

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА
РОССИЙСКОЙ ФЕДЕРАЦИИ

ФГБОУ ВПО «ПЕНЗЕНСКАЯ ГСХА»

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АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СТУДЕНТОВ СЕЛЬСКОХОЗЯЙСТВЕННЫХ ВУЗОВ

Рекомендуется Московским государственным лингвистическим университетом в качестве учебного пособия для студентов, обучающихся по направлению подготовки бакалавров 110100 - Агрохимия и агро почвоведение.

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Предисловие

Данная работа представляет собой учебное пособие по английскому языку для занятий со студентами с/х вузов, продолжающих изучать иностранный язык, и рассчитана на 90-100 часов практических аудиторных занятий. Пособие переработано и дополнено с учетом требований программы по дисциплине «Иностранный язык» для подготовки бакалавров (неязыковые вузы).

Источником для составления данного пособия послужили как оригинальная литература (журналы, альманахи, научные издания, данные Интернет, проспекты, учебные пособия, учебные компьютерные диски, толковые словари и другая справочная литература), так и учебные пособия Российских авторов; а также статистические данные по с/х и экономике России и зарубежных стран. Выбор текстов продиктован учебной и общеобразовательной целью – соединение гуманитарного и профессионального образования в вузе.

Целью является повышение исходного уровня владения иностранным языком, достигнутого на предыдущей ступени образования, и овладение студентами необходимым и достаточным уровнем коммуникативной компетенции для решения социально-коммуникативных задач в различных областях бытовой, культурной, профессиональной и научной деятельности при общении с зарубежными партнерами, а также для дальнейшего самообразования.

Задания построены по принципам коммуникативной направленности, культурной и педагогической целесообразности, функциональности. Тексты носят, как правило, страноведческий характер, а также дают общие представления о будущей сфере деятельности. Во всех текстах можно проследить нарастание лексических и грамматических трудностей. Упражнения направлены на выработку умений и навыков по всем видам речевой деятельности. Многие задания носят творческий и дискуссионный характер.

В пособии представлены упражнения на словообразование, которые способствуют развитию языковой догадки студентов.

Грамматический материал построен на базе изучаемой лексики. Для быстрого усвоения и лучшего понимания используются таблицы. В свою очередь, в текстах широко представлены изучаемые в данном разделе грамматические структуры.

Особое внимание уделяется фонетике. В разделе фонетической отработки речи представлены необходимые сведения о правилах английского произношения. Для лучшего понимания правила чтения помещены в таблицы, за которыми следуют тренировочные упражнения.

Для каждого раздела данного пособия разработаны упражнения на аудирование, что способствует более полному усвоению материала. Цель их - подготовить студентов к восприятию иноязычной речи в языковом и психологическом отношении, активизировать уже имеющиеся знания, снять лингвистические трудности. Упражнения способствуют пониманию основного содержания текста, деталей, запрашиваемой информации.

В структуру пособия входят четыре цикла, каждый из которых делится на три темы. Тематика охватывает традиционные темы социально-бытового общения (семья, дом, город, рабочий день, учёба, погода и т.д.), а также страноведческие темы и темы, связанные с будущей профессией. С/х лексика вводится поэтапно. Основной объём терминов по сельскому хозяйству даётся в темах: «Моя страна», «Современное сельское хозяйство». Задания ориентируют студентов на дальнейшую работу с текстами по специальности и их анализ. Работа с диаграммами и схемами, а также написание аннотаций к текстам предполагает использование данные заранее ключевые фразы.

Структура пособия

Циклы		Лексическая тема	Грамматическая тема
I 20 ч	Урок 1 Урок 2 Урок 3	<u>О себе</u> Знакомство Моя семья Моя учёба	Порядок слов; to be, to have, to do; Личные местоимения; Артикль, Притяжательные местоимения, Указательные местоимения; Местоимение it; Имя существительное; предлоги
II 28ч	Урок 1 Урок 2 Урок 3	<u>Место, где я живу</u> Мой дом Мой город Моя страна	There is/are; some, any; Числительные; Прилагательные и наречия; Система времён в действительном залоге
III 26ч	Урок 1 Урок 2 Урок 3	<u>Англо-язычные страны</u> Великобритания Лондон США	Причастия; Страдательный залог; As, That, One; Модальные глаголы; Инфинитив, Инфинитивные обороты
IV 26ч	Урок 1 Урок 2 Урок 3	<u>Природа и человек</u> Жизнь на земле Природа и человек Современное с/х	Герундий; Сложные предложения; Повелительное наклонение; Сослагательное наклонение

Структура урока

Каждый урок построен по единой схеме: лексическая тема, правила чтения, грамматика (теоретический материал и упражнения).

Лексическая тема

Лексическая тема вводится поэтапно:

1) Вопросы. В начале занятия студентам предлагается ответить на вопросы по теме, которую предстоит изучить. Возможно, они не смогут ответить на все вопросы сразу (особенно на вопросы последних разделов). Такое задание даётся намеренно. Отвечая (или затрудняясь ответить) на поставленные вопросы, студенты имеют возможность проверить свои знания по теме до её изучения, а затем, вернуться к ним и сравнить результаты.

2) Групповая работа. Это разминка. Ее цель – вовлечь студентов в речевую деятельность и, поставив задачу (или обозначив проблему), заставить их сообща прийти к общему решению. Например: «Найдите в группе того, кто...»; «Опишите по цепочке...»; «Выразите свое мнение о...»; «Докажите, что вы знаете...» и т.д.

3) Список основных слов и фраз по теме с упражнениями на их отработку. Упражнения на закрепление новых слов по темам разнообразны. К заданиям на первичную отработку лексики относятся упражнения на узнавание, правильное произнесение (с опорой на транскрипцию) и на тренировку памяти. Это задания типа:

- Познакомьтесь со словами и правильно их прочитайте;
- Найдите обобщающее слово в цепочке слов;
- Найдите лишнее слово в цепочке слов;
- Вставьте необходимые слова;
- Составьте пары синонимов (антонимов);
- Поделите слова на группы (по заданным признакам);
- Переведите предложения с новыми словами и т.д.

К более сложным упражнениям относятся задания, которые нацеливают студентов на правильное употребление новых слов, на дальнейшую активизацию их в речи

Наряду с лексическими упражнениями представлены упражнения на словообразование, которые рекомендуется выполнять на начальном этапе работы с лексикой. Начиная с **Unit**

II Lesson 3, количество упражнений на словообразование увеличивается за счет того, что к разделу «Фонетика» добавляется раздел «Словообразование» с упражнениями (их также рекомендуется выполнять в начале лексической темы).

4)Парная работа представлена в виде диалогов и заданий на их составление. В помощь даются опорные фразы и разговорные клише.

5)Тексты Почти все уроки содержат тексты для изучающего, просмотрового и поискового чтения. В упражнениях к ним отрабатываются конкретные грамматические и лексические навыки чтения и устной речи, вводятся и закрепляются коммуникативные структуры. Задания составлены по принципу: от простого к сложному; от понимания (извлечения) информации до её вторичной обработки (аннотирования, передачи содержания, высказывания собственного мнения). Все тексты содержат основные грамматические явления, представленные в изучаемом цикле. Поэтому упражнения к текстам включают также и грамматические задания.

6)Итоговое задание Be Ready носит творческий характер.

Грамматический материал

Хотя грамматический раздел помещён в конце урока, прежде чем приступить к чтению текста 1, рекомендуется познакомиться с грамматикой. Потом следует выполнить упражнения для первичного закрепления. Все упражнения этого раздела выполняются письменно.

Правила чтения

Основные правила чтения помещены сразу же за лексической темой. На каком этапе урока следует заниматься отработкой техники чтения, преподаватель решает исходя из уровня подготовки студентов. Помимо упражнений на правила чтения, в этом же разделе представлены упражнения на словообразование (в дополнение к тем упражнениям, которые выполняются на протяжении основной части урока).

Задания на аудирование

В пособии представлены также задания на аудирование. Они даются в конце изучаемой лексической темы и связаны с ней. Некоторые записи были взяты из аудио приложения к журналу **Speak English**, другие составлены самостоятельно.

Задания на развитие письменной речи

Работа над развитием навыков письменной речи ведется поэтапно:

1-й этап: заполнение анкеты, составление своего расписания, записной книжки с телефонами и адресами;

2-й этап: написание личного и делового письма, сочинения и аннотации.

Условные обозначения:

 – опорные слова и фразы по теме для заучивания наизусть

 – письменное упражнение

 – парная работа

 – групповая работа

 – устная монологическая речь

!!! – исключения из правил (правила чтения)

Задания к упражнениям

Answer the questions – Ответьте на вопросы

Finish up the sentences (Complete the dialogues) – Закончите предложения (диалоги)

Read ... – Прочитайте ...

Compare ... – Сравните ...

Make up ... – Составьте ...

Use ... – Употребите ...

Find – Найдите ...

Match – Подберите (соответствующий) вариант) ...

Translate ... – Переведите ...

Fill in the table – Заполните таблицу

Discuss ... – Обсудите ...

Find English equivalents – Найдите английские эквиваленты

Correct ... – Исправьте ...

Make a report – Подготовьте сообщение

Suggest the title – предложите заглавие

Add ... – Добавьте ...

After the model – по образцу

Write a composition – Напишите сочинение

Choose the correct variant – Выберите верный вариант

Retell ... – Перескажите ...

Divide ... – Разделите ...

Key sentences – ключевые предложения

Scan the text – текст на просмотр

Guess the meaning – догадайтесь о значении

Memorize – запомните

In pairs – в парах

ABOUT MYSELF

1) Meeting People

Grammar: Word order; Interrogative sentences; Personal pronouns; To be, to have, to do

2) My Family

Grammar: The article; Possessive pronouns; Prepositions

3) My Study

Grammar: It; Noun; Demonstrative pronouns

LESSON 1

Task 1. Answer the questions.

- 1) What is your name? (My name is ... My surname is ...)
- 2) Where are you from? (I am from ...)
- 3) How old are you? (I am ...)
- 4) What do you do?
- 5) Is your family large or small? (My family is ...)
- 6) What is your hobby?
- 7) What are you good at?

Task 2. Memorize the following words and phrases.

1. **Hello! Hi!** – Привет!
2. **How do you do?** – Здравствуйте.
3. **Let me introduce myself.** – Позвольте мне представиться.
4. **Meet my friend (my sister ...).** – Познакомьтесь с моим другом (сестрой).
5. **Glad (pleased) to meet you.** – Приятно с Вами познакомиться.
6. **I remember we have met before.** – Я помню, мы встречались раньше.
7. **Please, call me by my first name.** – Пожалуйста, называйте меня по имени.
8. **I'm afraid you're mistaking me for someone else.** – Боюсь, Вы меня с кем-то путаете.
9. **How are you?** – Как дела?
10. **Fine, thanks. And you?** – Хорошо, спасибо. А у Вас?
8. **So, so.** – Так себе.
9. **See you soon.** – Пока.
10. **Here is my address and my telephone number, just in case.** – Здесь мой адрес и номер моего телефона, на всякий случай.
11. **patronymic** [,pætrə'nimik] – отчество
12. **private** ['praivit] **address** [ə'dres] – адрес
13. **curriculum vitae** [kə'rɪkjułəm'vi:tai] – сведения об учебе и трудовой деятельности
14. **What languages** ['læŋgwɪdʒɪz] **do you speak?** – На каких языках ты говоришь?
15. **I speak English and a little French.** – Я говорю по-английски и немного по-французски.
16. **What do you like doing in your spare time?** – Чем любите заниматься в свободное время?
17. **I am fond of dancing (football, music, cooking, ...).** – Я увлекаюсь танцами (футболом, музыкой, люблю готовить, ...).
20. **My hobby is reading.** – Мое хобби – чтение.
21. **I am good at sport.** – Я успешно занимаюсь спортом.

 **Task 3. Respond to the following remarks.**

1) – Let me introduce myself. My name is Oliver Brown.
– ...

2) – Hello, Nick!
– ...

3) – How are you?
– ...

4) – What do you do?
– ...

5) – What is your mother's occupation?
– ...

6) – Is your family large?
– ...

7) – What is your hobby?
– ...

8) – Meet my friend Peter.
– ...

9) – How do you do.
– ...

Task 4. Match the questions and answers.

Where were you born?	Five years ago.
What do you do?	Three times a week.
Are you married?	I'm fond of jazz.
When did you start learning English?	No, I'm single.
How often do you have English classes?	In Samara.
What sort of music do you like?	I'm a student.
Do you believe in astrology?	To a certain extent.

*Personal characteristics***Task 5. Use a dictionary to look up new words and complete the chart.**

Strong and fit; trustworthy, persistent and hardworking; punctual and careful; well-mannered and tactful; lazy; bright and intelligent; absent-minded; shy; know how to deal with all sorts of people; a rude person; active and creative, can cook well.

My friends (parents) say that I (am)	I try to (be)



Star signs

There are 12 star signs, and people who belong to a definite sign have their own character, habits and manners.

<p>♈ Aries 21st March – 20th April</p> <p><i>Aries are fire signs and those born under this element are regarded as adventurous, active and outgoing. You like jokes, parties and loud music. You are good at sport. You know what you want. You don't ask for advice. You don't listen to other people. Sometimes you are a bit selfish.</i></p>	<p>♉ Taurus 21st April – 21st May</p> <p><i>A sign of earth. You work hard. You are very practical and helpful. You are good at making money. Neighbours often pay you to babysit or clean their car. You don't like change. You like food!</i></p>	<p>♊ Gemini 22nd May – 21st June</p> <p><i>Your element is air. If you're Gemini you love surprises. You like chatting with your friends. You know a little bit about everything. You do a lot of things at once.</i></p>
<p>♋ Cancer 22nd June – 22 July</p> <p><i>Your element is water. You seem strong and selfish. But really you are soft and sensitive. One minute you are happy, the next minute you feel sad. Your family is very important. You like collecting things.</i></p>	<p>♌ Leo 23d July – 23d August</p> <p><i>Your element is fire. You are a leader. You want to be rich and important one day. You love expensive things. You like buying presents for your friends. You are kind and helpful to smaller kids.</i></p>	<p>♍ Virgo 24th August – 22nd September</p> <p><i>Your element is earth. You work hard. You are very tidy. You choose your friends carefully because they have to be perfect! Untidy people annoy you.</i></p>
<p>♎ Libra 23d September – 23d October</p> <p><i>Your element is air. If you're Libra people like you because you always say nice things. You hate fights. You want everyone to be happy so you agree with everyone. You always look good. You're a bit lazy.</i></p>	<p>♏ Scorpio 24th October – 22nd November</p> <p><i>A sign of water. You are a very strong person. You always get what you want. You are a very good friend. You get jealous when your best friend spends time with other people.</i></p>	<p>♐ Sagittarius 23d November – 21st December</p> <p><i>A sign of fire. If you are Sagittarius you are friendly. You spend money like water. You always tell the truth. Sometimes this can hurt your friends feelings. You love travel and adventure.</i></p>
<p>♑ Capricorn 22nd December – 20th January</p> <p><i>Your element is earth. Capricorns are quiet and serious. You work hard. Your friends like you because you never do stupid things. You always save your pocket money. Exams are very important to you. You want to have a good job one day.</i></p>	<p>♒ Aquarius 21st January – 18th February</p> <p><i>A sign of air. So if you were born under the sign of Aquarius you like to be free. You have original ideas. Some of your ideas are crazy! Little kids and animals love you. You love arguments but you never change your mind.</i></p>	<p>♓ Pisces 19th February – 20th March</p> <p><i>You are friendly and kind. You are good at art and you love music. You often lose things and forget the time. You dream a lot.</i></p>

Task 6. Examine the description and check your partner's star sign. Do you think it's true or untrue? Copy and complete the chart below.

Name	Sign	True	Untrue
Alla ...	Pisces	You are friendly and kind.	You often lose things.

Task 7. Complete the following after the model:

Model: *Capricorns are economical because they always save their pocket money.*

1. ... are absent-minded because they ...
2. ... are active and ambitious because they ...
3. ... make friends easily because they ...
4. ... are honest and frank because they ...
5. ... are hard-working because they ...

Task 8. Put the letters in the correct order to make the names of the following jobs and occupations: экономист, шофер, инженер, фермер, врач, строитель, учитель. **What star signs are the best for them?**

Ramfer, neigreen, dverir, cheater, rotcod, biudrle, meconotsi.

Task 9. Fill in the form:

Name-----
Surname-----
Place of birth-----
Country (Residence)-----
Town-----
Age-----
Job (occupation)-----
Hobby-----
What kind of job would you like to have?-----

What do you look like?

Use the words to describe a person:

A girl (a woman): nice, pretty, long/short-haired, fair/dark-haired, blonde, blue/brown-eyed, slim, fat, long-legged, a pleasant smile, is wearing jeans, good-looking, pleasant, kind, beautiful.

A man: young, handsome, strong, well-built, tall/short, dark/fair-haired, has brown eyes, a big (small, straight) nose, short-cut hair, curly hair.

Text 1

Communication

We can communicate with other people in many different ways. We can talk and write, and we can send messages with our hands and faces. There is also the phone (including the mobile!), the fax and e-mail. Television, film, painting, and photography can also communicate ideas.

Developing good communication skills is an important part of living a fulfilled life (полноценная жизнь) because:

- The average worker spends 50 percent of his or her time communicating.
- Business success is 85 percent dependent on effective communication and interpersonal skills (способность строить отношения и взаимопонимание с людьми).
- Forty-five percent of time spent communicating is listening.
- Writing represents nine percent of communication time.
- One-fourth of all workplace mistakes are the result of poor communication.

No matter (независимо от) what your age, background, or experience, effective communication is a skill you can learn.

Obviously, it is impossible to tell someone how to have a conversation, but here are some things that help:

- Ask questions.
- Show that you are interested.
- Don't just answer *yes* or *no*.
- Try to add a comment of your own.
- Don't let the conversation stop.

Exercise 1. Scan the text.

Exercise 2. Here is the plan. Is it true?

- I Ways of communication
- II Importance of communication
- III Having a conversation

Exercise 3. Choose the best answer.

- Hello, what's your name?
a) Mary. b) Mary. And what's your name?
- What a lovely day, isn't it?
a) Oh, yes. I like such weather. What kind of weather do you like? b) Hmm, I don't know.
- Where are you from?
a) Moscow. b) I come from Moscow, one of the busiest cities of the world. And what about you?
- Are you having a good time?
a) Hmm, yes. b) Yes, I meet a lot of people and see wonderful places.

Exercise 4. Write your tips to improve conversations with other people.

BE READY

Introduce yourself and your friend.

Правила чтения гласных в ударном слоге

Открытый слог

Открытый слог оканчивается на гласную или на согласную, за которой следует немая гласная «е». Как правило, в таком слоге гласная читается так же как в алфавите.

a	[ei] cake
е	[i:] he
и	[ai] mine
у	[ai] type
о	[əu] no
и	[ju:] pupil

Exercise 1. Read the words correctly.

- a) date, lake, safe, make, take, state, plane, wave, frame, plate, mis'take.
- b) me, he, we, be, she, eve, Pete, these, theme.
- c) I, hi, mine, wife, time, de'fine, wine, like, dis'like, a'live, in'vite, five,
- d) no, go, home, alone, close, slope, note, ago, rose, hope, wrote, spoke, zone, pole.
- e) use, re'fuse, mule, tune, tube, 'human, 'student, super, a'cute, June.
- f) my, sky, why, try, type, cycle, fly, rely, apply, supp'ly, dry, dyne, style.

!!! Remember: have [hæv], give [giv], some [sʌm], come [kʌm], live [liv], do [du:], two [tu:]

Закрытый слог

При закрытом положении слог оканчивается на одну или более согласных (кроме r) в односложных словах, или за ударной гласной следуют две или более согласных (кроме r) в многосложных словах. Все гласные в таком положении читаются кратко.

a [æ]	е [e]	и [i]	у [i]	о [o]	и [ʌ]
man	melt	in	myth	on	up
cat	nest	film	'system	not	sun
as	'effort	'piston	'symbol	off	plus
lamp	best	winter	'physics	stop	must
latter	spend	little	'mystery	'offer	'duster
absent	men	lift	nymph	'follow	'number

!!! Remember: Буква о перед m, n, th, v передаёт звук [ʌ]. e.g. London, Monday, son, front, month, another, mother, love, brother.

Буква и в словах: pull, full, put, push читается как [u]

Exercise 2. Read the words correctly.

- a) map, sat, sad, stand, lamp, happy, apple, cat, fat, plan, bag, land, as, man, battle.

b) desk, net, next, bed, fed, red, men, ten, left, melt, send, sent, smell, best, end.
 c) tip, lip, miss, will, fit, this, slim, disk, differ, win, clip, since, resist, sit, pick.
 d) crop, stop, fodder, cross, on, not, pot, lot, got, offer, spot, hot, lock, dog, fog, log.
 e) up, plus, cut, sun, be 'gun, bus, must, butter, bulb, pulse, number, re 'sult, 'hundred.
 !!! f) have, love, come, some, glove, dove, mother, pull, push, full, put, monk.

Чтение гласных в сочетании с “r”

a+r [a:]	o+r [o:]	u+r [ə:]	i+r [ə:]	e+r [ə:]
far, dark	for, sport	fur, turn	Sir, first	her, certain

!!! Remember w+ar [o:] war, ward
 w+o [ə:] work, word, world.

В безударном положении на конце слов буквосочетания: or, er дают нейтральный звук: [ə:] instructor, worker.

Exercise 3. Read the words correctly.

a) start, smart, car, far, dark, mark, lark, star, part, 'party, park, farm, 'farming.
 b) for, sport, thorn, storm, or, born, corn, scorn, forth, fork, pork, North.
 c) fur, curl, 'murder, hurl, burn, 'burning, burst, ab'surd, oc'cur, purpose.
 d) first, sir, thirsty, dirt, 'dirty, firm, skirt, shirt, 'circle, 'circus, fir, girl, 'birthday.
 e) her, 'certain, 'certainly, in'sert, term, 'terminal, re'verse, Uni'verse, in'ternal,
 f) director, factor, worker, computer, semester, manager, fertilizer, tutor,

Чтение согласной “с”

с перед e, i, y	[s]	face, city, center
<i>перед a, o, u</i> <i>и согласной</i>	[k]	cat, cut, cool, fact, clock
сочетание cial	[ʃl]	special, social, official
сочетания ch, tch	[tʃ]	watch, match, bench, chief
<i>сочетание ch в словах</i> <i>французского происхождения</i>	[ʃ]	machine, champaign
<i>сочетание ch в словах латинского и греческого происхождения</i>	[k]	chemistry, mechanic, school

Exercise 4. Read the words correctly.

Circle, act, cube, chalk, case, cut, match, class, cattle, customer, cucumber, chalk, chemistry, center, century, bicycle, circumstances, machine.

WORD ORDER Порядок слов в английском предложении

В английском языке в повествовательном предложении существует фиксированный порядок слов: 1 место – подлежащее, 2 место – сказуемое, 3 место – дополнение, 4 место – обстоятельство. Обстоятельство может стоять также в начале предложения (0 место). Определение является единственным членом предложения, который не имеет фиксированного положения. Оно стоит с существительным, к которому относится.

Example: Every week my younger brother buys a new disc in the nearest shop.

M A S P A O A M

M – modifier (обстоятельство); **S** – subject (подлежащее) **P** – predicate (сказуемое); **O** – object (дополнение); **A** – attribute (определение)

Некоторые обстоятельства, выраженные наречиями неопределённого времени (always, also, probably, often, seldom, never, usually, rarely, sometimes, и др.) ставятся сразу перед сказуемым-глаголом. Если глагол **to be** входит в состав сказуемого, то такое обстоятельство стоит после него.

Eg. Tom always goes to work by car. She is never asked at seminars.

Exercise 1. Make up sentences.

- 1) Football, every, play, I, day.
- 2) Pete, pop, and, music, likes, classical, very much .
- 3) Much, farmers, have, in, work, autumn, year, every.
- 4) Brother, a, bought, my, interesting, book, very, in, on, the bookshop, biology.
- 5) Is, he, late, always.

INTERROGATIVE SENTENCES Вопросительные предложения

В английском языке существует четыре типа вопросов: **общий, специальный, альтернативный и разделительный.**

Общий вопрос (General question) это вопрос, относящийся ко всему предложению и требующий ответа yes/no. E.g. **Do you know the Browns?** – Yes, I do / No, I don't.

Специальный вопрос (Special question) это вопрос к какому-либо члену предложения и требует конкретного ответа. Здесь участвует вопросительное слово. Существует два типа специальных вопросов:

-- к группе подлежащего (здесь нет вспомогательного глагола. E.g. **Who lives in London?**)

-- к любому другому члену предложения. E.g. **Where is Mark?**

Вопросительные слова: What? When? Who? Why? Where? How many (much)? How? Whom? Which? Whose?

Альтернативный вопрос (Alternative question) это вопрос, в основе которого лежит выбор-альтернатива. Здесь участвует союз **or**. E.g. **Do you study English or German?**

Разделительный вопрос (Disjunctive question) это вопрос, состоящий из двух частей всегда противоположных друг другу (первая часть – утвердительное или отрицательное предложение, вторая (Question tag) – переспрос, состоящий из вспомогательного глагола и личного местоимения, заменяющего подлежащее. Переспрос переводится: «не так ли?»). E.g. **You don't like winter, do you? He was there, wasn't he?**

Exercise 2. Put a question tag at the end of each sentence.

- 1) Ann's on holiday, ...
- 2) You weren't listening, ...
- 3) Sue doesn't like onions, ...
- 4) Jack applied for the job, ...
- 5) He won't mind if I come early, ...
- 6) He had not seen her before, ...
- 7) She is right, ...

Порядок слов в вопросительном предложении

Порядок слов в вопросительном предложении определяется одной схемой, независимо от временной формы глагола-сказуемого.

Рассмотрим пример: We borrow books from the library.

тип вопроса	вопросит. слово	вспом. глагол	подлеж.	сказуемое	второст. члены
Общий		Do	you	borrow	books from the library?
Спец.	Who			borrows	books from the library?
Спец.	Where	do	you	borrow	books?

Exercise 3. Put questions of different types to the sentences.

- 1) He is in the room.
- 2) We like holidays.
- 3) They are buying a new computer.
- 4) She has got three sisters in Moscow.
- 5) They are not ready today.
- 6) My flat is on the second floor.
- 7) Ann didn't see my report.
- 8) We see many books on the shelves.
- 9) Every week Dan writes a letter.

PERSONAL PRONOUNS

Личные местоимения

<i>Именительный падеж</i>	<i>Объектный падеж соответствует русским косвенным падежам</i>
I (я)	me
you (ты, вы, Вы)	you
he (он)	him
she (она)	her
it (оно)	it
we (мы)	us
they (они)	them

TO BE TO HAVE TO DO

В английском языке глаголы **to be, to have, to do** являются многофункциональными.

