications used in the industrial market. Playground equipment, various balls, golf clubs, swimming pools, and protective helmets are often produced from polymers.

*Tapescript 14B*  
**Alloys**

An alloy is a mixture of two elements, one of which is a metal. Alloys often have properties that are different to the metals they contain. This makes them more useful than the pure metals alone. For example, alloys are often harder than the metal they contain. Alloys contain atoms of different sizes, which distorts the regular arrangements of atoms. This makes it more difficult for the layers to slide over each other, so alloys are harder than the pure metal. Alloys are used in some applications, where their properties are superior to those of the pure component elements for a given application. Examples of alloys are steel, solder, brass, duraluminium and amalgams. Smart alloys have unusual properties. Nitinol is an alloy of nickel and titanium, and is known as a shape memory alloy. If nitinol is bent out of shape, it returns to its original shape when it is either heated or an electric current is passed through it. This property makes it useful for making spectacle frames – they return to their original shape if they are put in hot water after bending them.

*Tapescript 15A*  
**London Taxis**

London taxis drive round the centre of the city looking for customers. Taxis are often called cabs, from the French word *cabriolet*, which is a nineteenth-century word for a coach drawn by a horse. Traditional taxi drivers, or cabbies, are proud of their knowledge of London. They have to know every street in the 113 square miles of Central London and spend up to four years learning the best routes. To get their licence, they have to pass a series of tests, known as *The Knowledge*, until they are absolutely

accurate in their answers. Because of this long training period, cabbies are often angry that people can drive minicabs without a licence. Minicabs look like normal cars, do not have meters and cannot pick up people in the street: people have to phone for one.

*Tapescript 15B*  
**Alternative Forms of Transport**

One of the most popular forms of urban transport in Britain used to be the tram. They were first used in London in 1861, but they were all replaced by buses after 1945. Trams, however, are making a comeback. South Yorkshire has a 30-kilometre Supertram network which opened in 1994. Manchester, too, uses trams as part of its Metrolink system, while many other cities are considering alternatives to buses. The first section of the Manchester Metrolink opened in 1992. It has reduced car trips by an estimated one million a year. Manchester trams carry up to 250 people each. They are clean and quiet. They do not get stuck in traffic. There are no steps so they are easy to use if you are disabled. The most environmentally friendly vehicle is a bicycle, but cycling in Britain can be dangerous as there are not many bicycle lanes in British cities. Many drivers do not realise that there are cyclists on the roads: cyclists, like pedestrians, are almost as likely to be killed or injured as motorists. This is why an increasing number of cyclists wear helmets and fluorescent clothing.

*Tapescript 16A*  
**Some Disadvantages of Computers in Education**

The limitless access to information provided to students by computers can present challenges and disadvantages directly related to computer usage in colleges. Computers are very essential for college students but there are some instances wherein computer technology is seen to be disadvantageous for them as well. When students replace paper and a pen with a computer for education, handwriting skills may suffer. Most computer word processing programs include a spelling and grammar check, and students might rely too heavily on the computer to correct spelling and

grammatical errors. Using computers to cheat is a widespread problem in colleges. Students might search online for answers to test questions or have answers sent to their computers by other students. Students are able to access huge amounts of information via computers and may present that information as their own. Plagiarizing may be difficult for colleges to prove or identify because of the broad scope of the Internet and difficulty of finding all possible sources of information. Health risk is another consideration. There are some health disturbances associated with computers. Among of these is eyestrain. Computer integration in the learning process could also give some problems for those students having poor eyesight. It is recommended to take a couple of minutes' break after 30 minutes of computer usage.

*Tapescript 16B*  
**The Internet**

The Internet is a global network connecting millions of computers. More than 190 countries are linked into exchanges of data, news and opinions. As of December 30, 2014 there were an estimated 3,037,608,300 Internet users worldwide. The number of the Internet users represents nearly 40 percent of the world's population. The largest number of the Internet users by country is China, followed by the United States and India. In September 2014, the total number of websites with a unique hostname online exceeded one billion. Unlike online services, which are centrally controlled, by design, the Internet is decentralized. Each Internet computer, called a host, is independent. Operators can choose which Internet services to use and which local services to make available to the global Internet community. There are a variety of ways to access the Internet. Most online services offer access to some Internet services. It is also possible to gain access through a commercial Internet Service Provider (ISP). No one actually owns the Internet, and no single person or organization controls the Internet in its entirety. The Internet is more of a concept than an actual tangible entity, and it relies on a physical infrastructure that connects networks to other networks.