<u>Смысловой глагол</u> (переводится: быть, являться, находиться) He is in Moscow. Он находится в Москве. <u>Глагол-связка</u> (не переводится) It is cold. Холодно.	<u>Смысловой глагол</u> (переводится: иметь) I have a house by the sea. У меня есть дом у моря.	<u>Смысловой глагол</u> (переводится: делать, выполнять) She does her work. Она делает свою работу.
<u>Вспомогательный глагол</u> (помогает образовывать времена и залоги, обычно не переводится) I am working. Я работаю. She is asked. Её спрашивают.	<u>Вспомогательный глагол</u> 1) (помогает образовывать перфектные времена, не переводится) We have done the work. Мы уже выполнили работу. 2) входит в структуру have got обозначающей принадлежность	<u>Вспомогательный глагол</u> (помогает образовывать вопрос и отрижение в простых временах, не переводится) Do you play chess? – No, I don't. Вы играете в шахматы? – Нет.
<u>Часть модальной конструкции</u> (переводится: должен, надо) I am to translate the text. Мне нужно перевести этот текст. В будущем времени не употребляется.	<u>Часть модальной конструкции.</u> (переводится: должен, необходимо, вынужден) We have to stay at home. Мы должны остаться дома.	<u>Глагол-заместитель</u> чаще всего употребляется для усиления значения смыслового глагола. This device does help them in their work. Этот прибор действительно помогает им в их работе.

Следует помнить, что модальные конструкции: **to be to, to have to** имеют одинаковое значение **должен**, однако с разными оттенками **долженствования**.

E.g. I am to go there. – Я обязан (должен по плану, по договорённости) поехать туда. **I have to go there.** – Я вынужден поехать туда (должен вместо Н., который заболел).

have, have+got, do+have*

Форма have без got и do сохраняется в устной и письменной формах официально-делового стиля. Например:

Have you an appointment?

Однако неосложненное have постепенно вытесняется формами с got и do.

Например:

Have you got the money? (обладание)

Do you have the money?

I've got a new car.

She hasn't got a car.

He has got a brother. (родственные отношения)

Устойчивые сочетания на основе глагола have

I have (got) a cold. – Я простудился.

He has an appointment. – У него назначена встреча.

He has a lesson. – У него занятие.

He has breakfast (dinner, lunch, ...) at 7. – Он завтракает в 7.

to have a swim (a bath, a shave, a sleep, a day off, a nice evening, a walk, a shower, a rest, a dream, a holiday)

She has a baby. – У нее родился ребенок.

I've got an idea. – У меня есть идея.

Вопросы с этими сочетаниями бывают только с do, did.

Eg. Did you have a good holiday?

Exercise 1. Use: am, is, are.

1) He ... a student. 2) You ... French. 3) I ... a teacher. 4) It ... a car. 5) Nick ... from Glasgow. 6) Ann ... a doctor. 7) We ... to go there. 8) He ... sleeping now. 9) We ... in Moscow now. 10) They ... invited to the party. 11) Ann ... to learn the poem.

Exercise 2. Use: have (got), has (got).

1) We ... many relatives in Moscow. 2) They ... to study many subjects. 3) She ... a good computer. 4) I ... done the work. 5) Linda ... a brother. 6) David and Mike ... to correct all their mistakes. 7) Nick ... to water plants. 8) I ... a good day.

Exercise 3. Use: do, does.

1) ... you like this book? 2) We ... this work together. 3) You ... not play tennis. – But I ... 4) He ... his work on time. 5) Julia and Ann ... like my cooking! 6) My brother ... not want to live in a noisy street. 7) His dog ... not play with mine.

*Новое в грамматике современного английского языка

Г.А. Вейхман, Москва, «Астрель», 2002

Exercise 4. Use: I, you, he, she, it, we, they. Sometimes several variants are possible.

1) ... am speaking now. 2) Where are Kate and Jane? ... are playing volleyball in the park. 3) ... don't like rain. ... brings me in a bad mood. 4) ... is not late. ... is on time. 5) What color is your new car? – ... is white. 6) ... have to work in the garden today. 7) ... am to stay at home on Sunday. 8) ... are to go to Moscow this week. Are ... going with us? 9) Mary is playing the piano. ... is a good musician.

Exercise 5. Point out the functions of the verbs to be, to have, to do. Translate the sentences.

1) I don't play chess well. 2) He is an engineer. 3) She has to work this Saturday. 4) We have got a new car. It is blue. 5) Pete is in London. He is to make a report about an agricultural exhibition. 6) Sorry, we are late. 7) They did win all the matches! 8) Why don't you visit him? 9) He doesn't do his work. He is in hospital. 10) We have to correct this mistake immediately. 11) Her car is broken. 12) Thanks for everything – we had a great time. 13) Have you ever had your own business? 14) She didn't pay cash, did she? 15) Let's have a look at it.

Exercise 6. Translate the sentences.

1) Он не инженер. Он студент. 2) Нам придётся сделать это самим. 3) – Вы делаете утреннюю зарядку каждый день? – Да. 4) – Что она сейчас делает? – Она рисует. 5) – Где ваша машина? – Она в гараже. 6) – У него есть брат? – Нет, у него есть сестра. 7) Тебе предстоит поехать туда. 8) Как у тебя дела? – Хорошо, спасибо. 9) Кто она по профессии? – Повар. 10) – Ты не любишь зиму. – Очень люблю. 11) Она действительно учится водить машину (to drive a car).

Exercise 7. Some sentences are wrong. Correct them.

- 1) I had a garden big near my house.
- 2) She have a new neighbour.
- 3) Their house are not very large.
- 4) We always do our work well and in time.
- 5) We are to cook dinner.
- 6) He has to stay at home yesterday.
- 7) Lived I at the hotel.
- 8) It is cold, is it?
- 9) Baltimore is not far from Washington.
- 10) Be quiet!
- 11) You knows as much as I do.
- 12) Who has eaten all the grapes?

LESSON 2

Task 1. Answer the questions.

- 1) Do you live with your family?
- 2) Is your family large?
- 3) How many people are there in your family? Who are they?
- 4) Do you have any brothers or sisters?
- 5) Who is the youngest in your family?
- 6) Who do you look like?
- 7) Have you got a pet?
- 8) What is your brother's (sister's) hobby?
- 9) What is your mother's (father's) occupation?

 **Task 2. Interview your groupmates. Find someone in your group whose family is large, (whose mother's name is Mary, whose father is a doctor, who has relatives abroad, whose hobby is cooking).**

Use the phrases: – May I ask you a question?

- Yes, certainly
- Have you got... (What is your ...? What is ... hobby?)
- Really?

Task 3. Complete the table.

		brother		brother-in-law		nephew
	mother		aunt		grandmother	

 **Task 4. Memorize the following words and phrases:**

1. **relative** [ˈrelətiv] – родственник; **distant/close** [ˈdistənt] [kləus] дальний/близкий
2. **to be married** [ˈmærid] – быть замужем (женатым)
3. **to get married** - пожениться
4. **to be single** [ˈsingl] – быть не замужем (не женатым)
5. **to follow family customs** [ˈkʌstəmz] – соблюдать семейные традиции
6. **to take after his (her) mother (father) in character** – унаследовать характер матери (отца)
7. **to look like smb.** – быть похожим на ...
8. **close** – дружный
9. **to be bossy** [bɔsi] – любить командовать, быть властным
10. **old-fashioned** [ˈəuldˈfæʃənd] – старомодный, старинный

11. **to earn** [3:n] **money** [ˈmʌni] – зарабатывать деньги
12. **to take care** [kεə] **of** – заботиться
13. **to keep a family** – содержать семью
14. **to keep house** – вести хозяйство
15. **leisure** [ˈleʒə] – досуг; **at leisure** – на досуге
16. **to bring up children** – воспитывать детей
17. **to spend time** (spent, spent) – проводить время
18. **mutual** [ˈmju:tʃuəl] **respect** – взаимоуважение; **to respect** – уважать
19. **to make up a quarrel** [ˈkworəl] – уладить ссору
20. **to argue** [ˈa:gju:] – спорить
21. **to be cross with smb.** – сердиться на кого-л.
22. **to celebrate** [ˈselibreit] **a jubilee** [ˈdʒu:bili:] – праздновать юбилей
23. **to have (give) a party** – устраивать вечеринку
24. **pocket** [ˈpokit] **money** – карманные деньги
25. **to hate doing smth.** – ненавидеть (что-либо делать)
26. **to enjoy** [inˈdʒoi] – наслаждаться
27. **to be proud** [praud] **of** – гордиться
28. **to be missing** – скучать
29. **family tree** – семейное дерево
30. **to get on with smb.** – ладить, хорошо общаться
31. **to annoy** – раздражать

Task 5. Finish up the sentences.

- 1) My mother has got a sister. She is my ...
- 2) I have got a brother. His wife is my ...
- 3) My aunt's children are my ...
- 4) I have got a sister. Her son is my ...
- 5) My father has got a brother. He is my ...
- 6) My mother has got a father. He is my ...
- 7) My cousin is fond of ...

Task 6. Complete the sentences:

- a) I hate it when my sister (brother, nephew...) ...
- b) I don't like people who ...
- c) It really annoys my mother (dad) when I (my friends, people) ...
- d) I enjoy ...

For ideas: talk too loudly, always arrive late, leave things on the floor, always on the phone, watch sport on TV, driving a car, swimming.

Task 7. Divide the following words into two groups: 1) work 2) hobby (Can one and the same word go into both groups?)

Swimming, knitting, repairing, reading, dancing, driving a car, working in the garden, translating, computer, cooking.

Task 8. Translate the phrases. Make up sentences with them.

A friend of my aunt, to speak of something, one of them; to operate by hand, to speak by telephone, to sit by the window, a book by Tolstoy; to speak about my family, he is about thirty; to speak to my mother, to write with a pencil, to get on with everybody.

Task 9. Translate the sentences.

1) Моя мама - учитель. 2)Мы с отцом любим футбол. 3) У моей тёти очень много старинных вещей. 4) Аня пошла в мать характером. 5) Моё хобби – компьютерные игры. 6) Моя сестра – экономист. У неё есть малыш. Её свекровь помогает ей с ним. Я тоже люблю моего племянника. 7) Мой дедушка – фермер. 8) Я терпеть не могу готовить на всю семью. 9) Что труднее: зарабатывать деньги или воспитывать детей? 10) Я старшая, поэтому мне приходится улаживать споры. 11) Мы гордимся нашим дедушкой.



Task 10. In pairs, act out and translate the dialogues.

- a) – Have you got a large family?
 - No, my family is rather small: my wife, my only son and I.
 - What is your son's name? How old is he? What is his hobby?
 - Not so many questions at once. My son, Alec, is eleven and he is fond of computer games.
- b) – Is your family large?
 - Not very large. There are four of us: my wife, my two children and I.
 - How old are your children?
 - My son is fourteen and my daughter is twenty.
 - What do they do?
 - My son is a schoolboy. My daughter is a student.
 - I see.
- c) – Do you often see the Browns?
 - Yes, I do.
 - What do they do?
 - Mr Brown is a doctor and works at the hospital all day.
 - And what about his wife, Mrs Brown?
 - Oh, she isn't working now. She has a baby.
 - I see.
- d) – Hi, Mary! Is your son at home?
 - Yes, he is. What's the matter?
 - I want to introduce him to my daughter.
 - Really? And what does she like doing?
 - Well, she likes dancing, singing songs, and going to parties...
 - Oh, my son doesn't like dancing, he doesn't sing songs and he doesn't like going out.
 - And what does he like then?

- He's fond of reading, cooking, and working in the garden.

 **Task 10. In pairs, act out a conversation about your families.**

Text 1
My Family

Let me introduce myself. My name is Philip Stanley. I am 40. I am a doctor. I work at a hospital in Liverpool. Liverpool is the biggest city in Lancashire. I like my work very much. I am married. My wife's name is Linda. She is 32. She is kind and beautiful. She is a teacher at school. Our hobby is working in the garden. Our daughter Nora is 12. She is a schoolgirl. She looks like her mother and takes after her mother in character. Her hobby is dancing.

My parents are farmers. They have got a farm not far from the city. They breed pigs. But best of all they like roses. They have to work from morning till night. I have got many relatives: uncles, aunts, cousins, nephews. We often get together at our parents' house.

Exercise 1. Read and translate the text.

 **Exercise 2. In pairs, agree or disagree with the following statements:**

Use the phrases: You are right (to a certain extent). – *Вы правы (отчасти).*
You are mistaken. – *Вы ошибаетесь.*

- 1) Philip Stanley is a farmer.
- 2) He lives in the biggest city of Lancashire.
- 3) He is married and has got a son.
- 4) Linda is a doctor.
- 5) Linda's hobby is dancing.
- 6) Their parents' farm is far from the city.
- 7) They breed pigs and rabbits.
- 8) They are a close family.

 **Exercise 3. Complete the chart with information about Philip's family.**

NAME	AGE	OCCUPATION	HOBBY

 **Exercise 4. Tell your groupmates about your family.**

BE READY

 **In groups, discuss the following: 1) the advantages and disadvantages of growing up in a large (small) family; 2) your idea of a close family 3) the head of the family; 4) “generation gap”.**

Use the words:

To my mind (по-моему); it is difficult to say (трудно сказать); to help each other (помогать друг другу); to get together at one's parents' house (собираться в доме родителей); the parents' attention (родительское внимание); more financial support (больше финансовой поддержки); to receive better education (получить лучшее образование); to feel lonely (чувствовать себя одиноким); to be a burden for smb. (быть обузой); to respect (уважать); to be economical (быть экономным); to earn more money (зарабатывать больше денег); to keep house (вести домашнее хозяйство); to have a strong character (обладать сильным характером); to be a reliable person (быть надёжным человеком).

⌚ Задание на аудирование

Прослушайте текст (Unit 1 Text 1 “My Biography”) дважды и постарайтесь понять его содержание. Выполните предложенные задания.

1) Finish up the sentences.

My name is ...

My surname is ...

I was born in ...

But now I live in ...

My family consists of ... people. They are ...

I am a student of ... My future specialization is ...

My hobbies are ...

2) Which of the following statements are false?

He was born in spring.

He was born in a small town.

Now they live in Samara.

His mother is a bookkeeper.

He has got an elder sister.

He is a first-year student.

His future profession is connected with automobiles.

English is one of his favourite subjects.

3) Make up a plan of the text and retell it.

PHONETICS

Буквосочетания с “е”

ee	[i:]	week
ea	[i:]	sea
ea+r	[iə]	hear
ee+r, e+re	[iə]	deer
ea+r+согл.	[ə:]	heard
ea+d	[e]	bread
ey, ei	[ei]	grey, eight

!!! Remember [e] treasure, measure, weather, feather, heavy.

Exercise 1. Read the words correctly.

- a) seek, feel, geese, feet, deep, bee, seen, wheel, meet, meeting, see, week, green.
- b) clean, sea, mean, meaning, deal, speak, speaker, peak, please, reading, stream.
- c) near, hear, dear, clear, appear, disappear, nearest, tear, ear, fear, dearest. rear, rearing, gear-box, shear.
- d) beer, jeer, deer, severe, mere, here, pioneer, sphere, atmosphere, cheer, steer.
- e) head, bread, headed, dead, meadow.
- f) grey, Jersey, survey, convey, they, obey, eight, weight, freight.
- g) learn, pearl, heard, early, earth, rehearsal.

Чтение согласной “g”

перед e, i, y	[dʒ]	gender, gillyflower, gymnastics
перед a, o, u, перед согл.	[g]	game, goal, begun
сочетание: ng, nk	[ŋ] [ŋk]	sing, bank

!!!Remember [g] girl, get, give, forgive, gear.

Exercise 2. Read the words correctly.

Page, gun, gentle, gender, germ, grade, huge, give, game, judge, egg, eggs, engine, wing, sing, spring, tank, sink.

THE ARTICLE

Артикль

В английском языке два артикля: определённый (the) и неопределённый (a, an). Артикль – служебное слово, являющееся определителем существительного.

Неопределённый артикль (a, an) употребляется только в единственном числе, когда лицо или предмет не знакомы или употребляются впервые. Имеет значение: один из многих, какой-то, любой.

Определённый артикль (the) употребляется как в единственном, так и во множественном числе а также с неисчисляемыми существительными, когда лицо или предмет знакомы или известны говорящему, и слушающему.

E.g. Her sister has got a nice house. (*Собеседник впервые слышит о доме её сестры*). The house faces my office. (*Он уже знает, о каком доме идёт речь, т. е. о ранее упомянутом доме её сестры*).

артикль	значение	употребление			
a (an)	1) один из многих 2) любой	исчисляемые ед. ч. + –	исчисляемые мн. ч. –	неисчисляемые –	имена собственные –
the	этот, ранее упомянутый, конкретный	+	+	+	1) название рек: the Thames; 2) название горных хребтов: The Urals, the Rocky mountains; 3) название групп островов: the Bahamas; 4) название частей света: the East, the South; 5) название отелей: the Ritz; 6) название газет и журналов: the Gardian 7) the Russians, the Americans; 8) семьи: the Whites
– (zero article)	–	+ в устойчивых выражениях: step by step, from day to day, from morning till night, from beginning to end, from time to time			1) имена и фамилии людей: Mary, Mr. Black, John; 2) название стран, городов, деревень и т.д.: Russia, London (but: the USA, the Ukraine, the UK); 3) название площадей: Red Square, Lenin Street; 4) название горных вершин и одиночных островов: Madagascar, Everest; 5) название месяцев, дней недели: February, Tuesday; 6) название приемов пищи: breakfast, dinner, lunch, supper (to have lunch)

☞ Артикли всегда относятся к существительным, поэтому при отсутствии существительного артикль употребляться не может. Артикль не используется, если перед существительным употребляется притяжательное местоимение, указательное местоимение, существительное в притяжательном падеже или местоименное наречие (*some, any, a few, many, much, etc.*). Eg. **our garden, this man, much energy.**

☞ Определенный артикль употребляется, если перед существительным стоит
а) порядковое числительное: **the first day;**
б) прилагательное в превосходной степени: **the best friend;**
в) слова: **wrong, right, same, only: the wrong size**

☞ Определенный артикль употребляется, если существительное обозначает уникальную вещь, единственную в своем роде: **the moon, the sun.**

Exercise 1. Put in a, an, some or nothing. Sometimes some variants are possible.

- 1) Have you got ... camera?
- 2) Would you like to be ... actor?
- 3) Do you collect ... stamps?
- 4) Tom always gives Ann ... flowers for her birthday.
- 5) What ... beautiful garden!
- 6) ... birds cannot fly.
- 7) When I was ... child, I used to be shy.
- 8) Jane is ... teacher.
- 9) You need ... visa to visit ... foreign countries.

Exercise 2. Put in a or the or nothing.

- 1) I am looking for ... job.
- 2) Close ... door, please.
- 3) We live in ... small flat in ... center of ... town..
- 4) This is ... nice house. Is there ... garden near it?
- 5) ... Soviet Union is ... first country to send ... man into space.
- 6) ... longest river in Great Britain is ... Severn.
- 7) When do you have ... dinner?

POSESSIVE PRONOUNS **Притяжательные местоимения**

*Притяжательные местоимения выражают принадлежность и отвечают на вопрос **чей? чья? чьё? чьи?***

Притяжательные местоимения имеют две формы:

1) простую (или зависимую, т. е. после неё следует существительное, возможно с прилагательным)

E.g. My book; my new book.

2) *независимую (употребляется самостоятельно, подразумевая ранее упомянутое существительное)*

E.g. I have no pen. Give me yours, please.

Personal pronoun	Dependent form	Independent form
I – я	my	mine
you – ты, вы	your	yours
he – он	his	his
she – она	her	hers
it – оно	its	its
we – мы	our	ours
they – они	their	theirs

Exercise 1. Complete the chain.

- a) I – ... – mine
- b) ... – his – his
- c) she – her – ...
- d) we – ... – ...
- e) ... – ... – yours
- f) ... – their – ...

Exercise 2. Choose the correct variant.

- 1) I've left ... pen, give me ... (yours, your, my, mine), please.
- 2) Is ... family large? (your, yours)
- 3) Mr. Brown and Mrs. Brown have got two children. Both ... children are boys.
(their, theirs)
- 4) ... profession is more interesting than ... (hers, his,)
- 5) I don't like ... pencil, please, give me ... (my, your, yours)
- 6) Whose aunt is in the hall? – ... (mine, my)
- 7) We are French and ... friends are English. (our, ours)
- 8) ... daughter has a dog. ... nose is long. (its, her, mine, my)

Exercise 3. Replace the personal pronouns by the corresponding possessive pronouns.

- 1) (We) table is near the window.
- 2) I have some books in (I) bookcase.
- 3) (She) family is in London now.
- 4) Those are (they) instruments.
- 5) This is a table. (It) surface is equal to 4 square meters.
- 6) (I) mother is a doctor.
- 7) (We) family is small.

PREPOSITIONS

Предлоги

on	места (на), времени, по теме (по ТВ) (по), стукнуться (пораниться обо что-то)	on the table, on Sunday, on biology (on TV), on a piece of glass
in	места (в), времени (через, в ... году), по предмету	in London, in a day, in English
at	места (у, за), местопребывания (в), остановки, времени, кому-либо	at the door, at the window, at school (at home, at work), to stop at Newport, at 5 o'clock, smile at smb.
of	указывает на родительный падеж	the 23d of August, the library of the University
to	направление: кому, куда	to them, to Moscow
by	места (у), времени (к), указывает на субъект. действия в страдательном залоге, каким способом (видом транспорта)	by the window, by 3 o'clock, by the teacher, by water, by plane
with	с (кем-то), указывает на инструмент, с помощью которого совершаются действия	with us, with a spoon
without	без	without a dictionary
for	времени (в течение, на), для	for a week, for you
about	о (об), по, приблизительно	about new method, about the town, about 3 dollars
from	от, из	from Moscow, from me
within	в, в пределах	within a week

Exercise 4. Use the right prepositions.

1. She is ... thirty.
2. Please leave my mail ... my table.
3. Let's listen ... Mike.
4. There are many people ... the park today.
5. He was taken to the hospital ... an ambulance.
6. I hate traveling ... water.
7. She can't do it ... your help.
8. We could hear rain falling ... the roof.
9. My birthday is ... the 27th of November.
10. The house was built ... a beautiful piece ... land.
11. I usually listen ... the news ... the radio while I'm driving ... work.
12. Mel Gibson was born ... 1956.
13. I cut my arm ... a piece of glass.
14. We arrived just as ceremony was ... to begin.

LESSON 3

Task 1. Answer the questions.

- 1) Are you a student?
- 2) Where do you study?
- 3) What faculty do you study at?
- 4) What subjects do you study?
- 5) What is your favourite subject?
- 6) Is it difficult for you to study?
- 7) What is your dean's name?
- 8) What is your English teacher's name?
- 9) How many double periods do you have every day?
- 10) Is your group large? Who is your friend in your group?

Task 2. Interview your groupmates. Find someone in your group who is fond of pop music, whose favourite subject is English (mathematics), who is good at sport, who is from another town, who lives in the hostel or rents a flat.

Begin with: Excuse me, please. May I ask you a question? Are you... (Do you ..., Where are you from?)

Task 3. Memorize the following words and phrases.

1. **faculty** [ˈfækəlti] – факультет
2. **faculty of agronomy** [əˈgronəmi] – агрономический ф-т
3. **faculty of economics** [, i:kəˈnomiks] – экономический ф-т
4. **engineering faculty** [, endʒiˈniəriŋ] – инженерный ф-т
5. **technological** [teknəˈloðjikəl] **faculty** – технологический ф-т
6. **dean** [di:n] **of ... faculty** – декан ... ф-та
7. **rector** [ˈrektə] – ректор
8. **lecturer** [ˈlektʃər] – преподаватель
9. **senior** [ˈsi:njə] **lecturer** – старший преподаватель
10. **assistant** [əˈsistənt] **professor** [prəˈfesə] – доцент
11. **on the 1st, 2nd, 3d... floor** [flo:] – на 2, 3, 4 - м этаже
12. **full** [ful] **time** [taim] **department** [diˈpa:tment] – очное отделение
13. **extra-mural** [ˈekstrəˈmjuərəl] **department** – заочное отделение
14. **teaching staff** [ˈti:tʃiŋˈsta:f] – преподавательский состав
15. **curriculum** [kəˈrikjuləm] – учебный план, расписание

16. **lecture hall** [ˈlektʃəˈho:l] – лекционный зал
17. **canteen** [kænˈti:n] – студенческая столовая
18. **hostel** [ˈhɔstəl] – общежитие
19. **course paper** [ˈko:s ˈpeipə] – курсовая работа
20. **diploma** [diˈpləumə] **paper** – дипломная работа
21. **activity** [ækˈtiviti] – деятельность, вид деятельности
22. **fellow student** – товарищ по группе (по курсу)
23. **Institution of higher education** – ВУЗ
24. **academic** [ˈækədəmik] **year** [jɪə] – учебный год
25. **double-period** [ˈdʌbl ˈpiəriəd] – пара, сдвоенное занятие
26. **tutorial** [tju(:)ˈto:riəl] – занятие, консультация, семинар
27. **research** [rɪˈsə:tʃ] – исследование
28. **public** [ˈpʌblik] **life** [laif] – общественная жизнь
29. **foreign** [ˈforin] **languages** [ˈlæŋgwɪdʒɪz] – иностранные языки
30. **grant** [gra:nt] – стипендия
31. **science** [ˈsaɪəns] – наука
32. **knowledge** [ˈnɒlɪdʒ] – знание
33. **to be founded** [ˈfaundid] – быть основаным
34. **post-graduate** [ˈpəʊst ˈgrædju:t] – аспирант
35. **to take an examination** [igˈzæmiˈneɪʃ (ə)n] – сдавать экзамен
36. **to pass an examination** – сдать (выдержать) экзамен
37. **to make a report** [rɪˈpo:t] – готовить доклад
38. **to attend** [əˈtend] – посещать
39. **to participate** [pa:ˈtɪsipeɪt] – участвовать
40. **to take part in...** – принимать участие в ...
41. **to receive** [rɪˈsi:v] – получать
42. **to include** [inˈklu:d] – включать
43. **entrance** [ˈentrəns] **exams** [igˈzæmz] – вступительные экзамены
44. **subject** [ˈsʌbɔ:dʒikt] – предмет

45. **term** [tə:m] – семестр

46. **applicant** [ˊæplikənt] – абитуриент

Days of the Week

Monday – on Monday; **Tuesday** – on Tuesday; **Wednesday** – on Wednesday;
Thursday – on Thursday; **Friday** – on Friday; **Saturday** – on Saturday; **Sunday** – on Sunday

Word-building exercise

Read the nouns and translate them. Pay attention to the suffixes.

Scientist, doctor, teacher, brother, rector, professor, computer, attachment, depth, measurement, division, production, function, development, mathematics, session.

Task 4. Make up sentences.

I	am	at the faculty of engineering
The dean's office	is	five years
The rector's office	are	on the first floor
We	study (-ies)	in the third building
He	(dis) like (-s)	4 double-periods
The course of studies	lasts	new conditions
It's easy for me to	have (has)	in research
The students	take (-s) part in	mathematics
	live (-s)	good at chemistry
	adapt to	first-year students
		in the hostel
		English

Task 5. Make up pairs of synonyms.

Curriculum, teacher, research, chair, plan of studies, lesson, lecturer, take part in, department, be engaged in, appreciate, scientific study, informatics, computer studies, value, double-period.

Task 6. Find the most general word in each chain.

- 1) mathematics, history, subject, English.
- 2) research, practical-training, laboratory work, activity.
- 3) sport, public life, dancing, students concert, reading, music, disco.

Task 7. In pairs, act out and translate the dialogues.

a) – Why, Paul! What a pleasant surprise!

– Hello, Mike. This is a small world! Now I am a first-year student of ...

– Let me guess. Are you a student of the faculty of engineering?

– No, I'm not.

– Technological faculty?

– You're mistaken again.

- Oh, yes. You study at the faculty of economics.
- Right you are.
- My best congratulations!
- Thanks.

b) – Excuse me.

- Yes, What can I do for you?
- Where is the dean's office?
- Which faculty?
- The faculty of agronomy.
- It is on the first floor to the right.
- Thank you
- Don't mention it.

c) – How many double periods do you have a day?

- Let me see ... On Monday and Friday we have three double periods, on
- Wednesday – five, the rest of the week – four double periods.
- Do you study on Saturday?
- No.

d) – What is your favourite subject?

- It is difficult to say. I like mathematics, informatics, English and some other subjects.
- Are you good at chemistry?
- Not very good, but I find it rather interesting.
- I see.

e) – Hi, Nick! I haven't seen you at the University for a while. What's the matter?

- You see, Mike, now I am a student of the extra-mural department.
- Really?
- I work and study. I've got married.
- Glad to hear it. Is your wife a student?
- Yes, she is.

Task 8. Find English equivalents for the following phrases in the dialogues:

- Трудно сказать.
- Понятно.
- Рад за тебя (слышать об этом).
- Что случилось?
- Как тесен мир!
- Мои сердечные поздравления!
- Дай подумать.
- Не стоит благодарности.



Task 9. In pairs, talk about your studies at the institute. Find out:

- What made him (her) choose this profession;
- His (her) interests;
- His (her) favourite subjects;
- Difficult subject(s) for him.

Text 1

Timiryasev Agricultural Academy

Timiryasev Agricultural Academy was founded in 1865 as Petrovskaya Academy. It is one of the oldest academies in Russia. In the 19th century only 300-400 students studied there. Now the number of students has increased to 3000. Many of them come from villages.

The teaching staff includes high-skilled teachers, assistant professors and professors. Scientists of the academy are well-known not only in Russia but in the whole world of agricultural science. There are five faculties in the academy:

- the faculty of agronomy;
- the faculty of economics;
- the faculty of zoo engineering;
- the faculty of horticulture;
- the faculty of agro-chemistry

In the academy there is an extra-mural department. Not only teachers but many students are engaged in research. They investigate many interesting fields in agriculture: poultry-farming, horse-raising, protected plant-breeding, medicinal plants, agricultural economics and many others.

There are spacious lecture halls, laboratories, a big library, reading-rooms, a computer center in the academy. The students have a good opportunity to study foreign languages because there are well-equipped laboratories for English, German and French there.

Exercise 1. Scan the text and understand its contents.

Exercise 2. Find English equivalents for the following terms in the text:

садоводство, птицеводство, разведение парниковых культур, лекарственные растения, коневодство.

Exercise 3. Arrange the items of the plan in the correct order.

Plan

- I Research Activities
- II The Foundation
- III The Faculties
- IV The Teaching Staff
- V Lecture Halls and Laboratories

Exercise 4. In pairs, agree or disagree with the statements:

- a) Moscow Timiryasev Agricultural Academy is older than my institute.
- b) There are four faculties in Timiryasev academy.
- c) About 4000 students study at the academy.
- d) There is no extra-mural department in the academy.
- e) Professors and teachers are engaged in research.

Use the speech patterns:

- You are right. – Вы правы.
- You are mistaken. – Вы ошибаетесь.
- On the contrary. – Напротив.
- You are right to a certain extent. – Отчасти, Вы правы.

Text 2 **Penza State Agricultural Academy**

Penza State Agricultural Academy was founded in 1951 as an agricultural institute. Since 1995 it has had the status of an academy. Now it is a large-scale institution of higher education and the centre of agricultural science in Penza region.

The academy is headed by the rector. The types of activities are:

- 1) teaching;
- 2) research;
- 3) close cooperation with different farms of Penza region in agricultural production.

There are four faculties in the academy: the faculty of agronomy, the faculty of engineering, the technological faculty and the faculty of economics. About 4000 students study at the full-time and extra-mural departments. More than 200 lecturers work at the academy, among them are doctors of sciences and professors.

The course of studies at the academy lasts five years. The academic year starts in September and ends in June. Classes start at eight o'clock in the morning. Every day the students have three or four double-periods. They take their examinations twice a year. The curriculum includes theoretical studies of special subjects and social sciences and practical training. During the semesters students attend lectures, tutorials, carry out laboratory tests, do practical work.

The students actively participate in the scientific, sport and public life of the academy: they take part in conferences, sport contests, foreign language competitions, concerts. Many students receive grants.

Exercise 1. Read and translate the text.

Exercise 2. Make up a plan to the text.

Exercise 3. Answer the questions.

- 1) When was Penza agricultural academy founded?
- 2) Who is the head of the academy?
- 3) What are the types of activities?

- 4) What faculties are there in the academy?
- 5) What specialists does the teaching staff include?
- 6) Is there an extra-mural department in the academy?
- 7) How long does the course of studies last?
- 8) How many double-periods do the students have every day?
- 9) What do the students do during the semesters?
- 10) How do students participate in the scientific, public and sport life?

 **Exercise 4.** In pairs, act out a conversation between students of the two academies (see Texts 1, 2).

 **Exercise 5. Make a report about your institute.**

Use the following:

- 1) I study at ...
- 2) My institute (academy, university) was founded in ...
- 3) It trains specialists in the sphere of ...
- 4) There are ... faculties in ... They are...
- 5) It is headed by ...
- 6) ... students study at ...
- 7) The course of studies lasts ...
- 8) The academic year starts ... and ends ...
- 9) Every day we have ...
- 10) My favorite subject(s) is (are) ...
- 11) The students are to ...
- 12) The students take part in ...

The Curriculum

Task 1. Match the English words with their Russian equivalents.

Soil science	Бухучёт
Cattle-breeding	Защита растений
Electrification of agricultural production	Сопромат
Accounting	Статистика
Plant protection	Почвоведение
Strength of materials	Селекция и семеноводство
Selecting and seed-growing	Иностранные языки
Environmental protection	Скотоводство
Statistics	Электрификация с/х производства
Automobile repairing	Ремонт автомобилей
Feeding farm animals	Микробиология
Microbiology	Защита окружающей среды
Foreign languages	Кормление с/х животных
Botany	Ботаника

Task 2. Make up your timetable.

Monday	Thursday
Tuesday	Friday
Wednesday	Saturday

What can you say about your English?

1. For how many years have you been studying English?
2. Are you a success?
3. What are you good at: reading, listening or speaking?
4. Is English grammar difficult for you?

Task 1. Make up sentences to express your thoughts.

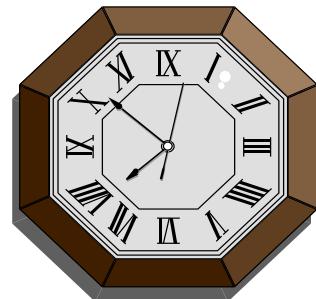
I study English because...	... I plan to find a job abroad.
	... I am crazy about some English-speaking musical groups.
	... it is an international language.
	... it is the language of computer technology.
	... half of the world's scientific literature is in English.
	... it is absolutely necessary for every educated man.
	... it is extremely important for every good specialist.
	... there may be a chance of marrying a foreigner.
	... I enjoy traveling abroad.
	... I would like to read English literature in the original.
	... I want to understand films in English.

Task 2. Match proverbs and sayings with their Russian equivalents.

<i>Learn to say before you sing.</i>	Слово не воробей, вылетит, не поймаешь.
<i>Least said, soonest mended.</i>	Сперва подумай, потом говори.
<i>When in Rome do as the Romans do.</i>	Азбуки не знает, а читать садится.
<i>Brevity is the soul of wit.</i>	В каком народе живешь, того обычая и держись.
<i>Be slow to promise and quick to perform.</i>	Краткость – душа остроумия.
<i>First think, then speak.</i>	Умному и слова довольно.
<i>A honey tongue, a heart of gall.</i>	Не верь словам, а верь делам.
<i>A word is enough to the wise.</i>	На языке мед, а под языком лед.
<i>A word spoken is past recalling.</i>	Меньше слов, больше дела.
<i>Words pay no debts.</i>	Меньше говоришь, меньше согрешишь.

Task 3. What is the language situation in your country? Write two paragraphs and make sure you answer the questions:

- a) Is there more than one official language?
- b) How many different languages do people speak?
- c) Are there dialects?
- d) Is the language of radio and TV the same as the language in the street?
- e) What does English mean to you?



What time is it now?

- Excuse me, please.
- Yes.
- What time is it now?
- Let me see ... It's ten to eight.
- Thank you.

Task 1. In pairs, practise using the following:

a) 5.30 – it is half past five	4.15 – it is a quarter past four
9.45 – it is a quarter to ten	10.00 – it is ten o'clock

b) What time is it now?



Task 2. Continue the sentences.

- 1) I get up at ... 2) I have breakfast at ... 3) Classes start at ... 4) I come home at ...
- 5) My friend comes for me at ... 6) In the evening I ... 7) I go to bed at ...

Text 3

The Higher School and the Ways to Science

Students' participation in research is one of the most effective methods for training highly-qualified specialists capable of taking part in the rapidly developing scientific and technological revolution.

Students are encouraged to participate widely in research while still at college. The program of studies is designed in such a way as to draw students ever deeper into scientific research.

Research enables the students to improve their knowledge and put to practical use the things which have been learnt at lectures, seminars and laboratories. Thanks to the research the practical value of knowledge is being realized, the basic experimental techniques are being mastered, handling modern equipment is being learnt and the results of the experiments are being analyzed during the whole period of study.

Such students graduate as highly-skilled specialists. And this is one of the most important tasks facing the college.

There are students research societies at every university and institute. Contests, competitions and exhibitions are based on students' research. They have become an established tradition.

Every year a country-wide student contest is held for the best research project. The winners are awarded special medals and diplomas.

Students are engaged in research under guidance of professors, instructors, engineers and post-graduates. As a rule, term papers and graduation thesis are written on the problems of the students' research work. Experimental and industrial installations are performed, theoretical investigations are conducted, and scientific literature on the specialty is studied.

Quite a number of term papers and graduation theses include elements of research which have been done at some higher school department on contact with farm or industrial enterprises. Term papers, research work, graduation theses of practical importance are regarded as the stages of turning students into skilled specialists.

Wordlist

participation – участие

to encourage – поощрять

to design – составлять, разрабатывать, проектировать

to draw (drew, drawn) into research – вовлекать в исследования

to enable – давать возможность

value – ценность

to graduate from – окончить вуз

contest – конкурс

to award – награждать

to maintain – поддерживать

to involve – включать, вовлекать

Exercise 1. Scan the text.

Exercise 2. Match English equivalents with the phrases:

1) исследования	a) are engaged
2) наиболее эффективные методы	b) ever deeper
3) высококвалифицированные специалисты	c) are awarded
4) научно-техническая революция	d) graduation theses
5) таким образом	e) as a rule
6) как можно глубже	f) scientific and technological revolution
7) благодаря	g) theoretical investigations
8) экспериментальные методы	h) thanks to
9) весь период обучения	i) highly-qualified specialists
10) укоренившаяся традиция	j) established tradition
11) награждаются	k) the most effective methods
12) вовлекаются	l) experimental techniques
13) как правило	m) the whole period of study
14) теоретические исследования	n) research
15) дипломные работы	o) in such a way

Exercise 3. Answer the questions.

- 1) What is one of the most effective methods for training highly qualified specialists?
- 2) When are students encouraged to participate in research?
- 3) What does research enable the students to improve?
- 4) Under whose guidance are students engaged in research?
- 5) How are graduation theses of practical importance regarded?

Exercise 4. Express your thoughts to develop the idea: “University work is a process of self-education”.

Text 4

...

State higher education in the Russian Federation comprises 522 higher education institutions, not including military institutions.

The non-state sector with more than 330 higher education institutions has evolved over recent years. There are also 24 preparatory departments available to foreign students.

The levels of studies are:

Level 1 lasts 2 years. Students study for a Bachelor's or specialist intermediate diploma.

Level 2 marks the continuation of studies for an additional two years leading to a Bachelor's degree.

Level 3 represents an educational level common to both the Master's Diploma and the Specialist diploma.

The academic year lasts from September to June. There are two semesters.

The number of students who study free of charge (those who don't pay for their education) is limited by the number of scholarships. All applicants are to present a school leaving certificate and a medical certificate confirming their good state of health.

Every institute selects its students mainly on the results of entrance examinations.

preparatory departments – подготовительные отделения

school leaving certificate – аттестат зрелости

medical certificate confirming their good state of health – справка о состоянии их

здравья

Exercise 1. Scan the text and suggest a title for it.

Exercise 2. Find sentences about:

- a) the number of institutions of higher education in Russia;
- b) the preparatory department for foreign students;
- c) the levels of studies;
- d) the main documents for presentation before entrance examinations

Classroom expressions

What date is it today? – *Какое сегодня число?*

What day is it today? – *Какой день недели?*

Today is ... – *Сегодня ...*

What was your home task for today? – *Что вам задано на сегодня?*

We were to (read, translate, retell ...) – *Нам нужно было (прочитать, ...)*

What is your opinion of the text? – *Ваше мнение о тексте?*

To my mind it is (difficult, interesting, boring) – *По-моему, текст трудный, интересный, скучный*

How much time did it take you to read and translate it? – *Сколько времени у Вас ушло на его перевод?*

It took me (about) ... – *у меня ушло ...*

Your mark is ... – *Ваша оценка ...*

PHONETICS

Четвертый тип слога (гласн. + r + е или другой гласн.)

согл.+are	согл.+ore	согл.+ure	согл.+ire	согл.+yre	согл.+ere
[εə]	[ɔ :]	[juə]	[aɪə]	[aɪə]	[iə]
fare	score	pure	fire	tyre	mere

!!! Remember [εə] where, there; [a:] are; [ə:] were; [uə] sure

Exercise 1. Read the words correctly.

- a) aware, rare, rarely, spare, declare, fare, stare, dare, prepare, compare, bare, parent, share, care, square, hare, Mary, vary, glare.
- b) shore, store, adore, more, sore, before, score, ignore, story, core, explore, re-store, forest, pore, wore.
- c) during, pure, obscure, secure, endure, furious, curiosity, purify, purification, mature, injury.
- d) tired, retired, wire, admire, sire, fire, fire-place, desire, iron, dire, tyre, require, requirement.

Чтение буквосочетаний “eigh”, “igh”, “ough”

eigh	igh	ough, augh
[ei]	[ai]	[o :]
eight, weigh	high, right	bought, fought, taught

!!! Remember [ai] height

Exercise 2. Read the words correctly.

Weight, might, fight, thought, eight, weigh, high, night, knight, flight, bought, fought, brought, light, delightful, sight, mighty, bright, slight, slightest.

Чтение буквосочетания “th”

Звуки, данного буквосочетания не типичны для русской речи. Чтобы произнести их правильно, нужно поместить кончик языка между зубами. При этом губы растянуты. Буквосочетание произносится, как звук [ð] (звонкий), в служебных словах (артикли, союзы и т. д.), местоимениях и между двумя гласными. E.g. **this, the, that, weather**. В остальных случаях это сочетание даёт глухой звук [θ] E.g. **third, think, breath**.

Exercise 3. Read the words correctly.

With, without, then, than, this, these, thus, they, that, those, there, their, them, bathe, lathe, other, another, mother, further, father, gather, together, weather, whether, leather, feather, though, brother, bother, path, south, breath.

GRAMMAR

IT

Слово **it** многофункционально. От его функций зависит перевод.

Функция	Член предложения	Пример и перевод
<i>личное местоимение (в именит. или объект. падеже)</i>	<i>1)подлежащее; 2)дополнение</i>	I have a book. It is interesting. Take it. У меня есть книга. Она интересная. Возьми её.
<i>указательное местоимение</i>	<i>подлежащее</i>	It is my pen. Это моя ручка.
<i>часть безличного предложения</i>	<i>формальное подлежащее.</i>	It is cold. Холодно. It is difficult to do this. Это сделать трудно.
<i>часть усиливательной конструкции</i>	<i>выделяет отдельные члены предложения</i>	It is Popov who invented the radio. Именно Попов изобрёл радио.

Exercise 1. Translate the sentences.

- 1) It is my bag. It is new. I like it. It is red.
- 2) It is winter now. It is cold and frosty.
- 3) It is Mike who knows English well.
- 4) It is me who is to do the experiment.
- 5) It is your mistake.
- 6) It is late.
- 7) It is 7 o'clock now.
- 8) It's no use arguing with him.

THE NOUN

Имя существительное

Существительное-это часть речи, отвечающая на вопросы: **кто?** **что?** и обозначающая лицо, предмет или явление. Существительные могут быть исчисляемыми (для которых применим счёт, а потому имеют форму множественного числа **a tree – trees; a book – books**) и неисчисляемыми (которые нельзя посчитать 1, 2, 3... и не имеют формы множественного числа **gold, time, blood, food**).

В английском языке имя существительное обладает следующими категориями:

- 1) Род (gender) *
- 2) Число (number)
- 3) Падеж (case)

*Рода, как грамматической категории, в английском языке у существительных нет. Род может передаваться в лексическом значении слова, а морфологических показателей нет, за некоторым исключением: poet - poetess, lion – lioness, wait – waitress etc.

Понятие о роде

В современном английском языке род представляет собой понятие смысловое: все существительные, обозначающие людей, принадлежат к мужскому роду (если относятся к мужскому полу) и могут заменяться местоимением **he**; а также, к женскому роду (если относятся к женскому полу) и заменяются местоимением **she**. Все неодушевлённые предметы, явления и процессы относятся к среднему роду и могут заменяться местоимением **it**. Помимо названий предметов, к среднему роду в английском языке относят и категорию животных, но в современной устной практике местоимение **it** часто заменяют местоимениями **he** или **she** (если животное вам хорошо известно или является героем сказки, либо текст относится к теме животноводства).

Exercise 2. Use the pronouns: **he**, **she**, **it**.

1) I have a cat. ... has two kittens. 2) My pen is new. ... is red. 3) Our dean's name is Mr. Brown. ... conducts lectures on biology. 4) I like Ann. ... studies with me. 5) Russia is a big country. ... covers Europe and Asia. 6) Usually a cow has one calf. ... feeds ... for several weeks. 7) A dog is one of the first domesticated animals. ... helped man in hunting. 8) Don't take my book. I need ... 9) Lily is my sister's little daughter. ... is one month.

Exercise 3. Replace the underlined nouns by the corresponding personal pronouns. Sometimes two variants are possible.

1) Our dean shows new equipment. 2) English is not a very difficult subject. 3) My cat likes fish very much. 4) Boris is a student of the economic faculty. 5) His car is red. 6) Olga wants to be a doctor. 7) England has a mild climate. 8) Our practice will be very interesting. 9) A dog is a friendly animal.

Число имён существительных

Большинство имён существительных английского языка образуют форму множественного числа с помощью добавления окончания **-s**, **-es** к основе единственного числа. E.g. a book – books [s]

a student – students [s]

a class – classes [iz]

a bag – bags [z]

a match – matches [iz]

Если слово оканчивается на **-f** или **-fe**, то **f** меняется на **-ve +s**.

E.g. a wife – wives [z]

a leaf – leaves [z]

Если слово оканчивается на согласную + **y**, то **y** меняется на **i+es**.

E.g. a country – countries [iz]

Некоторые существительные употребляются только во множественном числе: E.g. **contents** (содержание), **clothes** (одежда), **proceeds** (выручка), **arms** (оружие), **stairs** (лестница), **riches** (богатство).

Существительные, не имеющие формы единственного числа, употребляются с глаголами только во множественном числе:

cattle (*KPC*), **poultry** (*домашняя птица*), **binoculars** (*бинокль*), **scissors** (*ножницы*).

E.g. Where are the scissors? I can't find them.

У слов: **means**, **series**, **species** форма множественного, и единственного числа совпадают. **E.g. a means of transport – many means of transport; a species – 500 species of birds, a TV series – five TV series.**

В английском языке есть существительные, которые сохранили древнеанглийский способ образования множественного числа. Их нужно запомнить:

a man – men

a woman – women

a child – children

a mouse – mice

a foot – feet

a goose – geese

a tooth – teeth

an ox – oxen

Некоторые слова латинского происхождения имеют особую форму множественного числа: **datum – data**

basis – bases

crisis – crises

Обратите внимание на употребление следующих существительных:

government, team, family, audience	it, they (as a group of people)
five thousand pounds	it (as a sum of money)
a three week holiday	it (as a period of time)
money	it
hair	it
jeans, trousers	they
a pair of jeans (trousers)	it
mathematics, physics	it
means	it, they
species	it, they
advice	it
news	it
suburbs	they
spectacles	they
cattle	they

Exercise 4. Give the plural form of the nouns.

A book, a table, a sister, a lecture, a fly, a boy, a hobby, a person, a mouse, a scarf, a class, a woman, a knife, a crisis, a species, a county, a pen, a foot, a leaf, a fox.

Exercise 5. Choose the correct form of the verb.

- 1) The trousers (doesn't / don't) fit me. 2) Physics (is / are) my favourite subject.
- 3) Fortunately the news (is / are) not bad. 4) The police (is / are) in time.
- 5) The TV series (is / are) not interesting today.
- 6) Government (is / are) a state institution.
- 7) The suburbs of our town (have / has) many old houses.

DEMONSTRATIVE PRONOUNS

Указательные местоимения

Иногда существительным сопутствуют указательные местоимения. Они также имеют формы единственного и множественного числа.

This (*этот, эта, это*) – **these** (*эти*)

That (*тот, та, то*) – **those** (*те*)

E.g. **This is my book.**

These are your parents.

That is our house.

Those are your staff.

Падеж имён существительных

Имена существительные в английском языке имеют два падежа: общий (common case) и притяжательный (possessive case). Притяжательный падеж отвечает на вопрос: Чей? (whose?)

Притяжательный падеж можно образовать двумя способами: 1) с помощью апострофа; 2) с помощью предлога of

Possessive case



Exercise 6. Make up phrases after the model.

Model: library / academy – the library of the academy

Mother / Ann – Ann's mother

The camera / Tom, the eyes / the cat, the top / the page, the sister / my friend, the daughter / Candy, the toys / the children, the name / your wife, the name / this street, exams / my brother, the new manager / the company, the result / the football match, the birthday / my father, the farm / my uncle, the garden / our neighbours, the ground floor / the building, the policy / the government.

Существительное в роли определения

В английском языке одно или несколько существительных могут выполнять функцию определения к другому существительному. В такой «цепочке» последнее существительное будет отвечать на вопросы: кто? что? Все предыдущие существительные являются определением к нему и отвечают на вопросы: какой? чей?

E.g. **sugar beet** – сахарная свёкла; **beet sugar** – свекольный сахар
soil conservation practices – мероприятия по сохранению почвы

Exercise 7. Make up various word combinations and translate them.

Harvest, school, university, centre, time, day, the Earth, year, government, duty, village, autumn, apple, population, lamp, pie, home, assistant, task, lab, cattle, table, beef, library.

Exercise 8. Translate the following word combinations.

The Ecology department, Penza region, a talk show, beef cattle, a car door, the afternoon sun, nitrogen fertilizers, a balance sheet, Moscow Region State Farm Horse Exhibition, farm mechanization, machine building, a Parliament assembly, soil ecology, manure spreader, control system design, digital computer design, the system reaction identification, parameter identification methods, a crystal growth technique, a weather forecast, a winter holiday, summer rain, a cell growth rate increase, straight line motion, belt power.

Основные суффиксы имён существительных

-er, -or	a worker, a farmer, a doctor
-ist	a specialist, an economist, a scientist
-ure	a lecture, a culture, agriculture
-ion, -ation	cultivation, session, examination
-ship	friendship, scholarship, worship
-ment	development, improvement, armament
-ence/ance	importance, maintenance
-dom	kingdom
-ness	usefulness

PLACE WHERE I LIVE

My House

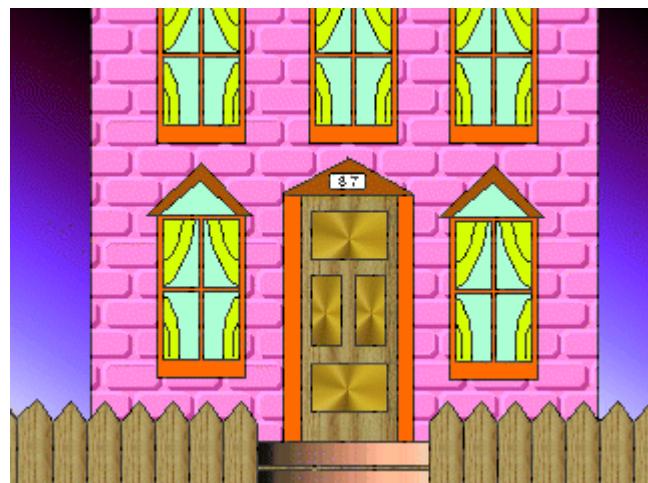
Grammar: There is/are; Some, any

My Town

Grammar: Numerals; Adjectives and adverbs

My Country

Grammar: The Verb Active Voice



LESSON 1

Task 1. Answer the questions.

- 1) Where are you from?
- 2) What street do you live in?
- 3) Is your house big?
- 4) How many rooms are there in your house (flat)?
- 5) Do you have any modern conveniences in your house? What are they?
- 6) What is your favourite place in your flat? Why?
- 7) What can you see from your window?
- 8) Is your kitchen large?
- 9) Do you like to invite guests?

Task 2. As a group, describe your classroom (one after another add a sentence of your own to the description). Use: There is (are) ... in the classroom. We can see ... in the classroom.

Task 3. Memorize the following words and phrases.

1. **Come in, please.** – Входите, пожалуйста.
2. **Feel [fi:l] at home (comfortable).** – Чувствуйте себя как дома.
3. **You are welcome.** – Добро пожаловать.
4. **Sorry, I am late.** – Простите за опоздание.
5. **This way, please.** – Сюда, пожалуйста.
6. **flat [flæt] /apartment (Am. En.) [ə'pa:tment]** – квартира
7. **block of flats** – многоквартирный дом
8. **floor [flo:] (ground [graund] floor)** – этаж (цокольный этаж)
9. **pavement [ˈpeivmənt]** – тротуар
10. **staircase [ˈsteɪkeɪs]** – лестница
11. **upstairs [ˈʌpˈsteəz] (downstairs [ˈdaʊnˈsteəz])** – вверх (вниз) по лестнице
12. **the front [frʌnt] of the house [haʊs]** – фасад дома
13. **hot [hot] and cold [kəuld] running [ˈrʌniŋ] water [ˈwo:tə]** – горячее и холодное водоснабжение
14. **modern [ˈmodən] conveniences [kənˈvi:nənsiz]** – современные удобства
15. **central [ˈsentrəl] heating [ˈhi:tɪŋ]** – центральное отопление
16. **spacious [ˈspeɪʃəs]** – просторный
17. **to face [feɪs]** – выходить на ...
18. **appliances** – бытовая техника

19. **to wash up** – мыть посуду

20. **to bring order** [ˊo:də] – наводить порядок

21. **to have guests** [gests] – принимать гостей

22. **to have a rest** – отдохать

23. **in the middle** [midl] **of** – в середине

24. **in the left (right) corner** [ˊko:nə] – в левом (правом) углу

25. **duty** [ˊdju:ti] – обязанность

Useful Words

Task 4. Match the Russian words with their English equivalents.