*Tapescript 17A*  
**The Industrial Revolution and Its Impact  
on Our Environment**

The Industrial Revolution began in Britain in the 1700's, and spread to the rest of the world. The use of machinery and factories led to mass production, which in turn led to the development of numerous environmental hazards. The effects on the environment would only be seen clearly years later. The use of factories and mass production has led to a depletion of certain natural resources, leaving the environment permanently damaged. One example of this depletion is deforestation, which is the clearing of forest trees for use in production. When the trees are cleared, the wildlife in the forest also becomes uprooted. The lack of trees is only compounded by the problem of carbon emissions. Whereas forests help emit oxygen and refresh the levels of healthy gases in the air, factories emit poisonous emissions and eliminating the source of oxygen. The pollution that has resulted from factories involves not only airborne emissions but land and water pollution as well. The primary issue resulting from pollution and carbon emissions is that of global warming. As the temperature rises, glaciers are melting and oceans are rising. More animal species are becoming endangered or extinct as a result of global warming. While the Industrial Revolution was the cause of positive change for the industrial world, there is no question that it has wreaked havoc on the environment. The depletion of natural resources, pollution and human health problems that have resulted directly from the accomplishments of the Industrial Revolution have been disastrous for the world environment.

*Tapescript 17B*  
**Acid Rains**

Acid rain is any form of precipitation with high levels of nitric and sulfuric acids. It can also occur in the form of snow, fog, and tiny bits of dry material that settle to Earth. Rotting vegetation and erupting volcanoes release some chemicals that can cause acid rain, but most acid rain falls because of human activities. The biggest culprit is the burning of fossil fuels by coal-burning power plants, factories, and automobiles. When humans burn fossil fuels, sulfur dioxide and

nitrogen oxides are released into the atmosphere. These chemical gases react with water, oxygen, and other substances to form mild solutions of sulfuric and nitric acid. Acid rain has many ecological effects, but none is greater than its impact on lakes, streams, and other aquatic environments. Acid rain makes waters acidic and causes them to absorb the aluminum that makes its way from soil into lakes and streams. This combination makes waters toxic to fish and other aquatic animals. Acid rain also damages forests. The only way to fight acid rain is by curbing the release of the pollutants that cause it. This means burning fewer fossil fuels. But even if acid rain could be stopped today, it would still take many years for its harmful effects to disappear. Individuals can also help prevent acid rain by conserving energy. The less electricity people use in their homes, the fewer chemicals power plants will emit.

*Tapescript 18A*

## **A Job in Engineering**

There are lots of different types of engineering. The one thing they have in common is that they all use Maths and Science to improve industry and manufacturing. The whole science of engineering can be broadly divided into three main areas: civil engineering (buildings, roads, etc.), mechanical engineering (machines, including tool-making), and electrical engineering (electricity, lighting, etc.). Each of these three main areas can be divided again into specialist subjects: civil engineering covers mining and bridge building, mechanical engineering covers aeronautical and automobile engineering, electrical engineering covers electricity generation and wiring. Clearly there is a big difference between building a road and designing a computer system so the best advice for students is as follows. Think carefully about which area of engineering interests you most. It is difficult to study if you are not interested. Think about what sort of person you are. Will you be happiest working in an office, in a factory, or outdoors? Do you mind getting dirty? Do you want to work with other people or alone? If you like wearing high heels and beautiful clothes, you may not be happy on a building site. When you have decided which area you are interested in and thought realistically about what sort of person you are, then you can decide what sort of expert you want to be.

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*Tapescript 18B*  
**Building a Road**

The time it takes to build a road from the concept, planning and design to construction varies. The “concept” stage can happen years ahead. It can involve working with federal and local governments, planning authorities, industry and the community. Planning can take at least three to five years for major projects. When the decision is made to build a road, the best location has to be found. Other considerations are: the cost, the amount of land needed, how it will affect the community and business, environmental impacts. Design can take one to two years for major projects. The decisions concerning the size, type and location of the road should be taken at this stage. Traffic volumes, type of road, general location and landscape are also considered. Construction can take between one and four years, depending on the size of the project. Road layers can vary according to the type of ground and the expected traffic load. A major highway is typically one layer of gravel followed by four layers of asphalt or two layers of concrete. Other highways and secondary roads have three layers of gravel followed by two layers of sprayed bitumen. Types of surfaces are as follows. Sprayed bitumen is used for areas of lower traffic volumes (less than 5000 vehicles per day). Asphalt is used on approximately 10% of state-controlled roads. Concrete is used on major motorways.