In the Home

1. гостиная	a) bedroom
2. спальня	b) cellar
3. кабинет	c) garage
4. столовая	d) living room
5. ванная	e) study
6. туалет	f) dining room
7. кухня	g) attic
8. прихожая	h) hall
9. гараж	i) bathroom
10. чердак	j) kitchen
11. подвал	k) toilet

Inside and Outside

1. квартира	a) door
2. дом	b) flat
3. особняк	c) cottage
4. дом линейной застройки	d) house
5. коттедж	e) ceiling
6. подоконник	f) terraced house
7. дверь	g) window sill
8. стена	h) detached house
9. пол	i) wall
10. потолок	j) floor

Furnishings

1. диван	a) curtains
2. журнальный столик	b) dresser
3. кресло	c) coffee table
4. комод	d) sofa
5. кухонный шкаф	e) armchair
6. книжный шкаф	f) carpet
7. платяной шкаф	g) chest of drawers
8. комнатные цветы	h) potted plants
9. ковер	i) wardrobe
10. занавески	j) bookcase

Appliances

1. телевизор	a) fridge
2. видео	b) TV
3. музыкальный центр	c) dishwasher
4. холодильник	d) gas/electric cooker
5. посудомоечная машина	e) video
6. пылесос	f) microwave oven
7. газовая/электр. плита	g) vacuum cleaner
8. микроволновая печь	h) washing machine
9. стиральная машина	i) stereo

Task 5. Sort out the nouns below into four groups:

1) SITTING-ROOM:
2) KITCHEN:
3) BATHROOM:
4) BEDROOM:

a carpet, a tea-pot, a towel, a TV-set, a mirror, a bed, a sofa, a stove, a shower, soap, a pillow, an armchair, a sofa, a picture, a wardrobe, a chest of drawers, a fridge, flowers, a tape-recorder, a dressing-table, a lamp, a table.

Task 6. a) Make up word combinations with the following nouns and adjectives; b) Make up sentences with them. E.g. a) a spacious garden; b) There is a spacious garden around the house.

Nouns: a flat, a sofa, a refrigerator, a carpet, a computer, a garden, a washing-machine, conveniences, a lamp.

Adjectives: dirty, nice, spacious, modern, well-planned, comfortable, bright, pleasant, helpful, standard, convenient.

Task 7. Translate the sentences with “home”.

at home – Peter isn't at home today.

away from home – I hate being away from home too long.

to leave home (= permanently stop living with your parents) – I left home when I was 18.

to make smth. your home – We decided to make Jamaica our home.

back home (= in my country) – Back home, the weather is much better.

to be home to – California is home for many vineyards.

Task 8. Guess the meaning. Write sentences of your own, using these words.

1) **to move into a new flat** – to go to live in a different flat. Eg. They've moved into a bigger flat.

2) **to renovate** – to repair and paint a building (or a flat) so that it is in good condition again. Eg. Their flat is being renovated.

3) **a landlady** – is the owner of a house or a flat which is rented. Eg. Saturday was the day he had promised to pay his landlady.

4) **to drop in on smb.** – to visit someone informally without arranging a particular time. Eg. I think I'll drop in on Jill on my way home.

5) **a neighbour** – someone who lives next to you or near you. Eg. Our next-door neighbours are so noisy that we can hardly sleep some nights.

Task 9. In pairs, act out and translate the dialogues.

a) – I say, do you live in a flat?
– Yes, I do, but it is my parents' flat. I only have a room of my own.
– Is their flat large?
– Rather. We've got three bedrooms, a sitting-room, a kitchen, a hall and a bathroom. My room is not very large, but it is very comfortable. There isn't much furniture in it. On the left there is a sofa and a small table near it. At the window there is a desk. On the right there is a dressing table. Next to it there is a wardrobe for my clothes.

b) – This is a nice flat, Miss Wilkins. Here is the plan...
– I see
– There is a kitchen, a bedroom, and there is a toilet.
– Is there a balcony?
– No, there isn't
– ... and a telephone?
– No, there isn't a telephone. Here is the kitchen.
– It is very small.
– Yes, it isn't very large, but there is a cooker and a fridge. There are some cupboards under the sink.
– I see ... How much is it?
– Five hundred dollars a month.

Task 10. Circle the correct response.

– How can I help you, Madam?
a) I'd like some information, please. b) I see.
– What a wonderful house!
a) That's not enough, I am afraid. b) I'm glad that you like it.
– We're invited to Joy's house warming on Friday.
a) That sounds wonderful. b) Oh dear.
– Tom, we need to fix the roof.
a) Let's hope for the best. b) I see.

Task 11. In pairs, complete the dialogues.

1) – Do you ...?
– No, I don't live far from the university. And you?
– ... By the way, do you have ... of your own?

– Oh, yes. I've got a small room, but it is very light and rather warm. Will you come in and see?

2) – ...?

– I live on the ground floor.

– ...?

– There are three rooms in my flat.

– ...?

– Of course, it is my sitting-room that I like best, because it is light and spacious and there is a TV set there.

Text 1

Philip Stanley's House

Philip Stanley is proud of his house. It is not very large, but it is very comfortable and well-planned. Any Englishman likes to live in a two-storey detached house. So does Philip. He prefers his own house to an apartment in a block of flats, because he doesn't wish his doing to be overlooked (to overlook – подсматривать, заглядывать) by his neighbours.

In front of the house there is a green lawn and a lot of flowers. Behind it there is an orchard with some fruit trees in it. Mrs Stanley is fond of flowers and trees. She often spends her spare time there. On the north side of the house there is a garage.

On the ground floor there is a kitchen, a pantry, a dining-room, a sitting-room and Philip's study. On the first floor or upstairs you can find two bedrooms and a bathroom.

The furniture is modern and new. The windows are large. The family like to meet in the sitting-room in front of the fire-place. Philip has to pay a lot of money for the house before he can call it his own.

The Stanleys like their home. They enjoy its quiet pleasures, its comfort, its sweet familiar atmosphere.

Exercise 1. Read and translate the text.

Exercise 2. Look at the plan of the text. Is it correct?

Plan

I A Typical English House

II The Furniture

III Inside the House

IV Outside the House

V Sweet Home

Exercise 3. Answer the questions.

- 1) Is Philip Stanley's house large?
- 2) What is there in front of the house and behind it?
- 3) What rooms are there on the ground floor?

- 4) What rooms are there on the first floor?
- 5) What kind of furniture have the Stanleys got?
- 6) What is Mrs Stanley's favourite place?

 **Exercise 4.** In pairs, act out a conversation between Philip and Linda. The situation: Philip and Linda are discussing how to furnish the sitting-room (the study, their daughter's bedroom) Use the speech patterns:

– Let's put ... – Давай поставим ...

– I'd like to ... – Мне бы хотелось ...

– It is not a very good idea. – Это не очень удачная мысль.

– Let it be so, dear. – О дорогая (ой), пусть будет так.

– You are right. – Ты прав(а).

– Nothing of the kind. – Ничего подобного.

Home, sweet home

Task 1. Suggest Russian equivalents for the proverbs and sayings.

- 1) East or West – home is best.
- 2) My home is my castle.
- 3) Wash your dirty linen at home.
- 4) Everything is good in your garden.

Task 2. Make up a list of your household duties.

Begin with: "My regular duties are washing up dishes, ..."

For help: to walk the dog, to cook breakfast, to repair things, to go shopping, to clean the house, to make my bed.

 **Task 3. Make up your address book and write down your groupmates' addresses. Use the following address abbreviations:**

Ave. (Avenue), St. (Street), Rd. (Road), Bvld. (Boulevard), VLG. (village), PK (Park), SQ (Square)

Eg. NAME	ADDRESS	TEL. NO.
Ann Black	25 New St.	555-2718

Task 4. Look at this sitting-room. Do you like it? Does it look like yours? What is the difference? Can you describe it?

Use the phrases:

As for ... (что касается ...)
 In the middle of ...
 (в середине)
 To the right (left) of
 In front of ...
 We can see ...
 There is (are)



A flat to let

Task 1. Look at the advertisements “Flat to let” and the people’s preferences. Tick the flat which best suits each person.

A separate room on the 5th floor for a single man, with furniture and a separate bathroom. There is a desk, three chairs, a sofa, a TV set and a bookcase. The telephone is in the hall. There is no lift. The room is small, but warm and cozy. The rent is only 50 dollars a month.

1

A separate flat in the centre of the city, on the third floor, with a balcony, a small kitchen, a well furnished living-room, a bedroom. There is no lift, but there is a telephone. The rent is 70 dollars a month

3

A separate flat facing the river, on the second floor, central heating, hot water, a bathroom, a big kitchen, a spacious living-room with three large windows, a bedroom. All the rooms are furnished and in perfect condition. The landlady is middle-aged, always willing to help. The rent is 100 dollars a month.

2

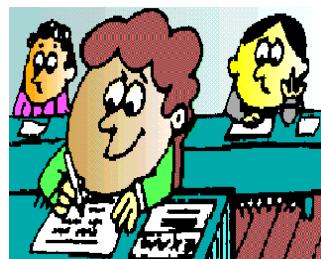


Mr Teel:

- a) doesn't want to spend too much money
- b) a busy man
- c) likes to read

Miss Read:

- a) talkative
- b) likes comfort
- c) doesn't like noise and traffic



Jack Lorry:

- a) a student
- b) likes music
- c) likes to meet friends

Task 2. You are to rent a flat (a room). Phone the landlady and ask her questions. Use: Is there ... nearby? (a clinic, a post office, a park, a hairdresser's, a cinema, a library, a bus station, a bank, a shoe repair shop, a café, a railway station, a department store).

Text 2

There's No Place Like Home

About 64% of the British population live in houses or flats that they own or are buying in instalments (покупают в рассрочку). Most other people live in council accommodation, about 10% rent from private landlords. People buying their property almost always pay for it with a special loan called a mortgage, which they must repay, with interest (с процентами), over a long period of time, usually 25 years.

There are three main types of houses in Britain:

terraced – several houses, usually two-storey, joined together in a row or terrace;

semi-detached – a pair of houses joined together;

detached – a single house, completely separate from any other.

This house is over 600 years old.

A big problem in England is the rising cost of houses.

The lives of most Americans revolve around their homes and houses. The percentage of Americans owning the houses (and apartments) they live in is the highest among western nations. Most Americans still live in “single-family dwellings,” that is, houses which usually have a front and back-yard. Contrary to a common belief, only about 5 percent of all Americans live in mobile homes.

Most of America has a more or less four-season climate, and the rhythms of life around the house tend to follow the seasons. There is always something that needs to be done around the house, and most Americans do it themselves.



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Exercise 1. Scan the text.

Exercise 2. Answer the questions: “Have you got any new information? What is it about?” **Use:** I’ve learned that (about) ...

Exercise 3. Find in the text the sentence which proves the following information:

2003

Average wage per year: £20,000

Average house price: over £120,000.

2007

Average wage per year: £23,244

Average house price: £184,924

Exercise 4. Divide the text into logical parts and give information of each one.

Use: I think this text should be divided into ... logical parts. The 1st (2nd, 3d ...) part informs the reader (is about..., is devoted to ...) the main thought (sentence) of it is ... It is interesting that ...

1 ✎ Write a composition.

1. Advantages and disadvantages of living in a house (in a flat).
2. My dream house.
3. I like old-fashioned houses.

Words for help: a candle, our family room, the air of crowded family life, plants in pots, picturesque, a room of my own, with a view over the sea (forest), cracks, pechka

Сочинение (Composition)

Сочинение – это письменное изложение своих мыслей. При написании сочинения помните, что оно должно включать три обязательные части: вступление (Introduction), основную часть (Body), заключение (Conclusion).

Перед тем, как начать писать, составьте план (Outline). Он поможет представить информацию в логической последовательности. Перед каждым пунктом плана принято ставить римские цифры. Если пункт делится на несколько подпунктов, то перед ними ставятся арабские цифры. Eg.

My Granny's House

- I Its History
- II Inside the House
 - 1) Upstairs
 - 2) Downstairs
- III My Favourite Place in the House

Начните своё сочинение с фразы: I am going to describe ...

When you are invited

2. In groups, act out a conversation. The situation: You're having a house-warming party. Information for help:

When you're invited you are expected to arrive at exactly the time or some minutes later. It's good manners to take a small present. It could be a bottle of wine, a box of chocolates or a few flowers. Some useful phrases:

Hello, nice to see you.

I've brought you a small present.

Come in, please. That's very kind of you. You shouldn't have bothered.

Make yourself comfortable. (Устраивайтесь поудобнее.)

Would you like to come to the table?

What a nice house (flat, room) you've got!

Help yourself to mushrooms (fish, biscuits, ...) (Попробуйте грибы, ...)

Would you like some more salad, (brandy,...)? – Oh, no, thanks ... no more for me.

Thank you very much. The dinner has been delicious.

I'm glad you liked it.

I must go. Thank you for a wonderful evening.

There is work to do.

PHONETICS

Чтение буквосочетания “ph”- [f]

Exercise 1. Read correctly.

Photo, phase, phone, telegraph, photosynthesis, philosophy, physics, atmosphere, phenomenon, sphere, graphically, geography, topography, biography, pheasant, phantasm, emphasize, emphatic, alphabet.

Чтение согласной “S”

в начале слова	перед и после глухой согласной	после звонких согл. и гласных	перед суф. -ion, -ure	сочетание sh	между гласными
[s]	[s]	[z]	[ʒ]	[ʃ]	[z]
set	skate	bags bees	treasure occasion	shelf	rise

Exercise 2. Read correctly.

- a) say, skate, surname, salt, south, pass, space, crops, species, silver, combustion, state, swallow, ducks, books, cats, suppress, west, spring, summer, smile,
- b) bags, foxes, matches, please, rise, exercise, phase, daisy, cause, because, rose.
- c) sheep, she, shelf, shower, shovel, shine, mash, mushroom, show, cash, flesh,

Чтение буквосочетаний с буквой “o”

oa, o+ld	oi, oy	oo+k	oo+l,m,n,d, t	ou	ow
[ou]	[oi]	[u]	[u:]	[au] [o:]	[au] [ou]
coat, boat	poison, boy	book, cook	tool, moon	house, <u>thought</u>	now, grow Запомнить!!!

Exercise 1. Read correctly.

- a) coat, road, roast, boat, board, boar, cold, mold, old, sold, bold, molder, older.
- b) boil, point, boy, toy, moisture, poison, decoy, voice, employ, employment, destroy.
- c) took, hook, look, book, undertook, rook, brook, Brooklyn, shook.
- d) fool, soon, scooter, too, moon, cool, tool, retooling, boot, tooth.
- e) mouse, house, bought, thought, ought, fought, brought, aloud, cloud, cloudy, out,
- f) [ou] know, grow, show, bowl, flow.
- g) [au] Flower, cow, down, brown, power, tower, shower, frown, plow, plowing, now, tower.

THERE IS/THERE ARE

В предложениях с вводным словом **there** (конструкция: **there is/there are**) слово: **there** является формальным элементом и на русский язык не переводится. Данная конструкция употребляется для указания на наличие или отсутствие лица или предмета в определенном месте. Глагол **to be** обычно согласуется с подлежащим, непосредственно следующим за ним. Если за конструкцией следует цепочка существительных, то выбор формы глагола **to be** зависит от числа первого существительного. Eg. **There is a cooker, two chairs and five plants.** **There are five plants, a cooker and two chairs.** Перевод конструкции следует начинать с обстоятельства места. Если обстоятельства места нет, то перевод начинают со слов: существует, имеется, есть, различают и т. д. Eg. **There is a big library in the new building.** (В новом корпусе находится большая библиотека). **There are many different crops.** (Существует много с/х культур).

В данную конструкцию, кроме глагола **to be**, могут входить и некоторые другие непереходные глаголы, например: **to exist** – существовать, **to come** – приходить, **to live** – жить и другие, а также глаголы в страдательном залоге.

Eg. **There exist a great number of butterflies.** (Существует огромное количество бабочек). Если слово **there** употребляется самостоятельно и не участвует в конструкции, то оно является наречием и переводится: там, туда.

Eg. **I have to go there.** (Я должен пойти туда).

<i>Повествовательное предложение</i>	<i>Вопросительное предложение</i>	<i>Отрицательное предложение</i>
There is a cat in the basket.	Is there a cat in the basket? (Yes, there is. No, there isn't).	There isn't a cat in the basket. (or: There is no cat in the basket.)
There are three windows in the classroom.	Are there three windows in the classroom? (Yes, there are. No, there are not).	There are not three windows in the classroom. (or: There are no windows in the classroom. There aren't any windows).

Exercise 1. Use: is, are.

- 1) There ... many students in the library now.
- 2) There ... a pencil in my bag.
- 3) There ... different farm machines on the farm.
- 4) There ... a table and a sofa in my room.
- 5) There ... a new computer in the office.

Exercise 2. Use to have (got), to be, there is/are for translation.

- 1) У него сегодня три урока.
- 2) В парке есть тихие безлюдные места.

- 3) Мы на занятии.
- 4) У нас мало времени.
- 5) В лаборатории много химиков.
- 6) Существует много видов пластика.
- 7) В холодильнике мало молока.
- 8) В нашем хозяйстве много новых пород КРС.
- 9) В твоей работе много ошибок.
- 10) У меня много ошибок в сочинении.
- 11) В читальном зале только один студент.

Exercise 3. Make the sentences negative and interrogative.

Model: There is a clock on the wall.

There is no clock on the wall.

Is there a clock on the wall? – Yes, there is/ No, there isn't.

- 1) There is a table in front of the window.
- 2) There are two cats in his house.
- 3) There are many wheat varieties on this farm.
- 4) There is a serious problem in our situation.
- 5) There are many interesting places in London.
- 6) There are six girls in our group.
- 7) There is a letter for you.

Exercise 4. Change the sentences after the model.

Model: I've got a newspaper in my bag. – There is a newspaper in my bag.

- 1) We've got much free time during the holidays.
- 2) They've got many potted flowers in their sitting-room.
- 3) She's got a tape-recorder on her desk.
- 4) We've got many questions about the problem.

SOME, ANY, NO и их производные

утвердительные предложения	вопросительные предложения	отрицательные предложения
some (какой-то, какой-нибудь, несколько)	any (какой-нибудь, сколько-нибудь)	no, not any (никакой, никаколько)
something (что-то, что-нибудь)	anything (что-либо, что-нибудь)	nothing (ничего)
somebody, someone (кто-то, кто-нибудь)	anybody, anyone (кто-нибудь, кто-либо)	nobody, no one, none (ни один, никто)
somewhere (где-нибудь, куда-нибудь)	anywhere (где-либо, куда-либо)	nowhere (нигде, никуда)
somehow (как-нибудь)	anyhow (как-нибудь)	
somewhat (немного, в какой-то степени)		

В утвердительных предложениях **any** означает “любой”; **anything** – “что-угодно”, **anybody** – “кто-угодно”, **anywhere** – “где-угодно”, “куда-угодно”, **anyhow** – “во всяком случае”, **anyway** – “всё равно”.

Exercise 5. Translate the sentences.

- 1) There are two windows on the right and a door on the left.
- 2) There is a bookcase in the corner of the room.
- 3) Are there any questions?
- 4) There is no dictionary in my bag.
- 5) There are over thirty students at the lecture.
- 6) I would like to work there.
- 7) Many years ago there lived a famous painter.
- 8) There is no place like home.
- 9) She told us something interesting.
- 10) Is anybody at home?
- 11) The college is in London.
- 12) There is some bread and milk.
- 13) There comes the time when molecules break down.
- 14) There are many types of electric motors.
- 15) His relatives live somewhere in Australia.
- 16) There is nothing to say.
- 17) You will have to tell the truth, anyway.
- 18) Ask somebody to help you.
- 19) There are three main questions in economic theory.
- 20) Between two double-periods there is a 15 minutes break.
- 21) There is no doubt about it.
- 22) Any Englishman knows this story.
- 23) There isn't any ink in the pen.
- 24) Nothing will change my opinion.
- 25) Do you see him anywhere?

Exercise 6. Translate into English.

- 1) Мне нравятся некоторые английские писатели.
- 2) В лаборатории кто-то есть.
- 3) Здесь делать нечего
- 4) В расписании есть какие-нибудь лекции?
- 5) В вазе несколько цветов.
- 6) В работе нет никаких ошибок.
- 7) На столе писем нет.
- 8) Спроси у кого-нибудь, как проехать (пройти) к вокзалу.

LESSON 2

Task 1. Answer the questions.

- 1) What is your home town?
- 2) Where is it situated?
- 3) When was it founded?
- 4) What street do you live in?
- 5) Do you live downtown or in the suburbs?
- 6) What places of interest are there in your town?
- 7) What is your favourite place in your town? Why?
- 8) What industries are developed in the town?
- 10) How many institutes are there in your town? What are they?

Task 2. Memorize the following words and phrases.

1. **Excuse** [iks 'kju:z] **me, please.** – Извините, пожалуйста.
2. **Excuse my disturbing** [dis 'tə:biŋ] **you.** – Извините за беспокойство.
3. **Yes, what is it?** – Да, в чём дело?
4. **What can I do for you?** – Чем могу помочь?
5. **Just a minute, please! /Wait a minute, please!** – Одну минутку!
6. **Where is ...?** – Где находится ...?
7. **Am I right for?** – Я правильно иду ...?
8. **Could you tell me the way to ...?** – Вы не могли бы подсказать дорогу ...
9. **It is just round** [raund] **the corner** [ˊko:nə]. – Это как раз за углом.
10. **It will take you to ...** – Он довезёт Вас до ...
11. **Go straight** [streit]. – Идите прямо.
12. **It will take you 15 minutes to go there.** – Вы дойдете туда за 15 мин.
13. **Go along** [ə'lon] ... – Идите вдоль ...
14. **railway** [ˊreilwei] **station** [ˊsteiʃən] – ж/д станция
15. **to go by** ... – доехать на ...
16. **heavy** [ˊhevi] **traffic** [ˊtræfik] – сильное движение транспорта
17. **traffic lights** [laits] – светофор
18. **to cross** [kros] – перейти (улицу, дорогу)
19. **to take a bus (trolleybus) number ...** – сесть на автобус (троллейбус) ...
20. **to change** [tʃeindʒ] **for ...** – пересесть на ...
21. **in the opposite** [ˊopəzit] **direction** [di'rekʃən] – в противоположном направлении
22. **stranger** [ˊstreindʒə] – приезжий (не местный житель)
23. **to be lost** – заблудиться

24. **to arrive at smb.'s destination** – добраться до места назначения
 25. **to show smb. round the city** – показать кому-либо город
 26. **to turn [tə:n] left (right)** – повернуть налево (направо)
 27. **sign [sain]** – сигнал, знак, вывеска
 28. **rush [rʌʃ] hour [ˊauə]** – час пик
 29. **to run out of petrol** – нет бензина
 30. **traffic jams** – дорожные «пробки»
 31. **filling-station (petrol station BE)** – автозаправочная станция
 32. **to be connected [kəˊnektid] with ...** – быть связанным с ...
 33. **century [ˊsentʃəri]** – век, столетие
 34. **machine-building [məˊʃi:nˊbildiŋ]** – машиностроение
 35. **chemical [ˊkemikəl] - engineering [endʒiˊniəriŋ]** – химическое
 машиностроение
 36. **civil [ˊsivil]-engineering** – гражданское строительство
 37. **to produce [prəˊdju:s]** – производить
 38. **railway [ˊreilwei] junction [ˊdʒʌŋkʃən]** – ж/д узел
 39. **fountain [ˊfaʊntin]** – фонтан
 40. **circus [ˊsə:kəs]** – цирк

Names of the Months

January [ˊdʒænjuəri], February [ˊfebruəri], March [ma:tʃ], April [ˊeiprəl], May [mei],
 June [dʒu:n], July [dʒuˊlai], August [ˊo:gəst], September [səpˊtembə], October
 [ɒkˋtəubə], November [nəuˊvembə], December [diˊsembə].

Word-building

Task 1. a) Complete the following with the correct suffix to make adjectives.

Use: -al; -ic (-tive).

History – historical – historic

Culture – cultural

Science, education, industry, monument, agriculture, profession.

Task 2. Make up sentences about your town using the adj. (Task 1).

Task 3. In groups, discuss the questions:

What is ...

1) ... the most beautiful place in your town?

2) ... the longest street?

- 3) ... the largest building?
- 4) ... the most popular place for young people?
- 5) ... the most interesting museum?

Use the phrases:

- **I think ...** – Я думаю ...
- **To my mind ...** – По-моему ...
- **Nothing of the kind.** – Ничего подобного!
- **Why do you think so?** – Почему Вы так думаете?
- **I am of the same (another) opinion.** – Я того же (другого) мнения.
- **Maybe.** – Возможно. (Может быть).

Task 4. Translate the sentences.

- 1) My brother showed me round Moscow.
- 2) The railway station is not far from here.
- 3) In the centre of Penza she changes for trolleybus number 7.
- 4) The traffic is heavy during rush hours.
- 5) We were lost in Samara.
- 6) Young people like to walk along Fountain square.
- 7) This city was founded by Catherine II.
- 8) If you go straight along two blocks up to the traffic lights you will see the building of the Drama Theatre on your left.
- 9) Where is the bus stop?
- 10) Am I right for the post-office?
- 11) Excuse me, please, where is the nearest bank?
- 12) I asked the taxi driver to hurry because I was late for an appointment.



Task 5. In pairs, act out and translate the dialogues.

- a) – Excuse me, please.
 - Yes, what can I do for you?
 - Could you tell me the way to the agricultural academy?
 - Certainly. It's easy. Take a bus № 9 or a taxi-bus number 9 or 93. It will take you right to the academy.
 - How long will it take me to get there?
 - Let me see ... Maybe half an hour or so, if the traffic is not heavy.
 - Thank you very much.
 - You're welcome.
- b) – Excuse me.
 - Yes? What's the matter?
 - Am I right for the Central Park?
 - No, it is in the opposite direction.
 - Thanks a lot.
- c) – Does this bus go downtown?
 - No, it doesn't. You have to change for number 13. It'll take you right to the centre.
 - Where is the bus stop?

- It is in front of you, across the street.
- I see, thank you.

Task 6. a) In pairs, act out a conversation.

Student A: Ask the way to a certain place in your town.

Student B: Be ready to give directions.

b) Act out a conversation. You want a taxi to take you to different places. Include different forms of polite requests in your conversation:

Polite requests

Could you take me to ...?

Agreeing to do things

Yes, sure.

Could I have a receipt?

I'll do my best.

Would you mind ... (-ing)?



Instructions

Ask the taxi driver to take you to your destination

Ask where it is.

Say which street it is in.

Say that you know the street.

Ask the driver to hurry because you are late for an appointment.

Say it's rush hour but you'll try.

Ask the cost of the journey.

Say the amount.

Pay the driver and ask for a receipt.

Give a receipt.

Ask the driver to help you with your suitcase.

Agree to do so.

Thank the taxi driver.

Text 1
My Home Town

I was born in Penza. It is one of the oldest and most beautiful Russian towns. It was founded in 1663 as a fort on the south-eastern border of the state. The place was well-chosen from the strategic point of view: from the north it was reliably defended



by Cherkassky fort, in the south there were plenty of saucer-like lakes (now it is called Yuzhnaya Polyana), from the west it was defended by dense forests.

Penza is situated on the Sura river. The word “sur” means “finger”. Long ago before it became a castle-town this “finger” showed the ancient people a place to settle down.

Penza has a rich history. It is connected with the life and activity of quite a number famous people: M. Lermontov, A. Kuprin, N. Burdenko, V. Belinsky, P. Yablochkov, S. Razin, Y. Pugachov and others. M. Lermontov... His grandmother's country estate, nowadays, is the state museum Tarkhany, one of the greatest memorial parks in our country, a peculiar cultural corner, which links the previous centuries with the present day.



Now Penza is a big cultural and industrial centre. Its population is over 600 000 people. There are several big plants which produce chemical equipment, electronic equipment, diesel engines, compressors, bicycles, clocks and watches, paper, medicines and other necessary things.

Agriculture in Penza region is on the upsurge now. Our farmers introduce new techniques and machinery, develop high-yielding and disease-resisting varieties, breed highly-productive breeds of farm animals in order to make our farming as profitable as possible.

In Penza there are many educational establishments. The most important institutions of higher education are: Penza Technical University, Penza State Pedagogical University, Penza State Civil Engineering University and Penza State Agricultural Academy.

Whatever the season, Penza is always beautiful. Large squares, green streets, beautiful parks, Fountain square, a spacious zoo – everything attracts visitors' attention. You can see a great variety of picturesque houses – from old-fashioned buildings of the 19th century to modern constructions of original architecture.

Visitors often go to the circus, to the Drama Theatre, to museums. People are proud of their city and try to make it cleaner and healthier.

Exercise 1. Read and translate the text.

Exercise 2. Answer the questions:

- What sights of Penza are mentioned in the text? Have you seen all of them?
- Is there anything you can add?

Exercise 3. Find English equivalents for the following words and word combinations:

родной, родился, юго-восточная граница, палец, древний народ, население, поместье, предприятия, оборудование, лекарства, продукция, на подъёме, вы-

сокоурожайные, стойкие к болезням, породы, не зависимо от сезона, живописный.

Exercise 4. Arrange the information of the text and complete the table.

history and geogr. position	population	famous people	industry	agriculture	education	interesting places

Exercise 5. Work as a guide and show your friend round your city.

Use the following – I'd like to welcome you to ...

expressions:

- Let me start with the history.
- You can see ...
- It is dedicated to ... (Он посвящен...)
- It's interesting to know that ...
- Now we are ...
- It is worth seeing (visiting).

Exercise 6. Make a report about your native place according to the plan.

Plan

I Name	V Agriculture
II Geographical Position	VI Education
III Population	VII Interesting Places
IV Industry	VIII Famous People



WHAT SEASON IS IT NOW?

Task 1. In pairs, complete the dialogue.

- What is your favourite season?
- As for me, I like autumn best of all.
- But why?!
- I don't know, but it brings me in a good mood. And what about you?
- ...

Task 2. Compare the words. Make up sentences.

Wind – windy It is windy in March.

Frost – frosty It is ... in ...

Sun – sunny It is ... in ...

Rain – rainy It is ... in ...

Fog – foggy It is ... in ...
Snow - snowy It is ... in ...

Task 3. Make up a logical chain.

Model: winter – spring – summer – autumn

- a) flower, seed, leaf, fruit
- b) cool, hot, warm, cold
- c) ocean, river, stream, sea, pool
- d) evening, night, daytime, morning
- e) to harvest, to plough, to sow, to water

Task 4. Find out when your groupmates' birthdays are.

Use: My birthday is on the ... of ...

Task 5. Finish up the sentences.

- 1) The longest day is on the ... of ...
- 2) The shortest day is on the ... of ...
- 3) The coldest month is ...
- 4) The shortest month is ...
- 5) July is ... than ...
- 6) March is as long as ...
- 7) In autumn leaves are ...
- 8) It is ... in November.

Task 6. Make up a list of things you can do in good weather and things you can do in bad weather.

good weather	bad weather
go for a walk	visit museums and galleries

Task 7. a) In pairs, discuss today's weather.

Use the words: temperature, degree, above (below) zero, the sun, to shine, to go for a walk, an umbrella, to put on, a warm coat, to need, a typical winter (autumn, spring, summer) day, the wind, fine, cold, hot, warm, frosty, stuffy.

b) Have a conversation suggesting different things to do when the weather is good or bad.

Example: – Oh, no! It's raining again. What are you going to do?

- I think I'll go to a museum or a gallery.
- Which is your favourite museum in Penza?
- I enjoy visiting Penza Picture Gallery. There is a peaceful atmosphere there and lots of beautiful pictures.

*Task 8. Make up a weather forecast for the next day.

Use: According to the local weather forecast chart the weather for tomorrow is expected to be ... In any weather it is worth visiting Penza Picture Gallery!

Text 2 Penza Picture Gallery

Penza Picture Gallery was founded in 1892 by the well-known Russian painter Konstantin Savitsky. It is the main museum of the town. There are about 15 large and small halls in the museum, which contain more than 7 thousand exhibits. These exhibits include a great number of paintings and drawings, a lot of sculptures, different things made of glass, bronze and gold, as well as documents, manuscripts and photographs.

The museum is rich in paintings by Russian and foreign masters of different generations.

Some of the halls are devoted to painters who lived and worked in Penza: Savitsky, Sorokopudov and others. The exhibits of other halls illustrate the development of arts in Western Europe. A lot of visitors come to the gallery every day to look at the gems of Russian and world art.

The museum organizes lectures for its guests, meetings with modern artists, holds concerts of classical music.

We can admire masterpieces by Polenov, Levitan, Savrasov, Shishkin, Repin, Perov, Aivazovsky and many others.

Savitsky was the founder of the picture gallery in Penza. He did a lot for the museum. He opened an art school in Penza, he bought a great number of exhibits for the museum. Moreover, he was a very talented artist. The museum has a special hall devoted to his life and work. There are a lot of photographs on the walls, many books, albums, magazines of that time. On the table you can see many letters. Nowadays our picture gallery is large and rich and attracts many visitors.

well-known- хорошо известный

exhibit - экспонат

made of glass - изготовленный из стекла

devoted to ... - посвящённый

art - искусство

gems - жемчужины

Exercise 1. Read and translate the text.

Exercise 2. Divide the text into several logical parts and define their topics.

Use: I think this text should be divided into 2, 3, 4 ... logical parts. The first (second, third ...) one is about ... (describes ..., deals with ...).

Exercise 3. These words sound the same as some Russian words. Check in your dictionary whether their meanings are the same.

A gallery, an artist, a sculpture, a museum, a hall, a meeting, to illustrate, a concert, a document, special, an album, a magazine, a visitor, interesting, production, a figure, data, a project.

Exercise 4. Choose the correct variant.

- 1) Penza Picture Gallery was founded in (1982, the 19th century, the last century).
- 2) There are (fewer than 7000 exhibits, more than 7000 exhibits, 7000 exhibits) in the gallery.
- 3) You can see a lot of (paintings, sculptures, albums, flowers, maps, books) there.
- 4) The museum is rich in works by (Savitsky, Repin, Savrasov, Perov, Levitan, Sorokopudov, Vasnetsov).
- 5) (Savrasov, Perov, Levitan, Sorokopudov) lived and worked in Penza.
- 6) One part of the gallery is devoted to (the life of some writers from Penza, Savitsky's life, the history of Penza).
- 7) People come here to enjoy (paintings, sculptures, music, films, drama plays, lectures about art).

***Exercise 5. Describe a museum in your place.**

Text 3 My Village

I am a student of Penza agricultural academy. I live in the students' hostel. But my parents live in a village not far from the city. The village is not very big. People are mostly engaged in vegetable-growing, because the soil is good for onions, cucumbers, carrots. Some of the land is under pastures. Almost every family has one or several cows. My mother breeds chickens and rabbits. This business brings a good profit.

The roads in the village are in bad condition, except Central street. In the centre of the village there is a school and a library. Not far from them you can see a new building. It is a local club. It is large and nice. We often come here to meet friends, to watch films and to dance. As for me I am fond of the amateur theatre there.

In the 90-s many people of the village were leaving for Penza. But now many things are changing here. Young families are beginning to build houses, to grow crops, to breed animals. As for me, I don't see my future without the place where I was born.

Exercise 1. Scan the text.

Exercise 2. Find information about the advantages and disadvantages of living in a village. Answer the question: “Why do people leave their native place?”
Use: To my mind ... – По-моему ...



City Life

Some people believe that city life is much more exciting than life in the countryside. A lot of people in a big bustling city seem to forget that the quiet life of the country even exists. People who live in rural areas, on the other hand, would probably have a lot of trouble dealing with the fast pace of the city. There are some advantages that attract people to cities. The first thing is modern conveniences in houses and flats. They make life much easier and more comfortable. The second thing is a wide variety of jobs in cities. The third thing is entertainment: cinemas, theatres, museums, restaurants, concerts etc. you will never feel bored there.

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Living in the country

A major difference between living in the city and living in the country is the air. Merely breathing the fresh, clean country air immediately makes you feel really alive. It is wonderful to walk in an open country meadow. The sun is bright, not a single cloud in the sky. The grass is thick and green. Everything looks so beautiful!

The other thing is country life is safer.



Task 1. Scan the texts.

Task 2. On the basis of the texts write a “for and against” essay.

Writing a ‘for and against’ essay

Tip

When we write a ‘for and against’ essay, we usually divide it into four paragraphs. In the **first paragraph** we present the topic without giving our opinion. In the **main body** we present the points for and against in separate paragraphs, supporting our arguments with justifications and/or examples. In the **last paragraph** we present a balanced summary of the topic and/or give our opinion. To present and join our points we use linking words/phrases (e.g. first, to begin with, however, moreover, etc.) to give our opinion we can use opinion words (I think, I believe, In my opinion, To my mind, etc.)

Задания на аудирование

Text “The History of Moscow”

а) Перед прослушиванием текста познакомьтесь со словами:

estate – поместье

to be walled – быть обнесенной стенами

fortress – крепость

trade route – торговый путь

invasion – вторжение

to be rebuilt – быть построенной заново

б) Прослушайте текст два раза и ответьте на вопросы:

1) Whose estate was Moscow in the 12th century?

2) When was Moscow walled?

3) What was the reason for its economic and political development?

4) How many settlements were there in Moscow in the 16th century?

5) Why was it rebuilt?

с) Вставьте недостающие слова по смыслу.

As far back as the 12th century Moscow was known as ... of Yuri Dolgoruky. It was a fortress on the ... of the Moskva-river. Moscow had rather ... geographical ... The town was divided into 150 ... In the 18th century ... moved the capital to ... but Moscow continued to ... In 1812 the largest part of Moscow was ... by ... But it was soon ...

For help: bank, fire, develop, estate, favourable, Peter the Great, destroyed, rebuilt, position, districts, Saint-Petersburg.

д) Передайте основные факты, изложенные в тексте.

Writing letters

Письма бывают личные и деловые. Для обоих типов существует шаблон, которого необходимо придерживаться. Приведённая ниже модель состоит из адреса отправителя (the writer's address), приветствия адресату (the salutation), основной части письма (the body of the letter), заключительной фразы (the closing word) и подпись автора письма (the writer's signature). Заключительная фраза чаще всего звучит как:

Yours faithfully; или: Sincerely yours (Искренне Ваш)

Example

Penza 440011
Russia
October 1, 2004

Dear Helen,

Thank you for the wonderful weekend! I had such a nice time with you and your family. Next time you are in Penza you must visit me. I hope to show you round my hometown.

My best regards to your parents.

Sincerely, yours,
Mary

Model letter

Write a letter to a friend who lives in another town and invite him (her) to your place. Describe some interesting places worth seeing.

PHONETICS

Чтение буквосочетаний: “kn”, “wh”, “wr”, “tion”, “bt”, “gn”, “qu”

kn	wh	wr	tion	bt	gn	qu
[n]	[w], wh+o [h]	[r]	[ʃn]	[t]	[n]	[kw]
know knight	when who	write wrote	fiction action	debt doubt	foreign design	quarter quarrel

Exercise 1. Read the words correctly.

- a) knit, knitting, know, knew, known, knee, knight, knife, knives, knowledge.
- b) where, why, whereas, what, whatever, wheel, who, whole, whom, whose, where, whenever, whisky.
- c) wreath, wrath, write, written, wrote, wrinkle, wrists, writer.
- d) condition, constitution, dictation, station, alteration, cultivation, demonstration, action, reaction, perfection, protection, consumption, generation, friction, fiction, irrigation, examination, collection, collections.
- e) doubt, debt, subtle, doubting, debtor.
- f) design, sign, foreign, reign, designer, gnat, foreigner.
- g) quite, quote, equal, question, request, liquid, squirrel, square, acquire, require, requirement, equip, equipment, frequent, aquatint, quarter.

NUMERALS

Числительные

Числительные, обозначающие количество людей, животных, предметов и т. д., называются количественными. Числительные, которые обозначают порядок предметов или место, которое они занимают в ряду, называются порядковыми. Существительное, определяемое порядковым числительным, употребляется с определённым артиклем. В некоторых случаях перед порядковым числительным может стоять неопределённый артикль: в этом случае числительное приобретает значение **другой, ещё один**.

E.g. We send him a second telegram. – Мы отправили ему еще одну телеграмму.

cardinal numerals (количественные)		ordinal numerals (порядковые)	
1	one	1 st	first
2	two	2 nd	second
3	three	3 ^d	third
4	four	4 th	fourth
5	five	5 th	fifth
6	six	6 th	sixth
7	seven	7 th	seventh
8	eight	8 th	eighth
9	nine	9 th	ninth
10	ten	10 th	tenth
11	eleven	11 th	eleventh
12	twelve	12 th	twelfth
13	thirteen	13 th	thirteenth
14	fourteen	14 th	fourteenth
20	twenty	20 th	twentieth
21	twenty-one	21 st	twenty-first
32	thirty-two	32 nd	thirty-second

40 – forty, 50 – fifty

100 – a hundred, one hundred, 300 – three hundred

1000 – a thousand, one thousand

5000 – five thousand

5067 – five thousand and sixty-seven

1 000 000 – a million, one million

Compare: two hundred workers – **двести рабочих**;
hundreds of workers – **сотни рабочих**

FRACTIONS AND DECIMALS

Дроби (обыкновенные и десятичные)

$\frac{1}{2}$ - a (one) half; $\frac{1}{3}$ – one third; $\frac{2}{3}$ – two thirds; $\frac{3}{4}$ – three quarters; $1 \frac{1}{3}$ – one and a third, 0.1 – nought point one (or: point one), 9.305 – nine point three nought five.

DATES

1900 – nineteen hundred; 1907 – nineteen o seven; 1965 – nineteen sixty five
May 9, 1945 – May the ninth, nineteen forty-five; in 2000 – in two thousand.

TELEPHONE NUMBERS

44-53-79 – double four, five, three, seven, nine.

Exercise 1. Read correctly.

- a) 23; 223, 4 589; 49; 90; 557; 10 089; 129 011; 351; 500; 12; 30; 56; 1 100 299.
- b) $\frac{1}{2}$; $13 \frac{1}{3}$; $\frac{5}{6}$; $\frac{10}{12}$; $\frac{1}{4}$; 0.1; 1.4; 3.68; 0.199; $\frac{3}{4}$; $8 \frac{3}{5}$.
- c) Dates: 1128; 1991; 1985; 2 000; 2 002; 1910; 1861; 1945; 1812; 1999, 2 004.

Exercise 2. Read and translate the sentences paying attention to the numerals.

- a) My family had 5 cows.
- b) She was born in 1985.
- c) $\frac{3}{4}$ of the land area is water.
- d) The 2nd semester will be shorter than the 1st one.
- e) The population of Great Britain is 57 000 000 people.
- f) We want 3 $\frac{1}{2}$ kilograms of sugar.
- g) 1. 033 grams of the substance is left after the experiment.
- h) This festival took place in 2007.
- i) The writer's 98th birthday is this year.
- j) His birthday is on the 29th of April.
- k) How much is it? – 19 783 roubles.
- l) Hundreds of people were ready to support their leader.
- m) He lives in house number 15, flat number 133.
- n) $1 \frac{2}{3}$ plus $\frac{1}{3}$ is 2.
- o) Our farmers rear about 2 000 cattle, 5 000 pigs and lots of chickens.
- p) There are 28 students in my group, 14 of them are girls.
- q) The 1st exam is mathematics, the 2nd one is chemistry.
- r) March is the 3rd month of the year and the 1st spring month.
- s) The total area of Great Britain is 144 100 square km.

Exercise 3. Translate into English.

- a) 9 мая 1945 года; 23 февраля 1917 года; 12 сентября 1963 года; к 31 января 1972 года; 29 марта 1965 года; 14 апреля 1963 года; 27 декабря 1991 года.
- b) 28 км; 179 тыс. рублей; 20 млн. людей; 8 750 книг; 30 часов; $\frac{3}{4}$ пути.
- c) $\frac{1}{2}$ пути; 0.22 грамма; 90% курсовой работы.

ADJECTIVES AND ADVERBS

Прилагательные и наречия

Прилагательное – это часть речи, обозначающее свойства и признаки предметов, явлений и т. д. Имя прилагательное отвечает на вопрос: какой? В предложении прилагательное может быть определением и частью сказуемого.

E.g. It was early spring. (Была ранняя весна).

The weather was cold. (Погода стояла холодная).

Прилагательные в английском языке не изменяются ни по падежам, ни по числам, но они имеют степени сравнения.

*Иногда возникают трудности при переводе «цепочки» прилагательных. Здесь нужно учитывать вид прилагательных, а именно, они могут носить объективный или субъективный характер. По-другому их называют **fact adjectives** и **opinion adjectives**. Сравните: **large, new, wooden, round** (дают объективную информацию: возраст, размер, цвет и т. д.); **clever, nice, beautiful** (выражают чьё-то мнение, которое необязательно совпадает с Вашим).*

*Согласно правилу, **opinion adjectives** ставятся перед **fact adjectives**.*

E.g. a beautiful young lady
a delicious crab salad

*Иногда **fact adjectives** идут друг за другом. В этом случае порядок их должен быть следующим:*

1) how big? → 2) how old? → 3) what color? → 4) where from? → 5) what is made of?

E.g. an old Russian song; a new white Indian cotton blouse

Exercise 1. Put the adjectives in brackets in the correct position.

E.g. a beautiful table (wooden, round) – a beautiful round wooden table

- 1) an unusual ring (gold)
- 2) an old lady (kind)
- 3) a modern house (attractive)
- 4) black gloves (leather)
- 5) an American film (old)
- 6) a large nose (red)
- 7) a sunny day (lovely)
- 8) an old avenue (long)
- 9) a big cat (fat/black)
- 10) a red car (old/little)
- 11) a little village (old/lovely)

Наречие

Наречие – это часть речи, которая характеризует действие и отвечает на вопросы: *Как?* *Куда?* и т. д. Наречие в английском языке представляет собой неоднородный класс слов. Одни из них – простые слова (**here, well**), другие образуются с помощью суффикса **-ly** (**slowly, badly, naturally**), третьи состоят из двух основ (**nowhere, downstairs**), четвёртые образуют целые словосочетания (**first of all, in the long run**). В предложении наречие выполняет функцию обстоятельства. E.g. **We know the subject well.**

DEGREES OF COMPARISON Степени сравнения

degree степень	1-syllabic words + 2-syllabic words (ending in -y; -er; ow)	polysyllabic words (adverbs ending in -ly кроме “early”)	exceptions
POSITIVE положительная	high, easy	interesting	good, well, bad, little, many, much, far
COMPARATIVE сравнительная	higher, easier	more interesting	better, worse, less, more, far- ther (further)
SUPERLATIVE превосходная	highest, easiest	most interesting	best, worst, least, most, farthest (furthest)

Перед прилагательными в превосходной степени ставится определённый артикль **the**. E.g. **the biggest room, the most important event, the best student.**

Сравнительные конструкции

... than ... (чем)

the ... the ... (чем ..., тем ...)

as ... as ... (так (ой) же, как и ...)

not so ... as ... (не так(ой) ..., как ...)

much ... than ... (гораздо)

Exercise 2. Compare the means of transport.

1

A car A train A ferry A plane A bus A bicycle The under-ground	is	more less —	faster slower comfortable cheaper better safer expensive	than ...
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2

...	is	the most ... the least ... the ...	safest expensive comfortable best	way of travelling.
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Exercise 3. Put the adjectives and adverbs in the proper form. Sometimes two variants are possible.

1) Moscow is (big) than Samara. 2) The Nile is (long) river on the Earth. 3) Rose is one of (beautiful) flowers. 4) She speaks English (well) than you. 5) Yesterday the weather was (bad) than now. 6) This is (interesting) book in this library. 7) I get up (early) than my brother. 8) It takes me (little) than 15 minutes to get to my office. 9) Mary is (good) student in our group. 10) This truck is (heavy) than that one. 11) Today it is (cold) than yesterday. 12) Winter is (cold) season of the year. 13) Baseball and football are (popular) sports in America. 14) Potato grows (well) in humid zones than in arid areas.

Exercise 4. Make up sentences matching parts from column A to column B.

A	B
The earlier we leave, ...	... the more the cost.
The longer he waited, ...	... the more profit you make.
The more I travel, ...	... the sooner we'll arrive.
The longer the journey, ...	... the more impatient he became.
The more powerful is engine, ...	... the better.
The more goods you sell, ...	... the less I like it.
The more you practice your English, ...	... the more efficient the device.
The sooner, ...	... the better you'll speak.
The more you have, ...	... the more you want.

Remember: the most + adjective = самый ...

most + adjective = очень ...

most + noun = большинство ...

much + comparative degree (bigger, more interesting) = намного

Exercise 5. Translate the sentences.

- 1) This is the most interesting book.
- 2) The book you gave me was most interesting.
- 3) Most people like music.
- 4) Joe has got the most beautiful garden in our town.
- 5) This task was much more difficult than that one.
- 6) It was most generous of you to help me.
- 7) It is the most expensive dress in the shop.
- 8) My house is much farther from the station than yours.
- 9) To my mind Baikal is the most beautiful lake.
- 10) Most of the students in our group have computers.
- 11) Most of the equipment on the farm is out of order.
- 12) The Fountain square is the busiest and most beautiful place in our town.
- 13) Most city transport is concentrated in the city centre and near the main railway station.
- 14) Chemistry is much more interesting for me than other subjects.

Exercise 6. Change the sentences after the model.

Model 1: I am 18. My brother is 18 too. We are twins. – I am as young as my brother.

- 1) She is clever. Her friend is clever too.
- 2) My house is big. My friend's house is big too.
- 3) New York is a famous city. London is a famous city too.
- 4) You speak English well. Ann speaks English well too.
- 5) I like flowers very much. My mother likes flowers too.

Model 2: My cat is fatter than yours. – Your cat is not so fat as mine.

- 1) My car is more expensive than that of my friend.
- 2) John's composition is better than Mary's.
- 3) Ice hockey is more popular in Russia than field hockey.
- 4) In winter days are shorter than in summer.
- 5) I get up earlier than my sister.

Exercise 7. Translate the sentences paying attention to the comparative constructions.

- 1) The new method is much more efficient than the old one.
- 2) The nearer the Earth, the denser the atmosphere.
- 3) Winter holidays are not so long as summer holidays.
- 4) London is older than Moscow.

Exercise 8. Make up your own “Guinness Book of Records”.

- 1) I think that the richest man in the world is ...
- 2) To my mind the strongest man is ...
- 3) The most talented singer is ...

4) The most interesting book is ...
 5) The oldest country is ...

Суффиксы прилагательных

-ful	helpful, beautiful
-less	useless, jobless
-ic	periodic, scientific
-al	natural, agricultural
-able	comfortable, changeable
-ant (-ent)	important, different
-ive	effective, progressive
-y	frosty, angry
-ous	famous, serious
-an	American, human
-ar	popular, regular
-ish	selfish, reddish

MANY / MUCH / FEW / LITTLE / A FEW / A LITTLE

many – много (с исчисляемыми сущ.)

much – много (с неисчисляемыми сущ.)

few – мало (с исчисляемыми сущ.)

little – мало (с неисчисляемыми сущ.)

a few – несколько

a little – немного **little** (adj.) – маленький

Exercise 9. Choose the proper variant.

1) We have (a few, a little) time for reading. 2) She knows (many, much) about this project. 3) Ann likes flowers and she always has (a few, much) on her table. 4) (few, little) students attend this lecture. 5) I have too (many, much) work. 6) My cat eats (many, much) fish. 7) (a few, a little) trees can grow on this soil. 8) There is not (many, much) space in my room. 9) Why did you eat so (much, many) ice-cream? 10) I have (little, few) friends in my group. 11) There are (many, much) mistakes in your composition. 12) My (little, a few, a little) brother is funny.

Также, наиболее простыми и универсальными словами, обозначающими количество, являются слова a lot of и lots of:

Tom has seen a lot of American films.

LESSON 3

Task 1. Answer the questions.

- 1) What country are you from?
- 2) What is the official name of Russia?
- 3) Is it a republic?
- 4) Who is the head of the state in Russia?
- 5) Who is the head of the government?
- 6) What is the capital?
- 7) What is the total area of the country?
- 8) How big is its population?
- 9) What do you know about natural and climatic conditions in Russia?
- 10) What are the main agricultural areas of the country?

Task 2. Do you know your country well? Prove it. In groups, complete the table.

Russia

Land area	
Population	
Capital	
Neighbouring countries	
Climate	
Main rivers, seas, lakes	
The biggest mountains	
The largest cities	
Mineral resources	
Main industries	
The leading farm crops	

Task 3. Memorize the following words and phrases.