*Tapescript 19A*  
**Acoustical Engineering**

Acoustical engineering is one of many other subdisciplines of mechanical engineering. It is the study of sound and vibration. Acoustical specialists are typically concerned with the design, analysis and control of sound. One goal of acoustical engineering can be the reduction of unwanted noise, which is referred to as noise control. Unwanted noise can have significant impacts on animal and human health and well being, reduce attainment by pupils in schools, and cause hearing loss. Noise control principles are implemented into technology and design in a variety of ways, including control by redesigning sound sources, the design of noise barriers, sound absorbers, silencers, and buffer zones, and the use

of hearing protection. But acoustical engineering is not just about noise control, it also covers positive uses of sound from the use of ultrasound in medicine to the programming of digital sound synthesizers, from designing a concert hall acoustics to enhance the sound of an orchestra to specifying a railway station sound system for announcements.

*Tapescript 19B*  
**Biomechanics**

Biomechanics is the science concerned with the internal and external forces acting on the human body and the effects produced by these forces. More specifically, biomechanics is the study of human movement and describes the forces which cause this movement. Biomechanists applying mechanical principles view the human body as a collection of levers, made of bones which are moved by your muscles. Biomechanics is closely related to engineering, because it often uses traditional engineering sciences to analyse biological systems. Some simple applications of Newtonian mechanics and/or materials sciences can supply correct approximations to the mechanics of many biological systems. Biomechanics can play a crucial role in both injury prevention as well as performance enhancement. It is important for athletes of all ages and skill levels to understand the importance of education to develop proper mechanics. An athlete's ability to perform efficiently and injury free are two key features in performance outcome and can be improved with biomechanical analysis. Biomechanics also helps in creating prosthetic limbs and artificial organs for humans.

*Tapescript 20A*  
**Electric Current**

Electric current is a flow of electrical charge carriers, usually electrons or electron-deficient atoms. The common symbol for current is the uppercase letter  $I$ . The standard unit is the ampere, symbolized by  $A$ . One ampere of current represents one coulomb of electrical charge moving past a specific point in one second. Physicists consider current to flow from relatively positive points to relatively negative points; this is called conventional current.

Electrons, the most common charge carriers, are negatively charged. They flow from relatively negative points to relatively positive points. Electric current can be either direct or alternating. Direct current (DC) flows in the same direction at all points in time, although the instantaneous magnitude of the current might vary. In alternating current (AC), the flow of charge carriers reverses direction periodically. The number of complete AC cycles per second is the frequency, which is measured in hertz. Current per unit cross-sectional area is known as current density. It is expressed in amperes per square meter, amperes per square centimeter, or amperes per square millimeter. In general, the greater the current in a conductor, the higher the current density. However, in some situations, current density varies in different parts of an electrical conductor. Electric current always produces a magnetic field. The stronger the current, the more intense the magnetic field. A pulsating DC, or an AC, characteristically produces an electromagnetic field. This is the principle by which wireless signal propagation occurs.

### *Tapescript 20B* **Diodes**

A diode is a specialized electronic component with two electrodes called the anode and the cathode. Most diodes are made with semiconductor materials such as silicon, germanium, or selenium. Some diodes are comprised of metal electrodes in a chamber evacuated or filled with a pure elemental gas at low pressure. Diodes can be used as rectifiers, signal limiters, voltage regulators, switches, signal modulators, signal mixers, signal demodulators, and oscillators. The fundamental property of a diode is its tendency to conduct electric current in only one direction. When the cathode is negatively charged relative to the anode at a voltage greater than a certain minimum called forward breakover, then current flows through the diode. If the cathode is positive with respect to the anode, is at the same voltage as the anode, or is negative by an amount less than the forward breakover voltage, then the diode does not conduct current. This is a simplistic view, but it is true for diodes operating as rectifiers, switches, and limiters. The forward breakover voltage is approximately six tenths of a volt (0.6 V) for silicon devices, 0.3 V for germanium devices, and 1 V for selenium devices.



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