1. **population** [ˈpopjuˈleɪʃən] – население
2. **to be situated** [ˈsɪtjueɪtɪd] – находиться, располагаться
3. **former** [ˈfɔ:mə] – бывший
4. **to evolve** [iˈvɒlv] – развиваться, образоваться в ходе развития
5. **to share** [ʃeə] – делить (напр. границу)
6. **area** [ˈeəriə] – площадь, область
7. **favourable** [ˈfeɪvərəbl] **geographical position** – благоприятное геогр. п.
8. **plain** [pleɪn] – равнина
9. **freshwater** [ˈfreʃ ˈwo:tə] – пресноводный

10. **degree** [di'gri:] – градус, степень
11. **plenty** ['plenti] – изобилие
12. **diverse** [dai've:s] – разнообразный
13. **to supply** [sə'plai] (**with**) – снабжать, поставлять
14. **to meet the demands of people** – удовлетворять потребности населения
15. **produce** ['prodju:s] – продукция
16. **state** [steit] **power** ['pauə] – гос. власть
17. **to be exercised** ['eksəsaizd] **by** ... – осуществляться
18. **to enjoy** [in' dʒoi] – наслаждаться
19. **to suffer** ['sʌfə] (from) – страдать
20. **distinct** [dis'tɪŋkt] – чёткий, чётко выраженный
21. **harvest** ['ha:vist] – урожай
22. **to harvest** – собирать урожай
23. **to sow** [səu] (**sowed**, **sown**) – сеять
24. **to grow** [grəu] (**grew** [gru:], **grown**) – расти, выращивать
25. **crop** - с/х культура; **winter** (**spring**) **crop** – озимая (яровая) культура
26. **to be covered** ['kʌvəd] **with** ... – покрываться
27. **profit** ['profit] – прибыль; **profitable** – рентабельный, выгодный
28. **vegetable** ['ve dʒitəbl] **production** – овощеводство
29. **grain-growing** ['grein'grəuiŋ] – возделывание зерновых культур
30. **horticulture** ['ho:tiklətʃə] – садоводство
31. **fertilizer** ['fə:tilaizə] – удобрение
32. **sugar beet** ['ʃugəbi:t] – сахарная свёкла
33. **flax** [flæks] – лён
34. **farming** ['fa:minŋ] – 1) земледелие; 2) с/х; 3) фермерство
35. **animal** ['æniməl] **husbandry** ['hʌzbəndri] – животноводство
36. **arable** – пахотный (**pastoral** – пастбищный)
37. **agricultural** ['ægrɪ'kʌltʃərəl] **production** [prə'dʌkʃən] – с/х производство
38. **environment** [in'veiərənmənt] – окр. среда
39. **to enable** [i'neibl] – позволять

40. **to improve** [im'pru:v] – улучшать, совершенствовать

41. **variety** [və'raiəti] – сорт, вид; **high yielding** v. – высокоурожайный сорт

42. **oil-bearing crop** ['oil'bəəriŋ] – масличная культура

43. **livestock** ['laivstok] – скот, поголовье

44. **feeding** ['fi:din] – кормление

45. **livestock department** – животноводческое помещение

46. **pedigreed** ['pedigri:d] **stock** [stok] – породистый скот

47. **breed** – порода; **a highly productive b.** – высоко продуктивная порода

48. **maintenance** ['meintənəns] – содержание, техническое обслуживание

49. **machinery** [mə'ʃi:nəri] – оборудование, техника

50. **equipment** [i'kwipmənt] – оборудование

crops		animal husbandry	
wheat	пшеница	pig-breeding	свиноводство
barley	ячмень	cattle-raising	скотоводство
oats	овес	poultry-farming	птицеводство
rye	ржь	horse-raising	коневодство
maize (corn)	кукуруза	sheep-raising	овцеводство
sunflower	подсолнечник	apiculture	пчеловодство

Word-building

☞ Write the verbs corresponding to the following nouns and translate them:

enjoyment, planter, tiller, passage, harvester, appearance, knowledge, building, spreader, fertilizer, achievement, development, pressure, direction.

Task 4. Matching the words from list a) to those of list b) write as many word combinations as you can.

a) vast, former, to enjoy, to supply with, winter, to grow, freshwater, favourable.
 b) fish, plain, crop, new machinery, sunny weather, vegetables, conditions, season.

☞ **Task 5. In pairs, act out and translate the dialogues.**

a) – Have you ever been to Moscow?
 – No, I haven't. I am here for the first time. But seeing Moscow has always been my dream. And what about you?
 – I live in Moscow. What is your first impression of the capital?
 – Oh, it is such a big and beautiful city. I like it very much.
 – What places of interest have you visited?
 – I have been to Tretyakov Gallery, the Kremlin, the Bolshoy Theater. But the place I liked best of all is Red Square.

b) **Nora:** Daddy! My uncle John is arriving tomorrow! Here is the telegram.

Philip Stanley: What a pleasant surprise! Nora, I haven't seen him for ages!

Nora: His wife is coming with him. What is her name?

Philip Stanley: Her name is Olga. She is Russian.

Nora: Really?! It's news to me.

Philip Stanley: He met her in Siberia two years ago. He worked in Novosibirsk scientific centre. A group of specialists from Great Britain were installing (устанавливали) new equipment there.

Nora: Daddy, have you ever been to Russia?

Philip Stanley: Yes, I have. As an exchange student.

Nora: Great! What is your impression of Russia? How large is it? Is it cold there? Did you see much snow in Russia? What are the Russians like?

Philip Stanley: Not so many questions at once, Nora. Russia is a vast country.

If I'm not mistaken, the former Soviet Union is nearly three times the area of the USA and ninety times that of Great Britain.

Nora: Did you get there by air or by sea?

Philip Stanley: By air. Modern air liners cover the distance from London to Moscow in three hour time.

Nora: What about the climate of Russia? Is it mild?

Philip Stanley: I don't think so. Believe it or not, but its climate differs in different parts of the country. In the centre of Russia you can see much snow in winter, but in the south the temperature is above zero.

Nora: Do you like Russian people?

Philip Stanley: Yes, I do. They are kind, open-hearted and very pleasant to deal with.

Task 6. Find English equivalents for the following phrases in the dialogues:

Я не видел его целую вечность. Хочешь верь, хочешь нет ...; Это для меня новость! Какой приятный сюрприз! Если я не ошибаюсь ... ; Думаю, что нет. С ними очень легко иметь дело; первое впечатление.

Text 1 **The Russian Federation**

The Russian Federation covers much of eastern Europe and Northern Asia, occupying about 75% of the territory of the former Soviet Union from which it evolved. Russia shares land borders with Norway, Finland, Belarus, Ukraine, Georgia, Azerbaijan, Kazakhstan, Mongolia, China and North Korea.

The total land area is 17 075 400 square km. Its population is 147 000 000 people. The official language is Russian. The capital of Russia is Moscow.

The greater part of Russia's territory is a vast plain with low mountain ranges and long rivers. The largest rivers are the Lena and the Volga. Lake Baikal is the largest freshwater lake in Asia and Europe and the deepest in the world.

Most of its territory has truly continental climate with distinct seasons (cold winter and hot summer).

The country is rich in iron ore, manganese, copper, gold, zinc, lead, natural gas and oil.

The Russian Federation is a republic with democratic federal state structure. State power is exercised by the President of the Russian Federation, the bicameral Federal Assembly (the Federation Council and the State Duma), the government and the courts.

Russia still finds itself in a process of transformation towards a market economy. All industries, agricultural and scientific areas are represented to various extents in the national economy.

Exercise 1. Read and translate the text.

Exercise 2. Read the following geographical names correctly.

Asia [ˈeɪsə] Georgia [ˈdʒɔ: dʒiə]

Europe [ˈjuərəp] China [ˈtʃaɪnə]

Ukraine [juˈkreɪn] Lithuania [,liθuˈeɪnjə]

Norway [ˈno: wei] Azerbaijan [,æzəbai̯n̩]

Exercise 3. Supply the missing parts.

E.g. – ... 75% of the former USSR territory.

– Russia occupies about 75% of the former USSR territory.

a) ... Norway, Finland, Poland, China.

b) Moscow ...

c) ... 147 000 000 people.

d) ... the deepest lake in the world.

e) The President of Russia ...

f) Russia is rich in ...

g) ... in a process ... market economy.

Exercise 4. In pairs, confirm the truth of the following statements.

Speech patterns: – According to the text ... – Согласно тексту ...

– Yes, certainly. – Да, конечно.

– Quite so. – Именно так.

- 1) Russia is a vast country.
- 2) Russia has many neighbours.
- 3) Russia is a republic.
- 4) The President of Russia is the head of the state.

- 5) Russia is rich in mineral resources.
- 6) In Russia it is cold in winter and it is hot in summer.
- 7) Many changes have taken place in the national economy.

Exercise 6. Looking at a geographical map of Russia find the main districts of mineral deposits. Begin with:

Great natural gas (oil, gold, iron ore, manganese, ...) deposits are in ...

***Exercise 7. Make up a plan and retell the text.**

Text 2

State System of the Russian Federation

The Russian Federation is set up by the Constitution of 1993. Under the Constitution Russia is a presidential republic. 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 chambers. The Upper Chamber is the Council of Federation; the Lower Chamber is the State Duma.

Each chamber is headed by the Speaker. Legislation may be initiated in either of the two chambers. But to become a law a bill must be approved by both Chambers 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, 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 of the Prime Minister on appointment is to form the Cabinet.

The judicial branch is represented by the Constitutional Court, the Supreme Court and the regional courts.

The members of the Federal Assembly are elected by popular vote for a four-year period.

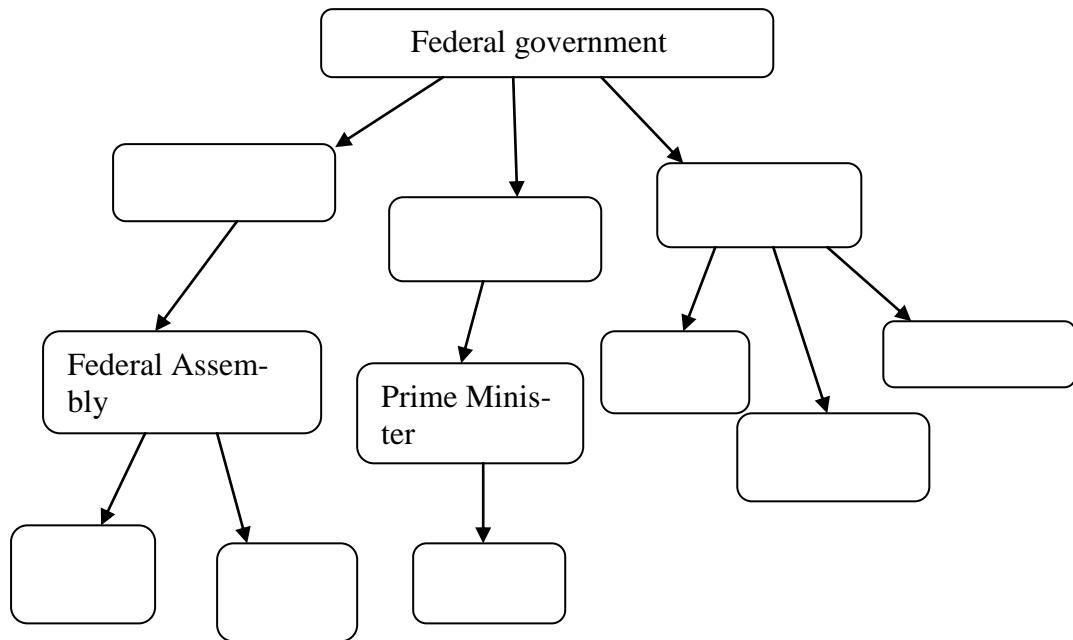
Exercise 1. Scan the text.

Exercise 2. Match the phrases with their translation.

is set up under the Constitution	согласно Конституции
chambers	установлена
legislative, executive and judicial	проект (закона)
a bill	главнокомандующий вооруж. силами
commander-in-chief of the armed forces	палаты
	законодательный, исполнительный и судебный

Exercise 3. Find in the text the sentence(s) about the President's duties and powers.

Exercise 4. Complete the table and comment it.



Text 3

• • •

Every season is beautiful in its own way. In Russia we enjoy or suffer all kinds of climate. The changes of seasons and weather are very interesting. In southern parts, of course, the weather changes very little. But in the centre of the country the difference in temperature is sometimes 60 degrees. In other words, in summer we may have + 30° C and in winter –30° C.

Autumn is the season of plenty, the season of harvesting. Farmers harvest crops, sow winter crops, plough the soil. September, the first autumn month, is usually very fine. But in October cold winds begin to blow. Leaves are yellow, red and brown. It often rains. In November the fog sometimes is too thick to walk and drive.

Then winter sets in. Nature sleeps. Everything is covered with snow and ice. The air is clear and cold. But there are days during a snowstorm when the temperature suddenly rises and the snow changes to sleet and hail. People slip and fall everywhere. On sunny days everything sparkles in the sun. It is frosty, but beautiful. In winter farmers repair farm machines and implements: ploughs, harrows, tillers, planters, tractors, combine-harvesters, manure spreaders and others.

A few months pass and spring sets in. Nature awakens from its long winter dream. The days become longer and the nights get shorter. In March the weather is often windy. But winds bring warm temperature. The snow starts melting, the first flowers appear: snowdrops, tulips, daffodils. Trees are covered with green leaves. Birds sing their songs and build their nests. In spring farmers start their work in the fields. It is a very busy time not only for farmers. People in towns go to their gardens. They dig the soil, fertilize it, plant all necessary crops: potatoes, sugar beet, carrots, onions, cu-

cumbers. They prepare seedlings of tomatoes, pepper, cabbage. Fruit trees are in blossom. It's a magnificent sight.

Summer is the hottest season of the year. Students and school children take their exams, have summer practice and holidays. It is pleasant to go for a walk, to lie in the sun, to swim in the sea. First fruit and berries appear: cherries, strawberries, gooseberries, black and red currant, apples and apricots. And what is your favorite season?

Exercise 1. Scan the text and suggest a title for it.

Exercise 2. Put questions to the sentences.

- a) Every season is beautiful in its own way.
- b) The range in temperatures was very large.
- c) Farmers harvest crops, plough the soil and sow winter crops.
- d) Autumn is a rainy and foggy season.
- e) Nature sleeps in winter.
- f) Sometimes the snow starts melting.
- g) Spring has come.
- h) The first flowers are appearing.
- i) People enjoy summer.

Exercise 3. Complete the chart. Use text 3.

farm activi-ties	flowers	vegetable crops	fruit and ber-ries	machinery and implements
digging ...				

Exercise 4. Supply the missing parts.

- What a nice day, isn't it?
- Yes, the sky ..., the sun ...
- What ... your ...?
- It is difficult to say. Every season has its own beauty!
- What ... in autumn?
- Farmers have much to do in autumn. They ...
– ...?
- I don't like winter. But I like sunny frosty days.
- Where ...?
- I live in the country. In winter we have a rest, but in spring farmers ...
- Not only farmers but many people in cities and towns ...
- ... a garden?
- Yes, I have, but my garden is rather small. I grow ...
- Where ... holidays?
- I don't know yet, but I'd like to go to the sea shore.

Exercise 5. Describe your favourite season.

Word-building

Make up compounds. E.g. house+wife=housewife

snow, house, main, grass, land, storm, feed, home, stuff, fall, line, border, sheep, lord, skin, rain, milk, sun, maid, owner (ship), flower, glass, grown	подсолнечник, кормовой продукт, отечественного производства, доярка, землевладелец (2 варианта), материки, землевладение, пурга, овчина, теплица, дождь, пастбище, граница
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Text 4 Farming in the Russian Federation

Farming is a prime sector of agriculture in Russia. The country's natural and climatic conditions make it possible to grow many food, fodder, industrial and other crops and to supply diverse produce for the population.

Grain-growing is the basis of agricultural production in Russia. Spring wheat and winter wheat are the main grain crops in the sown area and total harvest. They are grown in many regions of the Russian Federation. Farmers obtain high wheat yields in severe natural and climatic conditions using proper cultivation methods and the best varieties. But they do not always succeed in resisting drought which is quite frequent.

Cultivation of maize in southern areas is an important source for increasing grain production in Russia. In the central belt, where there is insufficient heat, maize is grown for silage.

The country's diverse natural and climatic conditions enable farmers to grow a wide assortment of vegetables and to concentrate production in the most favourable zones. On the whole, potatoes and other vegetables grow on 5% of the cultivated area.

Melon crops, especially watermelons, grow on large areas in the south-eastern part of the Russian Federation, because there is an abundance of sunshine and sandy soils there.

Industrial crops, such as sugar beet, sunflower and flax are of great importance for our national economy.

Sugar beet is one of the most important industrial and fodder crops in the Russian Federation. The geography of sugar beet cultivation has radically changed. While in the past the areas under sugar beet were concentrated chiefly in the Central Black-Earth zone, now farmers grow it in the North Caucasus and Siberia.

Sunflower has always predominated among oil-bearing crops in Russia. It contributes two-thirds of the vegetable oil produced in the country. It is also important for animal husbandry as valuable feedstuff.

Farming in Russia is developing, but it faces many problems. Our specialists must improve land use, introduce modern cultivation methods, develop the production of high yield varieties, use up-to date machinery in order to raise the efficiency of agriculture.

Exercise 1. Read and translate the text.

Exercise 2. Answer the question: “Have you got any new information?”

Exercise 3. Find English equivalents for the following words and word combinations in the text:

главный, позволяют, снабжать, возделывание зерновых культур, посевная площадь, суровый, не всегда удаётся, центральный чернозёмный район, недостаточный, силос, возделываемая площадь, арбузы, песчаные почвы, растительное масло, ценный кормовой продукт.

Exercise 4. Replace the underlined words by their synonyms from the text.

- 1) Russian agriculture faces many problems.
- 2) The main business of this farm is grain-growing.
- 3) The environment favours cultivation of corn.
- 4) Agriculture provides different produce for the population.
- 5) Melon crops are grown on sandy soils.
- 6) Peasants select the best varieties.
- 7) It is difficult to prevent fire in dry weather conditions.
- 8) Much sunshine is necessary for fruit growing.
- 9) New farm equipment is an important factor.

Exercise 5. Answer the questions.

- 1) Is it possible to grow many food, fodder and industrial crops in our country?
- 2) Grain-growing is the basis of agricultural production in Russia, isn't it?
- 3) What grain crops predominate in Russia?
- 4) Where do farmers cultivate maize?
- 5) What makes possible to grow a wide assortment of vegetables in Russia?
- 6) What can you say about melon crops?
- 7) What industrial crops are grown in our country?
- 8) What can you say about the geography of sugar beet cultivation?
- 9) What crop predominates among oil bearing crops?
- 10) What is necessary to make Russian farming more efficient?

***Exercise 6. Retell the text.**

Text 5 **Animal Husbandry in Russia**

Animal husbandry plays an important part in Russian agriculture. As a result of the development of livestock raising the number of livestock has increased and the share of pedigree stock has sharply risen and their productivity has gone up.

The raising of cattle is of prime significance. The main specialization trends in cattle-raising have emerged, depending on the economic and natural conditions of dif-

ferent areas. These are dairy farming (in areas near big cities and industrial areas) and the raising of cattle for beef and milk and for beef only.

There are also several trends in pig-breeding, namely, the production of pork and bacon and the fattening of adult animals for lard. Specialization in hog production is acquiring much importance now. Some farms rear young stock and then turn it over to other farms for fattening. An increase in the number of pigs and greater production of pork directly depends on fodder resources. Pig breeding farms are concentrated in areas which grow maize, barley, wheat, and also sugar beet and potatoes.

Sheep-raising has a long history in Russia. Many breeds of sheep yielding a wide range of wool, sheepskins and meat have been developed in our country. In no other sector of animal husbandry is specialization so distinctly pronounced as in sheep-raising. In the 19th century landowners in the southern areas of Russia bred fine-fleece sheep (тонкорунная порода овец). In later years, in view of a rise in world wheat prices and consequent plowing up of pastures, the number of fine-fleece sheep dropped and now Russia has to import wool.

There is a great number of poultry farms of different types in Russia. Farmers improve existing breeds through selection. Chickens make up about 80% of all poultry. The number of geese, ducks and turkeys is on the increase in our country.

Horse-raising is of ancient origin in Russia. In former times the horse was the main possession of a peasant household. The situation has radically changed. The horse plays a subsidiary part in agriculture, but it is needed on farms for various jobs. But nevertheless some horse-raising enterprises are engaged in breeding thoroughbred (чистокровные) horses which are famous all over the world.

Our industry provides animal husbandry with diverse machinery and equipment, which enable to improve feeding and maintenance of farm animals and to increase mechanization of work in livestock departments.

Exercise 1. Read and translate the text.

Exercise 2. Make up sentences.

Cattle-raising Pig-breeding Sheep-raising Poultry-farming	provides us with	meat eggs bacon (бекон) mutton wool milk cheese lard (сало) feather and down (пух) sheepskins
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Exercise 3. Divide the text into several logical parts and define their topic.

Use: I think this text should be divided into 2,3,4,5 ... logical parts.

The first (second, third, fourth ...) part is about (or: deals with, describes)...

Exercise 4. Using information from the text prove that these statements are true and give reasons for the facts expressed in them.

- a) It is very important to develop cattle-raising in Russia.
- b) Dairy-farming is especially significant near big cities.
- c) Pig-breeding farms are concentrated near arable farms.
- d) Wool production has dropped in Russia.
- e) Horse-raising has lost its position in agriculture.
- f) The future of agriculture depends on science.
- g) There are many problems in animal husbandry in our country.

Exercise 5. In pairs, discuss the question: “What farm animals would you rather rear?”

Use: As for me ... – Что касается меня ...

It is more profitable to rear ..., **because** ... – Выгоднее, (прибыльнее)

разводить ..., потому что ...

You are mistaken. – Вы ошибаетесь.

It looks like that. – Похоже на то.

I'm not sure. – Я не уверен.

For ideas: demand (спрос) for the produce, profit, to sell, enough fodder, low costs.

Exercise 6. Find the key sentences of the text.

Exercise 7. Find sentences with: The Present Perfect Active; The Past Simple Active.

Exercise 8. On the basis of texts 4 and 5 prepare a report: “Russian Agriculture”.

In the Garden

Task 1. Enrich your active vocabulary.

gardener [ˈga:dnə] – садовник

flower-bed [ˈflaʊəbed] – клумба

seedling [ˈsi:dliŋ] – саженец

to be keen [ki:n] **on gardening** – увлекаться садоводством

to pick [pik] – выбрать, собирать

potato [pəˈteɪtəʊ] **tops** [tops] – картофельная ботва

to set on fire [ˈfaɪə] – поджигать

to dig [dig] (**dug** [dʌg]) – копать

to spray [sprei] – опрыскивать

to prune [pru:n] – подрезать

spade [speid] – лопата

rake [reik] – грабли

to turn [tə:n] **up** – переворачивать

hoe [həu] – мотыга

manure [mə́njuə] – навоз

root [ru:t] – корень, корнеплод

bulb [bʌlb] – луковица

violets [ˊvaiəlits] – фиалки

roses [ˊrəuziz] – розы

primroses [ˊprim, rəuziz] – примулы

to add [æd] – добавить

to apply [əˊplai] – применить

Task 2. In pairs, act out and translate the dialogues.

a) – Hello, Andrew! Just doing a bit more in the garden?

– Yes, it is not a very big garden, but there is always much to do. The grass grows so fast in this weather that I can hardly keep it tidy. And how is your garden looking?

– Not bad. I sowed some beans and early peas three weeks ago and they are through now. I hope for a good crop this year. Do you grow many vegetables?

– Not so many. You see, I haven't so much land as you, and so we like to use the space for flowers. My daffodils (нарциссы) are a picture this year! I've never seen them looking so fine. In fact, it is a very good year for bulbs.

– You are right.

b) James Stanley is a farmer. But now he's come to Liverpool for a couple of days to visit his son Philip. Philip has got a small garden near the house. James and Philip are talking in the garden.

Philip: Will you have a look at my roses? They don't seem to look very well, and I know that you are something of an expert on roses.

James: Oh, you are flattering me. I'm just very fond of them. I'll gladly come over and have a look at your roses.

Philip: Here they are – you see they are not making much new growth, and the leaves look dry and lifeless.

James: Yes, I see that. To my mind, it is necessary to prune them a bit more.

Then, of course, this soil of yours isn't very good for roses; it is too light; you need a good clay soil for roses. Have you given them any manure?

Philip: No, to tell you the truth, I've been so busy with other things that I've forgotten all about it.

James: Well, you should give them a bit of good fertilizer and spray those leaves. Then if the weather is very dry go round them with the hoe and keep the ground loose.

Philip: Thanks, I will.

- c) – I want to put in two or three rows of early potatoes over there.
– Fine idea! You'll certainly get a good crop of potatoes from this plot of land, the soil is just the right kind for them.
- d) – Doing a bit of work in the garden?
– There is always something to do, you know.
- e) – How about using some new techniques of fruit-growing?
– All right. Let's have a try.
- f) – Turning up the soil?
– Spring has come. It's high time to dig the soil.
- g) – What about pulling out (вырвать с корнем) these onions?
– No, I'm not going to do anything of the kind. The onions simply want regular watering.
- h) – Pulling out the dahlias?
– Yes, they have wilted.

Task 3. Look through the dialogues again and find English equivalents for the following phrases:

Всегда найдётся чем заняться; Хорошо, давай попробуем; Как насчёт ...?; Самое время ...; Почва как раз подходит; Взгляни на мои розы; Ты вроде бы в этом разбираешься; Они завяли; суглинистая почва; Сказать по правде, было не до этого; Они уже дали рост; Пройдись вокруг них с мотыгой.

Task 4. Find in the dialogues:

- a) elliptical questions;
- b) questions implying suggestion

Supply the missing parts using elliptical questions or questions implying suggestion.

1) – ...

– Yes, I've watered the gooseberry bushes; they look lifeless.

2) – ...

– Yes, some preparations are necessary for early sowing now.

3) – ...

– All right. Let us dig up the empty part of the plot and spread some manure.

4) – ...

– I don't see any reason for it. But let's have two rows of cucumbers and three rows of radishes.

 **Task 5. In pairs, act out a conversation. Situations: a) You like flowers, but you are not much of an expert on them. Ask your partner for some practical advice. b) You have a garden but it is rather small. Discuss with your partner how to use the plot to best advantage.**

Text 6 Our Farm

Our farm is situated not far from the town. It is a mixed farm, where we grow crops and breed animals. The land area is 1200 ha of which pastures are one third. The soils are different in different parts. But in general we have sandy soils and black soils. Sandy soils are good for maize. We grow maize, wheat, oats, some vegetables and fruit. Our orchards are well-known throughout the region.

Our farm is engaged in cattle breeding as well. We breed cattle for beef and milk. Our produce is in high demand because there is a milk processing enterprise not far from the farm. The head number is six thousand. A lot of them are highly productive breeds. We hope to receive a good profit though there are too many problems. Lack of finance, old equipment, animal diseases – this is only part of our difficulties. But the main problem is a pressing need for high skilled specialists.

Exercise 1. Scan the text.

Exercise 2. Find sentences about the main problems of the farm.

Exercise 3. Choose the facts that are referred to the text.

- 1) The largest part of the land is grassland.
- 2) The demand for our produce is high.
- 3) Farm college trains agricultural specialists for our farm.
- 4) One of the advantages is our close location to the town.

 **Exercise 4. On the basis of texts 2, 3, 4 write a composition. The topic: “How I see Russian agriculture in ten years” While writing it answer the questions:**

- 1) Does Russian climate favour the development of agriculture?

- 2) Is Russia rich in natural resources necessary for agriculture, such as fresh water, rich soil?
- 3) Who must own (владеть) farmland in the country? Why?
- 4) How does agriculture influence the environment?
- 5) How can farmers raise the level of agricultural production in the country?

Use the words: the level of mechanization, new varieties, to use the experience (опыт) of ..., to expand (расширять), intensification, fertilizers, plant protection means (средства защиты растений), scientific development, to prevent pollution (предотвратить загрязнение).

Use the model: I'm going to write about ... I'll start with ... Firstly, (secondly) ... I must emphasize ... Finally ...

BE READY

 **Act out a press conference between farmers, journalists and representatives of the local government. You are to discuss the main trends of agricultural development in your region.**

Use the following phrases:

Let me introduce myself. – Позвольте мне представиться.

I am in charge of ... – Я отвечаю за ...

We are here to ... – Мы собрались здесь, чтобы ...

the burning problem of the day – насущная проблема на данный момент

The floor is given to ... – Слово предоставляется ...

Keep silence please. – Пожалуйста, сохраняйте тишину.

Your questions, please. – Ваши вопросы.

Anything to add? – Есть что добавить?

Let's discuss ... – Давайте обсудим ...

Will you stick to the point? – Пожалуйста, поконкретней.

What fertilizers would you recommend? – Какие удобрения Вы бы порекомендовали?

I breed (grow) ... – Я развожу (выращиваю) ...

My farm is profitable. – Моё хозяйство рентабельно.

The land area is ... – Площадь земли составляет ...

The herd number is ... – Поголовье составляет ...

The annual profit is ... – Годовая прибыль ...

I sell my produce ... – Я продаю свою продукцию ...

I feed my animals with ... – Я кормлю животных ...

My problems are ... – Мои проблемы состоят в следующем ...

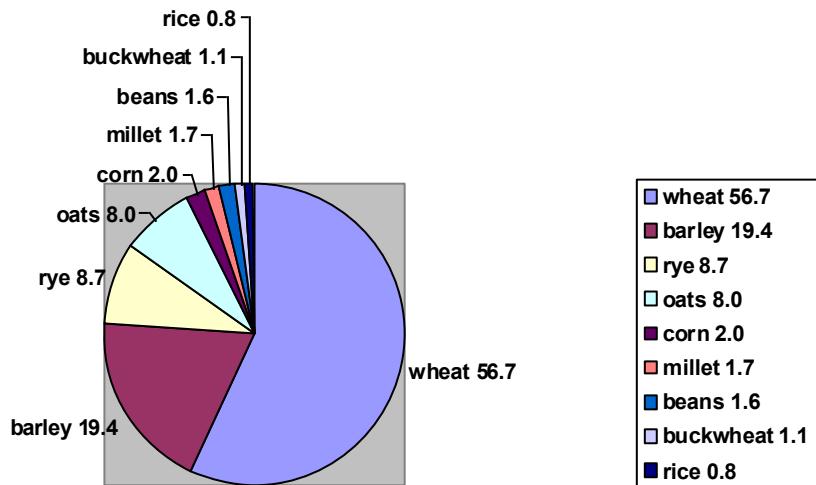
lack of ... – нехватка ...

animal diseases – болезни животных

Let's conclude our discussion. – Давайте подведём итоги.

Work with Diagrams

Grain Crops in Russia in 2001 (%)

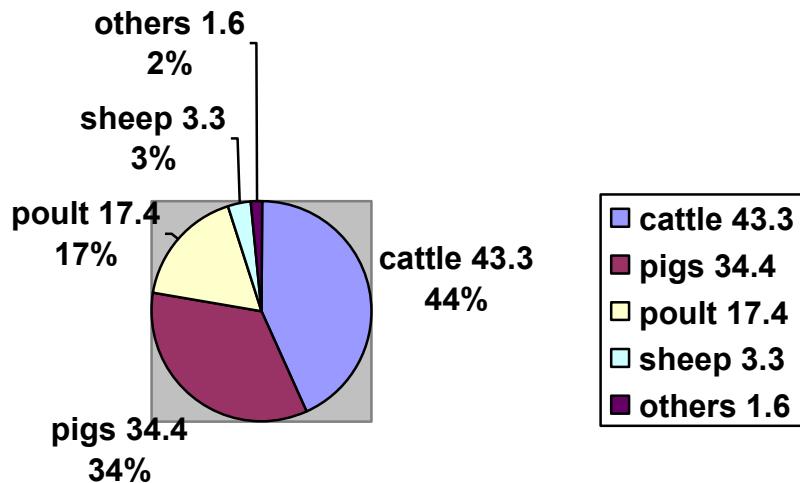


Tasks:

a) Speak on grain production in Russia.

Use: 1) This diagram reflects (shows, gives data on ..., represents, illustrates ...) 2) According to it we can say that ... 3) ... holds the leading position. It accounts for ... (covers ...) 4) The next is ... 5) Its share is ... 6) And the last position is occupied by ... 7) Comparing all these data we can come to the conclusion that ...

b) Analyze the state of animal husbandry in the Russian Federation.



Задание на аудирование

1) Перед прослушиванием текста познакомьтесь со словами:

the Earth (земля), surface (поверхность), borders on (граничит), time zones (часовые пояса), ores (руды), ferrous (чёрные металлы), branches (ветви, органы власти), legislative (законодательный), executive (исполнительный) judicial (судебный), Supreme Court (Верховный Суд).

2) Прослушайте текст дважды.

3) Ниже приведен текст. Найдите в нём пять несоответствий прослушанному тексту. Исправьте их.

Text

Russia is the largest country in the world. It covers about one fifth of all the dry land. It is situated in Eastern Europe and it covers Asia. In the north and in the west Russia borders on 14 countries. Russia includes 11 time zones. The country is rich in natural resources.

The Russian Federation is a constitutional monarchy. The head of the state is the President. There are three branches of state power in Russia: legislative, executive and judicial. The President controls all of them.

4) Передайте основное содержание текста.

УПРАЖНЕНИЯ НА ПОВТОРЕНИЕ

Read the words correctly.

- a) cat, fat, rat, mat, man, sat, gap, that, bag, banner, tap, mad, lamp, flag, sang, lamp, camp, gas, candy, sad, back.
- b) pan pen; man – men; bag – beg; pad – pet; sat – set.
- c) meet – mean – mitten; score – for – not.
- d) block, certain, circumstances, church, chemistry.
- e) share – dare – care – prepare; pure – obscure; hear – dear.
- f) thunder – thick – weather – neither.

Word-building

1. Прочтите правильно слова, обращая внимание на ударение. Сделайте вывод, исходя из приведённых примеров.

noun – verb

- produce – to pro'duce
- export – to ex'port
- import – to im'port
- progress – to pro'gress
- increase – to in'crease
- alloy – to a'lloy
- contest – to con'test

2. Переведите слова, полученные путем корневого образования – конверсии.

Conversion – способ словообразования, при котором от одного слова без изменения его формы образуется новое слово, относящееся к другой части речи. Часть речи таких слов определяется на основании их формальных и синтаксических признаков. Например: **function** (функция) – **to function** (функционировать) **Its function is to control moisture.** (Его функция – контролировать влагу). **It functions well.** (Он функционирует хорошо).

Water – to water; a plant – to plant; work – to work; a need – to need; a measure – to measure; a farm – to farm; a cook – to cook; milk – to milk; control – to control; a bag – to bag; a try – to try; power – to power; a head – to head, better (adj. comparative) – to better, light (n.) – light (adj.) – to light.

THE VERB: THE ACTIVE VOICE

Глагол

Глагол – это часть речи, обозначающая действие и отвечающая на вопросы: *Что делать?* *Что сделать?* В английском языке по способу образования прошедшего времени и причастия прошедшего времени глаголы делятся на *правильные и неправильные*. У правильных глаголов *вторая и третья формы (Past Indefinite, Past Participle)* совпадают между собой и образуются путём прибавления к основе глагола окончания **-ed (d)**. *E.g. ask – asked; translate – translated.* Обратите внимание на то, как меняются на конце гласные и согласные у глаголов:

stop – stopped; supply – supplied. Неправильные глаголы образуют 2-ю и 3-ю формы не по правилу, их надо запомнить. *E.g. to give – gave – given*

Существует мнение, что одна из трудностей усвоения английского языка заключается в наличии в нём большого количества видовременных форм. Однако в этих формах легко разобраться, если хорошо усвоить четыре видовые характеристики действия, выражаемого английским глаголом. Сначала рассмотрим их значение, а потом перейдём к способам их образования. Формы английского глагола выражают:

Время (Tense)			
Настоящее (Present)	Прошедшее (Past)	Будущее (Future)	
Вид (Aspect)			
Простое действие Simple (Indefinite)	Продолженное действие Continuous (Progressive)	Завершённое действие Perfect	Завершенно-продолженное действие Perfect Continuous
1) Я часто <u>пишу</u> письма. 2) Я часто писал письма. Я вчера <u>написал</u> письмо. 3) Я <u>буду</u> часто <u>писать</u> . Я завтра <u>напишу</u> письмо.	1) Я <u>пишу</u> письмо сейчас. 2) Я <u>писал</u> письмо, когда ты вошла. 3) Я <u>буду писать</u> письмо завтра в 4 часа.	1) Я уже <u>написал</u> письмо. 2) Я <u>написал</u> письмо до того, как ты пришла. 3) Я <u>напишу</u> письмо к тому времени, как ты придешь.	1) Я уже час <u>пишу</u> это письмо. 2) Я <u>писал</u> уже 2 часа. 3) Я <u>буду писать</u> уже 2 часа к твоему приходу.

Exercise 1. What tense would you choose? (without translation).

1) Вчера я ходил на выставку. 2) Я буду ждать тебя в семь. 3) Я уже три часа сижу в читальном зале. 4) Идёт дождь. 5) Я только что пришёл. 6) К тому времени школа приняла учеников. 7) Он хорошо бегает. 8) Он бежит по четвёртой дорожке. 9) Город принимает много туристов. 10) Эту почву регулярно удобряют. 11) Она участвовала в конференции в прошлом году. 12) К концу недели сев будет завершён. 13) В мае здесь очень красиво. 14) Он проболел весь месяц.

Active Voice

	Present	Past	Future
Simple (Indefinite)	<p>Констатация факта <u>V, V-s (3л. ед.)</u> I play football</p> <p><u>Do, does (3л. ед.)</u> Do you play football? – Yes, I do. She doesn't play football.</p>	<p>Факт в прошлом <u>Ved, V2</u> I played football.</p> <p>I took books.</p> <p><u>Did</u> Did you play football? Did you take books? Yes, I did</p>	<p>Действия в будущем <u>Shall/will+V</u> I'll play football</p> <p>Will you play football? Yes, I will</p> <p>He will not (won't) play football.</p>
Continuous (Progressive)	<p>Процесс в момент говорения <u>Am, is, are +Ving</u> I am reading now.</p> <p>Are you reading? He is not reading.</p>	<p>Процесс в опред. момент в прошлом <u>Was, were+Ving</u> He was reading at 5</p> <p>Was he reading? He was not reading.</p>	<p>Процесс в опред. момент в будущем <u>Will (shall)be+Ving</u> I'll be reading at 5</p> <p>Will you be reading at 5? –Yes, I will</p>
Perfect	<p>Результат к моменту говорения <u>Have(has)+V3</u> I have done it.</p> <p>Have you done it? –Yes, I have</p> <p>She hasn't asked yet.</p>	<p>Результат к опред. моменту в прошлом <u>Had+V3</u> We had done this work</p> <p>Had he come? He hadn't come.</p>	<p>Результат к опред. моменту в будущем <u>Will have+V3</u> I will have done this work by 5.</p> <p>Will you have done the work by 5? Yes, I will</p> <p>I won't have done the work by 5.</p>
Perfect Continuous	<p>Уже есть результат, но действие продолжается <u>Have (has) been+Ving</u> He has been eating the melon for half an hour.</p> <p>Has he been eating the water melon? Yes, he has/ No, he hasn't</p>	<p>Уже был результат, но действие продолжалось <u>Had been+Ving</u> I had been writing.</p> <p>Had you been writing? Yes, I had /No, I hadn't</p>	<p>Уже будет результат, но действие ещё будет продолжаться <u>Will have been+Ving</u> I will have been writing for two hours.</p> <p>Will you have been writing? Yes, I will/ No, I won't</p>

* Следует помнить, что в придаточных временах и условия The Future Simple не используется. The Present Simple употребляется в значении будущего времени. E.g. If you come in time we'll go together. When he brings the book I'll give it to you. (Если ты придешь вовремя, мы пойдем вместе. Когда он принесет книгу, я дам ее тебе).

** Следующие глаголы, выражающие чувства, восприятия и умственную деятельность, обычно не употребляются в формах Continuous: **to hear, to know, to see, to understand, to like, to want, to seem, to wish, to love, to agree, to hate, to understand**. С глаголами движения **to go, to start, to leave, to come** the Present Continuous Tense Forms употребляются для выражения будущего действия.

E.g. Tomorrow I am leaving for Moscow. (Завтра я уезжаю в Москву).

Формы глагола to be

Present Simple	am, is, are
Past Simple	was, were
Future Simple	will be, shall be, 'll be

Exercise 2. Use:

a) The Present Simple

1) I (to go) to the laboratory every Friday. 2) The agronomist (to recommend) to start sowing early in spring. 3) We (to be) ready for the conference. 4) They (to keep) different breeds of sheep. 5) Engineers (to be engaged in) developing a new device to reduce soil compaction. 6) He (not to like) winter. 7) She (to work) in an office. 8) If you (not to do) your hometask, you'll get a bad mark.

b) The Past Simple

1) Last Friday we (to be) in Moscow. 2) Last season he (not to play) ice-hockey because he (to be) ill. 3) Old electric motors (to consume) much energy. 4) Last Sunday she (to be) at the Picture Gallery with her mother. 5) In winter he (to fail) the last exam. 6) Kate (to give) me a very interesting book. 7) My mother (to cook) a new dish yesterday.

c) The Future Simple

1) I hope soil and climatic conditions (to be) favourable for this crop. 2) Next week David (to buy) a new car. 3) We (not to be) late for dinner. 4) They (to repair) farm equipment in winter. 5) In summer I (to visit) old Russian cities. 6) A student scientific conference (to take place) in May. 7) You (not to play) football tomorrow.

Exercise 3. Use the verbs in brackets in the correct form (Simple).

- 1) She (to be) always late for dinner.
- 2) We often (to visit) this restaurant.
- 3) Last week she (to make) a report on biology.
- 4) When you (to apply) a bit more manure your roses (to grow) much better.
- 5) Nowadays the horse (to play) a subsidiary role in agriculture.
- 6) Long ago farmers (to use) wooden ploughs.
- 7) In the 19th century Russia (to be) an agrarian country.
- 8) Next month I (to take) exams in six subjects.
- 9) Ann (not to water) the tomatoes yesterday.
- 10) Usually he (to get up) early.
- 11) Last Friday she (to get) a good job.
- 12) She (not to know) about your birthday. Let's invite her.
- 13) Tomorrow they (to meet) guests from Samara.
- 14) Not all plants (to need) much sunshine.
- 15) I'll call you as soon as I (to buy) the tickets for the train.

- 16) If the day (to be) hot we (to go) to the river.
- 17) Please, drive us to the airport if you (to have) time tomorrow morning.
- 18) Introduce me to the engineer that (to work) with the new equipment.
- 19) When he (to come) he (to tell) the truth.
- 20) They will go for a walk before they (to go) to bed.
- 21) If you (to look through) today's newspaper you (to see) your photo there.

Exercise 4. Use:

a) The Present Continuous

- 1) Look! The water (to boil). 2) Now our shop (to repair) farm equipment. 3) We (to water) the cabbages. 4) It (to rain). 5) The sown area under spring wheat (to increase) rapidly. 6) They (to breed) pedigreed stock. 7) New trends in hog production (to develop) in this region. 8) We (to leave for) Bristol.

b) The Past Continuous

- 1) It (to rain) hard yesterday evening. 2) They (to wait) for you at 5. 3) The number of fine fleece sheep (to drop) rapidly throughout the 20th century. 4) What were they doing? They (to feed) rabbits. 5) At that time I (to prepare) a report on history. 6) I saw him yesterday. He (to drive) so fast! 7) When you came in I (to watch) TV.

c) The Future Continuous

- 1) I (to wait) for you at 7. 2) I think the temperature of the solution (to rise) during a minute. 3) The farm (not to reduce) fields under oats so rapidly. 4) At 8 o'clock she (to write) her composition. 5) Gradually mechanical feeding systems (to replace) human labour. 6) This university (to provide) special courses in forestry. 7) This time next week I (to lie) on a beach in Florida.

Exercise 5. Use the verbs in brackets in the correct form (Continuous).

- 1) What are you doing? – I (to make) a bouquet. Today's Nick's birthday. 2) Where you (to go) when I met you yesterday? 3) What she (to do) when we rang her up? – She (to write) an essay for the conference. 4) The weather is fine: the sun (to shine) brightly, the birds (to sing), a gentle breeze (to blow). 5) What you (to do) tomorrow at 5? – I (to milk) the cow. 6) At the moment he (to drive) to the farm. 7) Please, don't make so much noise. I (to do) my homework. 8) The football match will begin at 7.30 and end at 9.15. So, at 9 Tom (to watch) the game. 9) This time last year she (to live) in Brazil. 10) I saw him in the park. He (to speak) to a pretty young lady. 11) Where is Ann? – She (to have) a bath.

Exercise 6. Use:

a) The Present Perfect

- 1) She already (to read) the book. 2) This week they (to finish) harrowing. 3) The teacher just (to come). 4) They already (to build) a new livestock department. 5) He is the most interesting person I ever (to meet). 6) We never (to be) to London. 7) The students (not to translate) the text yet.

b) The Past Perfect

1) My rose (to wilt) by midsummer. 2) The students of our department (to win) the match by the time you came. 3) By 3 she (to cook) dinner. 4) When I arrived at the party Tom (to go) home. 5) Timiryazev (to carry out) a lot of experiments before he proved his theory. 6) By the end of the 19th century scientists (to make) the first attempts to obtain synthetic materials. 7) We couldn't enter the room, because Dan (to lose) the key.

c) **The Future Perfect**

1) I (to do) my home work by seven. 2) The mechanic (to install) the new equipment when you arrive. 3) By 10 the bookkeeper (to prepare) the financial report. 4) I'm afraid he (not to make up) his mind before the time the meeting starts. 5) Before he gets home from school tonight, Peter (to eat) 3 bars of chocolate. 6) When you get back, I (to finish) painting the door. 7) We must hurry. They (to eat) everything by the time we come.

Exercise 7. Use one of the Perfect Continuous Tenses.

1) He (to work) at this problem for two years. 2) We (to do) this experiment for two hours before you came. 3) When I return to the reading-room my friend (to work) there for several hours. 4) The engineers (to use) this method of irrigation for 2 years. 5) A never-ending water cycle (to go on) for thousands of centuries. 6) I (to dig) in the garden since I came.

Exercise 8. Identify the tense form of the verb in each sentence. Translate the sentences.

1) The poppies will be all right. 2) They have discovered great deposits of coal in our region. 3) Alfred Nobel was a man of many contrasts: a lover of mankind he never had a wife or family. 4) Steam engines were gradually disappearing. 5) The conference is taking place in the conference hall. 6) His report has lasted for half an hour. 7) We'll work on the farm next summer. 8) The academic year starts in September and ends in June. 9) They are a close family. 10) Spring has come. 11) For many centuries economists have divided economic theory into macroeconomics and microeconomics. 12) The price for small computers had fallen by the end of the year. 13) Step by step the rates of unemployment will be decreasing. 14) They bred cows for milk. 15) They have been building a new school since May. 16) A new irrigation canal will solve some water problems. 17) If the quality of farm implements and devices is high many farms will buy them. 18) With this equipment farmers will raise the production of milk. 19) Our academy has been training high skilled specialists since 1951. 20) The earliest implements for land cultivation were the stick and the hoe. 21) I saw Martin last Tuesday. He was preparing a solution in the laboratory. 22) Tom has never been to Russia. 23) Ann speaks German well. 24) Mary is speaking about her summer holiday. 25) It was raining hard. 26) By October the farm will have bought five new tractors. 27) I haven't seen you for ages. Where have you been? 28) How long have you been studying English? 29) In the middle ages people in cities and towns used soft coal to heat their homes. 30) My peonies are not wilting. 31) Does this plant produce many different machines for farmers? 32) This remote control

needs four batteries to power it. 33) She doesn't like your plan. 34) He has read this journal several times. 35) By the time you come we'll have been watching the football match for about an hour. 36) He didn't want to help me. 37) I have been working in Moscow since 1986. 38) I had been working in Moscow for 10 years by that time. 39) I'll have been working in Moscow for 10 years by the time you come. 40) Unless I find him, I won't leave the town. 41) I'll wait here, just in case he calls.

Слова - помощники

Очень часто сориентироваться в сложной системе времён английского глагола помогают обстоятельства времени.

Indefinite	Continuous	Perfect	Perfect Continuous
always	now	never	since
usually/regularly	at the moment	always	for
often	at that moment	just	all morning (day)
sometimes	when I came	yet	
rarely/seldom	(come)	already	
never	at 5 o'clock	by now, so far	
every day (week)	from ... till ...	by 7 o'clock	
last week (year)	at the time	before	
... ago	all day (night)	for, since	
in 1990	whole week	today	
yesterday	for a long time	this week (month)	
tomorrow			
soon			
in future (in two days)			
twice a month			
next week (year)			
probably			

Exercise 9. Make up sentences with the words in the table.

Exercise 10. Compare the Present Continuous and the Present Indefinite tenses. Find sentences where the tense is used incorrectly. Correct them.

- 1) Look! Somebody is climbing up that tree over there.
- 2) Can you hear those people? What do they talk about?
- 3) Look! That man tries to open the door of your car.
- 4) The moon goes round the Earth.
- 5) I'm thinking it is a good idea to leave early.

will or be going to

Для того, чтобы выбрать правильную форму, стоит воспользоваться следующими подсказками:

will используется для выражения желания. Eg. I'll help you.

will используется для уточнения деталей будущего действия. I'll do it later.

Для предсказания используются обе формы. Eg. According to the weather re-

port it will be hot tomorrow. According to the weather report it is going to be hot tomorrow.

be going to используется, если мы видим, что что-то вот-вот произойдет.

Eg. It is going to rain.

При выяснении или сообщении намерений, а также лично принятых обоснованных решений употребляется **be going to**. Eg. I've got some money, so I am going to buy a new bike.

Exercise 11. Use: will or going to.

- 1) There are a lot of weeds in the garden. – Yes, I know it. I (to weed) them in the evening.
- 2) Why are you filling this bucket with water? – I (to wash) the car.
- 3) Look! There is smoke coming out of that house! – Good, heavens! I (to call) the fire-brigade immediately!
- 4) Has George decided what he wants to do when he leaves school? – Oh, yes. He (to enter) the Forestry institute.
- 5) You are to write an essay on plant protection. – Am I? I (to do) it tomorrow.
- 6) Are you busy this evening? – Yes, I (to study).
- 7) I think it (to snow).

Exercise 12. Use the Past Indefinite or the Present Perfect.

- 1) Last summer we (to stay) in the country and (to go) to the river every day.
- 2) My sister (to spend) a lot of money yesterday.
- 3) She is so upset. She (to lose) her key.
- 4) I already (to read) five English books.
- 5) My mother (to cook) a wonderful dinner! Sit down at the table.
- 6) I never (to be) to Greece.
- 7) When you (to receive) a letter from your friend?
- 8) My grandfather (to plant) this apple tree many years ago.
- 9) They just (to water) the cabbages and tomatoes in the garden.
- 10) A week ago she (not to think) about it.

Exercise 13. Use the Past Indefinite or the Past Continuous.

- 1) 8.45-9.15 Breakfast time. At 9 Ann ...
- 2) I (to fall) asleep while I (to watch) TV.
- 3) It (to begin) to rain when he (to go) home.
- 4) Last night I (to be) at a party.
- 5) While she (to work) in the garden it (to begin) to rain hard.
- 6) What you (to do) this time yesterday?
- 7) I (to see) a new tractor in the field. It (to pull) a disk seeder.

Exercise 14. On each situation write two sentences with a) the Present Perfect and b) the Present Perfect Continuous after the model.

Model: Tom is reading a book. He started two hours ago and he is on page 59.

- a) He has been reading for two hours.
- b) He has read 59 pages.

- 1) Father is in the garden. He is digging round the apple-trees. He began his work two hours ago.
- 2) Linda is travelling round Europe. She began her tour three months ago. Now her tour list consists of six countries.
- 3) Bill and Andrew are farm engineers. They started working together when they left academy. Not long ago they opened their own repair shop.

Exercise 15. Which sentences are wrong? Correct them.

- 1) I know Bob for five years.
- 2) She has been waiting for you since breakfast.
- 3) It is raining all day.
- 4) Have you always been living in this house?
- 5) How long do you know Ann?
- 6) She has been ill for quite a long time.
- 7) I didn't see her since April.

Exercise 16. Change the sentences using: “since” or “for”.

E.g. I know Bob (for five years) – I have known Bob for five years.

- 1) Jack lives in London (since he was born).
- 2) Tom is building a house (since April).
- 3) Ann wrote a good report (for three days).
- 4) My brother is studying languages at university (for two years).
- 5) It is raining hard (for several days).
- 6) He wanted to become a pilot (since childhood).
- 7) They are waiting for us (for half an hour).

Exercise 17. Use the verbs in brackets in the correct form.

- 1) At last the librarian (to give) me the book on soil science which I (to look for) for a month. I was very glad. 2) Don't speak to him: he (to be) very busy, he (to do) some very urgent work. 3) Where (to be) Michael? – He (to speak) with the chief agronomist. 4) I didn't notice that my watch (to stop), and when I (to arrive) at the station, my train (to leave). 5) I (not yet to fall asleep) when the telephone (to ring). 6) Every spring they (to spread) organic fertilizers on the field. 7) Go to see your old grandfather as soon as you (to arrive) in Novgorod. 8) When they returned they (to tell) us a lot of interesting things which they (to see) during their farm practice in Germany. 9) When I (to leave) home it (to rain). 10) I (to meet) him when he (to walk) across the street. 11) Our region (to supply) the country with farm products. 12) They (to grow) oil-bearing crops since 1990. 13) They (to grow) this crop for 5 years. 14) Farmers in hilly regions always (to breed) fine-fleece sheep. 15) Yesterday the weather (to be) fine. 16) Where is your luggage? – I (to leave) it at the station. 17) I (to read) for about an hour when he (to come). 18) John (to drive) us to the station tomorrow. 19) The moon (not to rise) yet, and

only two stars (to shine) in the dark blue sky. 20) She (not to like) noisy streets. 21) What you (to do) here? – I (to prepare) for my report. – How long you (to prepare) for it? – Oh, I (to work) since morning. 22) Tomorrow at 3 o'clock we (to wait) for you at the station. 23) Yesterday I (to meet) a friend of mine whom I (not to see) for a long time. 24) The students (to finish) the course paper by dinner time.

Exercise 18. Translate the sentences.

1) Он счастлив: он написал отличное сочинение. 2) К счастью, дождь перестал, когда мы вышли. 3) Наступила зима. 4) Зимой у фермеров не так много работы, как летом. 5) Я никуда не собираюсь идти. 6) Я никуда не пойду. 7) Я уже две недели работаю на ферме. 8) Я уже целый час читал, когда пришёл отец. 9) Это самый скучный фильм, который я когда-либо видел. 10) Осенью они вянут, а весной снова цветут. 11) Она работает в офисе. 12) Где Аня? – Она работает в офисе. – Как долго? – Уже три часа. 13) Где ты была в субботу? – Я работала на компьютере в офисе. 14) Вы прочли книгу? – Нет ещё. – Сколько дней Вы её читаете? – Неделю. 15) Они живут в этом доме уже пять лет. 16) К началу столетия люди отстроили город заново. 17) Было темно, когда мы подошли к дому. Дул сильный ветер, и становилось всё холоднее и холоднее. 18) К тому времени, когда ты приедешь, Лёша будет учиться в институте, а Аня только закончит школу. 19) Мои розы завяли. 20) Я буду часто писать письма. 21) Мне не нравится этот сорт. 22) Я работаю над этой проблемой уже три месяца. 23) Мы будем поставлять туда молоко каждый день. 24) Если оборудование сломается, мы приедем. 25) Завтра в пять часов она будет писать сочинение.

Безличные предложения

Безличные предложения – это предложения, в которых нет и не подразумевается подлежащее. В русском языке такие предложения звучат примерно так: Холодно. Вечерело.

*В английском языке подлежащее – обязательный элемент предложения. Поэтому роль подлежащего, хотя и формального, в безличных предложениях отводится местоимению **it**.*

E.g. It often rains. (Часто идёт дождь). **It is raining now.** (Сейчас идёт дождь).

Exercise 1. Translate the sentences.

1) It is cold today. 2) It is hard to believe. 3) Is it so important for you to be there? 4) It doesn't rain in winter. 5) It was so kind of you to help me. 6) It takes me half an hour to translate this text. 7) It is not frosty now.

Порядок слов в вопросительном предложении

Вспомним, что порядок слов в вопросительном предложении определяется одной схемой, независимо от временной формы глагола-сказуемого (Unit I Lesson 1) Рассмотрим следующие примеры:

The Present Indefinite – We borrow books from the library.

The Future Indefinite – He will go to Moscow tomorrow.

The Present Perfect – They have done the work.

The Past Indefinite – Yesterday I planted a new variety of tomatoes in my home garden.

В таблице даны общие и специальные вопросы к указанным предложениям. Попробуйте составить предложения с другими видо-временными формами и задайте к ним вопросы.

Вопросительные слова: What? When? Who? Why? Where? How many (much)? Which? Whom? Whose?

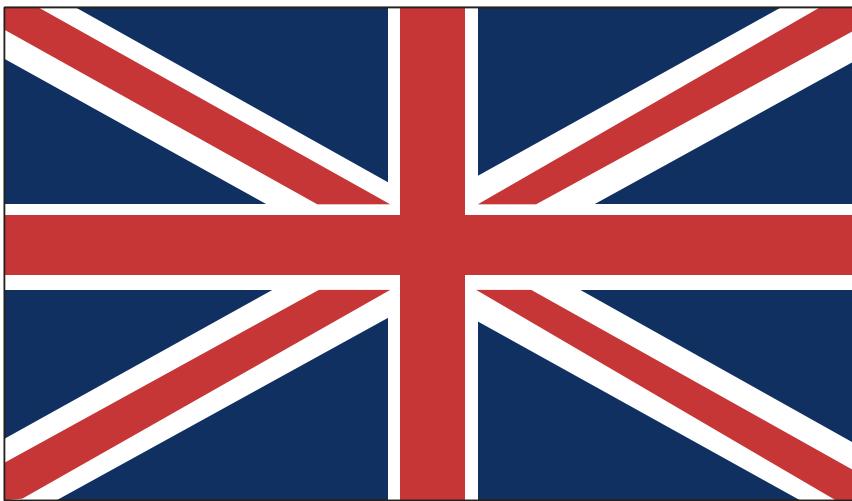
тип вопроса	вопросит. слово	вспом. глагол	подлеж.	сказуемое (или его часть)	второст. члены
общий	—	Do	you	borrow	books from the library?
спец.	Where	do	you	borrow	books?
общий	—	Will	he	go	to Moscow tomorrow?
спец.	When	will	he	go	to Moscow?
общий	—	Have	they	done	the work?
спец.	What work	have	they	done?	
общий	—	Did	you	plant	a new variety yesterday?
спец.	What	did	you	plant	yesterday?
спец. к подлежащему	Who	—	—	planted	a new variety of tomatoes yesterday?

Exercise 19. Put questions to the underlined words.

- In 1725 Peter I founded the Academy of Sciences.
- By the end of the 19th century scientists had discovered most of the chemical elements.
- This farm cultivates a number of crops.
- They have been producing wool for several decades.
- Ann is playing the piano in the sitting-room.
- We see no changes at the experimental plot.
- He will spend next summer in Egypt.

Exercise 20. Paying attention to the function of “it” (Unit I Lesson 3) translate the sentences.

1. It snows in winter.
2. It is my opinion.
3. Where is my pen? – I saw it on the shelf.
4. It is sandy soil that makes maize grow well in this region.
5. It is Mary’s house. It is rather old and shabby.
6. It was windy yesterday, but now it is calm.
7. It was my irrigation project that won the prize.



UNIT III

English Speaking Countries

1) Great Britain

Grammar: Participle I; Participle II; Passive Voice

2) London

Grammar: Functions of that, one, as; Modal verbs

3) The USA

Grammar: The Infinitive; the Infinitive constructions

Вы научитесь: беседовать о географическом положении, климате, государственном устройстве, сельском хозяйстве Великобритании, США; сможете объясниться с таможенником при поездке, устроиться в гостиницу, заказать еду в ресторане; рассказать о достопримечательностях Лондона; научитесь писать аннотацию, деловое письмо.

LESSON 1

Task 1. Answer the questions.

- 1) What is the official name of Great Britain?
- 2) How many parts does the country comprise? What are their capitals?
- 3) Is UK a republic or a monarchy?
- 4) What is the main river (lake) of the country?
- 5) What is the climate like in Great Britain?
- 6) Is Great Britain a developed or a developing country?
- 7) Is the climate of the country favourable for agricultural development?
- 8) What are the biggest cities?



Task 2. Write as many famous British people as you can. (Do not confuse the British and the Americans).

Industrialists and millionaires	
Scientists	
Politicians	
Military leaders	
Writers and poets	
Musicians and film stars	
Sportsmen	

Task 3. Put the words in the correct order to make sentences.

- 1) the Irish Sea, Britain, is separated, from, by, Ireland.
- 2) the biggest, Belfast, Northern Ireland, is, city, of.
- 3) the Thames, the deepest, is, in, the UK, river.
- 4) the University, is, Cambridge town.
- 5) Ben Nevis, in, the highest, Scotland, mountain, is.
- 6) plant species, famous, Kew Gardens, for, diversity, is, of.
- 7) is, the, mysterious, in, Loch Ness, Scotland, lake, a.



Task 4. Memorize the following words and phrases.

1. **county** ['kaunti] – графство
2. **to put a law** [lo:] **into effect** [i'fekt] – ввести закон
3. **to be made up of ... (= to consist of ...)** – состоять из...
4. **coastline** ['kəustlain] – побережье
5. **to be referred** [ri'fə:d] **to** – называться
6. **bay** [bei] – залив
7. **harbour** ['ha:bə] – гавань

8. **current** [ˈkʌrənt] – течение
9. **to wash the shores** [ʃ ɔ:z] – омывать берега
10. **share** [ʃ ɛə] – доля, акция
11. **power** [ˈpaʊə] – власть, полномочие
12. **to be responsible** [rɪsˈpɒnsəbl] **for** ... – быть ответственным за ...
13. **to conduct** [kənˈdʌkt] – проводить
14. **voter** [ˈvəʊtə] – избиратель
15. **legislative** [ˈle dʒ ɪslətɪv] **body** [ˈbodi] – законодательный орган
16. **to subdue** [səbˈdu:] – 1) подчинять, покорять; 2) смягчать
17. **to wage a war** – вести войну
18. **to be employed** [imˈploɪd] **in industry** (**agriculture**) – быть занятим в промышленности (с/х)
19. **unemployment** [ˈʌnmɪp ˈploɪmənt] – безработица
20. **mining** [ˈmaɪnɪŋ] – добывающая промышленность
21. **article** [ˈa:tɪkl] – 1) статья, 2) зд. изделие, товар
22. **to expand** [ɪksˈpænd] **trade in** ... – расширять торговлю
23. **to bring (brought) about smth.** – приводить к чему-либо
24. **to reach** [ri: tʃ] – достигать
25. **industrial** [ɪnˈdʌstriəl] **output** [ˈaʊtput] – промышленный выпуск
26. **skilled** [skild] **labour** [ˈleibə] – квалифицированная рабочая сила (труд)
27. **consumer** [kənˈsju:mə] **goods** [gudz] – потребительские товары
28. **to process smth.** [ˈprəʊsəs] – перерабатывать
29. **labour productivity** [, prodʌkˈtiviti] – производительность труда
30. **heavy** [ˈhevi] (**light** [laɪt]) **industry** – тяжёлая (лёгкая) промышленность
31. **to do away with smth.** – покончить с ...
32. **manufactured** [, mænʃjuˈfæk tʃ əd] **goods** – промышленные товары
33. **per head of population** – на душу населения
34. **demand** [diˈma:nd] **for** – спрос на ...
35. **supply** [səˈplai] – предложение
36. **worth** [wə: θ] (**doing smth.**) – стоить чего-либо
37. **self-sufficient** [ˈselfsəˈfɪʃ ənt] – независимый в экономическом отношении
38. **tough** [tʌf] **competition** [, kompiˈtiʃ ən] – жесткая конкуренция

39. **large-scale production** – крупномасштабное производство
 40. **Gross National product (GNP)** – валовый внутренний продукт
 41. **distribution** [, distri'bju: ʃən] – распределение

Task 5. Match the words with their Russian equivalents.

to separate from ...	материк
island	королевство
to elect	граница
borderline	отделять(ся) от ...
Bill	рыночная экономика
mainland	избирать
kingdom	остров
market economy	от имени ...
in the name of ...	Палата Лордов (Общин)
to comprise	иметь тенденцию
to tend to do smth.	законопроект
the House of Lords (Commons)	программа на вооружение
armament program	охватывать

Task 6. Translate the sentences paying attention to the underlined words.

1) An island is a part of land surrounded by water. 2) The Irish Sea separates the country from Ireland. 3) More than two-thirds of the population is employed in industry. 4) It is profitable to import manufactured goods, precision instruments, chemicals, consumer goods. 5) In the past few years labour productivity has increased greatly. 6) The coastline has a few bays and a natural harbour. 7) The article is in demand. 8) A warm current influences the climate in the country. 9) We live on the mainland. 10) Parliament limits the Queen's powers. 11) They put laws into effect in the name of the Queen. 12) The new Government pursues the old policy. 13) You are responsible for the present state of affairs. 14) The majority of voters support the Government. 15) Due to rainy weather potatoes grow well. 16) Skilled labour is necessary to expand industrial output. 17) Economists and policymakers try to do away with unemployment in their country. 18) Parliament is the supreme legislative body in the country. 19) The Government has introduced bills to expand trade in manufactured goods. 20) England waged numerous colonial wars. 21) The Romans conquered most part of Britain, but were unable to subdue the independent tribes in the West and in the North.

Task 7. In each set of words find the word that doesn't have a similar meaning to the first. Find an odd one out.

1) to comprise – to conduct – to include – to consist of
 2) colourful – picturesque – positive – bright
 3) constant – permanent – stable – original

- 4) power – authority – government – force
- 5) fundamental – secondary – basic – essential
- 6) to reduce – to recycle – to cut down – to decrease
- 7) to employ – to hire – to give a job – to work

Task 8. Use your dictionary to translate the following word combinations and sentences with “power”, “to introduce”.

- a) State power, the party in power, great powers, speech power, the supreme power, belt power, to power a machine, traction power, the power of money.
- b) Let me introduce my brother to you. The Government introduces new bills. This year farmers have to introduce some more organic fertilizers. Last month new milking machines were introduced on the farm. The introduction before the novel is rather interesting. Where is the letter of introduction? Dm. Mendeleyev believed that new elements would be introduced into the table.



Task 9. In pairs, act out and translate the dialogues.

- a) – You travel a lot, don’t you?
– Oh, yes, I enjoy travelling and spend much of my time visiting different countries.
– And which was the last country you visited?
– I have just returned from Britain.
– Really? I’ve read a lot about it, but I have never been there.
– Britain is a very interesting country with a rich history.
– Did you see the Queen?
– No, I didn’t. But I saw the Whitehall.
– Do you mean the place where Horse Guide Parade is held?
– Yes. It is very exciting. It is worth seeing.
– I know, London is colorful. There are so many things to see and to do there. But what did you like best of all?
– It is difficult to say. Let me think. Maybe, Kew Gardens.
– There is no doubt about it. You’re fond of nature. Where is it?
– Near the Thames, in the south-west of London. It is a fantastic park. All year round you can see lots of flowers there because Kew gets its plants from almost all countries of the world.
– They say there are 100, 000 different plants there. Is it true?
– Of course, it is.
– Are there many visitors in the park?
– If I am not mistaken, in fine weather about 20, 000 people come to visit Kew every day.

b) At the Lesson

Teacher: Let's speak about Great Britain, one of the most interesting countries.

Answer my questions: Where is it situated?

Mike: It is situated to the north-west of Europe on the British Isles.

Teacher: Right you are. The next question is: What countries does Great Britain border on?

Ann: I know only France and Holland.

Teacher: Is there anything to add?

Anthony: Belgium, Ireland and ... Germany.

Teacher: There is a mistake in your answer. Look at the map.

Anthony: Oh, I see. Britain and Germany have no common border.

Teacher: The UK consists of four parts: England, Scotland, Wales and Northern Ireland. Each part has its own capital. What are they?

Ann: Let me answer. The capital of England and the whole country is London. Edinburgh is the main city of Scotland, Belfast is in Northern Ireland and Cardiff is in Wales.

Teacher: Now I'd like to say a few words about English smog. It was a big problem many years ago. For many centuries, in cold weather people in England used coal in the fireplaces of private houses, though smoke from factories contributed a great deal to the trouble too. It was that kind of fog and smoke that English people used to call smog.

Mike: I suppose it was dangerous to drive a car during a smog.

Teacher: There is no doubt about it. An unusually thick smog in London in 1962 brought about the death of some 4,000 people. But now the problem of smog is absolutely solved.

c) – What's Whitehall? Is it a building?

– A building? But it isn't. It is a street.

– Oh, it's a street, isn't it? What is it famous for?

– It's a street where all the government offices are.

– By the way, what is the beautiful building over there?

– It's the Houses of Parliament.

– The houses? But there is only one house, isn't there?

– Quite right. But it's the Houses because British Parliament has two Houses – the House of Lords and the House of Commons.

d) – What is the weather like in England?

– The weather changes in our country more often than in other countries. That is why we say: "Other countries have a climate, in England we have weather."

e) **Immigration officer:** Are you Russian?

Petrov: Yes, I am.

Immigration officer: Is it your first visit to Britain?

Petrov: Yes, it is.

Immigration officer: Have you got a passport, sir?

Petrov: Yes, here it is.

Immigration officer: Thank you. Have a good time in Britain.

Petrov: Thank you.

f) **Customs officer:** Have you got anything to declare, sir?

Petrov: Yes, I've got a bottle of whisky and a box of chocolates

Customs officer: Are they liqueur chocolates?

Petrov: No, they are peppermint chocolates.

Customs officer: Open your case, please ... And what is this?

Petrov: Oh, I've forgotten. It's a bottle of perfume.

Customs officer: All right.

Task 10. Find English equivalents for the following phrases in the dialogues.

Его стоит посмотреть; Это впечатляет; Он полон всего, что можно увидеть и чем заняться; Трудно ответить; Дай подумать; круглый год; Говорят, что ...; Если я не ошибаюсь; Давайте поговорим о ...; Ты прав; Мне хотелось бы сказать несколько слов о ...; Несомненно (в этом не может быть сомнения); Между прочим; Желаю хорошо провести время в Великобритании; Есть, что добавить?

Task 11. Compare: **used to do smth.** – иметь обыкновение делать что-либо в прошлом;

used to be smth. – быть когда-то кем (чем)-либо

- a) Great Britain is no longer the leading imperialist power it used to be.
- b) Many years ago people used to believe that the earth is flat.
- c) Before men invented money they used to trade by exchanging goods.
- d) Our firm used to have branches in all European countries.
- e) When he was young he used to take a great interest in politics.

Text 1 **Great Britain**

Great Britain is an island lying off the north-western coastline of Europe. The English Channel separates it from the mainland in the south. The Strait of Dover, 18 miles wide, divides it from France. Great Britain is separated from Belgium and Holland by the North Sea and from Ireland by the Irish Sea.

The official name of the country is the United Kingdom of Great Britain and Northern Ireland. Its population is over 57 mln people. The capital of the country is London – one of the most ancient and beautiful cities in the world. The land area of the country is some 244 100 square km.

Geographically the country is subdivided into two main regions: Lowland Britain and Highland Britain. The highest mountain Ben Nevis is in Scotland.

The greater part of the land is flat. There are plenty of short rivers in Great Britain, the Severn being the longest one. The deepest river is the Thames.

Britain has a mild climate. Due to the influence of the Gulf Stream, a warm ocean current washing Britain's western shores, the UK enjoys warmer winters and cooler summers than other countries of the same latitude. There is much rain and fog in Britain. October is usually the wettest month, July is the hottest and January is the coldest one. All over the world the country is notorious for its fogs.

The UK is not very rich in mineral resources. Over three quarters of Britain's land is used for farming; farms produce nearly half of the food that Britain needs. The United Kingdom of Great Britain and Northern Ireland is a highly developed industrial country, known as a producer and exporter of machinery, electronics, ships, aircraft and navigation equipment.

Each part of the country has its own capital: London is the capital of the UK and England; Cardiff – in Wales; Edinburgh – in Scotland; Belfast – in Northern Ireland.

Great Britain is a constitutional monarchy. But the powers of the Queen are limited by Parliament, which consists of two Chambers, the House of Lords and the House of Commons. British Parliament is the supreme legislative body in the country. Everything in the country is done in the name of the Queen, but in reality, the Prime Minister is responsible for the policy conducted by Parliament.

The Party which obtains the majority of seats in the House of Commons becomes the Government and the others – the Opposition. The Opposition can criticize the bills introduced by the Government.

The UK's flag is Union Jack. It is red, white and blue, and made up of three crosses – the cross of St. George, the cross of St. Patrick, and the cross of St. Andrew.

Administratively Great Britain is divided into 72 counties.

Exercise 1. Read and translate the text.

Exercise 2. Divide the text into several logical parts.

Use: 1) I think this text can be divided into 2, 3, 4 ... logical parts. 2) The 1st (2nd, 3rd ...) part is about ... 3) Its main thought is: (or: its key sentence is ...).

Exercise 3. Find Participle I and Participle II in the text. Determine their functions.

Exercise 4. Find in the text the words of which the following phrases are the definitions:

- 1) A political system where a queen (a king) is a formal ruler
- 2) The main city of the country
- 3) Water running from an ocean and washing shores
- 4) A climate with warmer winters and cooler summers
- 5) The natural phenomenon caused by wet weather
- 6) To be famous for smth.
- 7) The party which criticizes the policy of the government



Exercise 5. In pairs, agree or disagree with the statements.

- 1) Great Britain is a monarchy.
- 2) The country covers the north-eastern coastline of Europe.
- 3) There are a lot of long rivers in the UK.
- 4) In Britain it is not very cold in winter.
- 5) The UK is an agrarian country.

Exercise 6. Answer the questions.

- 1) What is the official name of Great Britain?
- 2) What is its population (land area, capital)?
- 3) What are the main geographical regions of the country?
- 4) What are the main physical characteristics of the UK?
- 5) What climate does the country have? What factors influence its climate?
- 6) Is Great Britain a highly developed industrial country?
- 7) Are there many mineral resources in the country?
- 8) Who is the official ruler in the country?
- 9) Who is responsible for the policy of Great Britain?
- 10) What is the supreme legislative body in the country?

Exercise 7. Add some extra material and make a report about Great Britain.

Text 2

Britain lives by manufacture and trade. For every person employed in agriculture eleven people are employed in mining, manufacturing and building. The UK is one of the world's largest exporters of manufactured goods per head of population.

Apart from coal and iron ore Britain has got very few natural resources and mostly depends on imports. Its agriculture provides only half the food it needs. The other half and the most of the raw materials for its industries such as oil and various metals have to be imported. Britain has to import timber, cotton, fruit and farm products.

The country used to be richly forested, but most of the forests were cut down to make room for cultivation. The greater part of land is used for cattle-raising, sheep-raising and pig breeding. Among the crops grown on British farms are wheat, barley and oats. The fields are mainly found in the eastern part of the country. Farms tend to be bigger where the soil is less fertile.

In the 19th century Britain secured a leading position in the world as manufacturer, merchant and banker. After World War I the world demand for the products of Britain's traditional industries – textiles, coal and machinery fell off, and Britain began expanding trade in engineering products and electrical goods.

The crisis of 1929-1933 brought about mass unemployment, which reached its peak in 1932. Britain's share in the world industrial output decreased. After the crisis there was some revival in production, employment and world trade as the result of extensive armament program.

After World War II the situation radically changed. Now Britain is no longer the leading imperialist power it used to be. It has lost its colonies which used to supply it with cheap raw materials.

Britain produces high quality expensive goods which have always been characteristic of its industry. It mostly produces articles requiring skilled labour, such as precision instruments, electronic equipment, chemicals and high quality consumer goods, among them are cotton goods, leather goods, woolen goods.

The original basis of British industry was coal-mining, and the early factories grew up not far from the main mining areas. Glasgow and Newcastle became great centres of engineering and shipbuilding. Lancashire produced cotton goods and Yorkshire woollens, with Sheffield concentrating on iron and steel. Birmingham developed light engineering. Then there appeared a tendency for industry and population to move to the south, particularly to London area. Now there is a great progress in the development of new industries, such as aircraft, automobile, electronic industries and others.

Exercise 1. Translate the text. Suggest a title for it.

Exercise 2. Answer the questions to the text.

- a) What natural resources does Great Britain have?
- b) What raw materials does Great Britain import?
- c) What produce does the country export?
- d) What did the crisis of 1929-1933 bring about?
- e) What is a characteristic feature of British industry?
- f) What are the main articles produced by British industry?
- g) What are the main industrial centres of the country?
- h) What can you say about British agriculture?

Exercise 3. Complete the sentences.

- 1) Great Britain is rich in (oil, gold, copper, silver, iron ore, zinc, coal).
- 2) The UK has to import (coal, agricultural products, electrical goods, oil, cotton, tobacco, fruit, wheat, various metals).
- 3) It produces (cheap articles, raw materials, high quality expensive goods, articles requiring skilled labour, precision instruments).
- 4) The new industries of the country are: (the aircraft industry, the electronic industry, the textile industry, the shipbuilding industry, the automobile industry).
- 5) In the UK they mostly breed (cattle, horses, sheep, pigs, rabbits).

Exercise 4. Prove the ideas. Use texts 1, 2.

Use: It is true because ...

- a) Britain depends on imports to a great extent.
- b) The Queen reigns but she doesn't rule.
- c) In Britain they have three types of weather: when it rains in the morning, when it rains in the afternoon and when it rains all day long.

Exercise 5. Write an annotation to the text. Use the following pattern:

- 1) The title of the text is ...
- 2) This text is (economic, agricultural, scientific ...)
- 3) This text is about ... (deals with ..., describes ..., is devoted to ... touches upon the problems ...)
- 4) I think it should be divided into 2, 3, 4, ... logical parts.
- 5) The first one is about ... (deals with ..., describes ..., is devoted to ... touches upon the problems ...)
- 6) The main idea of the text is ...
- 7) I think ...

Text 3 **British Agriculture**

British agriculture supplies nearly two-thirds of the country's food and directly employs about 2.5% of the working population. However, its share in the gross domestic product is less than three percent – the lowest figure among the developed countries. The UK's agriculture is efficient, for it is based on modern technology and research.

Nearly 80% of the land area is used for agriculture. The rest are mountains and forests. There are twelve million hectares under crops and grass. In hilly regions, where the area of cultivated land is often small, large areas are used for rough grazing. Soils vary from the poor ones in Highland Britain to the rich fertile soils in the eastern and south-eastern parts of England. The cool temperate climate and the comparatively even distribution of rainfalls contribute favourably to the development of agriculture.

Most of the land is owned by big landlords. Farmers rent the land and hire agricultural workers to cultivate it. Part of the land belongs to banks and insurance companies. About 30 000 large farms (over 40 hectares) account for about half of total output. In general, small farms dominate in the country. However, due to tough competition, the number of small farms (under 20 hectares) is decreasing.

Britain is self-sufficient in milk, eggs, to a very great extent in meat, potatoes, wheat. However it needs to import butter, cheese, sugar and some other agricultural products.

Animal husbandry accounts for three-fourths of agricultural products in value. 60% of farms is devoted mainly to dairy or beef cattle and sheep. Sheep and cattle are reared in the hilly and moorland areas of Scotland, Wales and Northern Ireland. Dairy and beef cattle occur partly in better grassland areas and partly in yards of arable farms. Pig production is particularly important in eastern Yorkshire and southern England. There are three main types of farming in Britain: pastoral, arable and mixed. Arable farming takes the lead in the eastern parts of England and Scotland, whereas in the rest of the country pastoral and mixed farming are prevalent.

As regards the cereals wheat takes the lead. It is cultivated on over 40% percent of the total cropland with an average annual yield of 12 million tons. Barley follows

next. Cropland used for oats has been reduced to about 2%. This crop is cultivated mainly in the western and northern parts of Great Britain.

The potato crop is widespread all throughout the country. Large scale potato and vegetable production is undertaken in the eastern and south-eastern parts of England.

Sugar from home-grown sugar beet provides about 55% of the requirements. The other necessary part is refined from imported raw sugar. Sugar beet covers about 4% of the total cropland.

The land utilized for horticulture is about 251 000 hectares, of which vegetables cover about 73%, fruit – more than 20%, flowers – less than 5% and protected crops (those grown under glass or plastics) – less than 2% of the land used for agriculture.

Exercise 1. Read and translate the text.

Exercise 2. Find English equivalents for the following words and word combinations in the text:

снабжает, доля, внутренний валовой продукт, показатель, природное пастбище, жёсткая конкуренция, сама себя обеспечивает, на долю животноводства приходится, частично, занимает ведущее положение, средне годовой урожай, садоводство, тепличные культуры.

Exercise 3. Using the text make up a diagram: land under horticulture. Describe it. (See the phrases on p. 97)

Exercise 4. In pairs, find the sentences in the text that confirm the following statements and give reasons for the facts expressed in them.

- a) British agriculture is efficient.
- b) Soils differ in different parts of the country.
- c) As a rule, the land doesn't belong to farmers in Britain.
- d) Great Britain imports many farm products.
- e) Sheep and cattle raising are the main sectors of animal husbandry in the country.

Exercise 5. Change the verb forms from active to passive.

E.g. Farmers rent the land. – The land is rented by farmers.

- 1) Britain produces and sells milk, eggs, meat, potato, wheat.
- 2) Last year the country imported much butter, cheese, sugar.
- 3) By the end of the year they had sold much beef and mutton.
- 4) They are undertaking large scale potato and vegetable production in the eastern and south-eastern parts of England.
- 5) British farmers will increase arable land in order to produce more wheat.

Exercise 6. Make up a plan and retell the text.

Text 4

Some Aspects of British University Life

Of the full-time students now attending English Universities three quarters are men, one quarter being women. Nearly half of them are engaged in the study of arts subjects such as history, languages, economics or law. The others are studying pure or applied sciences such as medicine, dentistry, technology, or agriculture.

The University of London, for instance, includes internal and external students, the latter coming to London only for their examinations. The colleges in the University of London are essentially teaching institutions, providing instruction chiefly by means of lectures, which are attended mainly by day students. The colleges of Oxford and Cambridge, however, are essentially residential institutions and they mainly use a tutorial method which brings the tutor into close and personal contact with the students. These colleges being residential, the size of them is far smaller than most of the colleges of the University of London.

Education of University standard is also given in other institutions such as colleges of technology and agricultural colleges, which prepare their students for degrees or diplomas in their own fields.

The three terms into which the British University year is divided are roughly eight to ten weeks. Each term is full of activity, and the vacations between the terms – a month at Christmas, a month at Easter, and three or four months in summer – are mainly periods of intellectual digestion and private study.

A person studying for a degree at a British University is called an undergraduate.

B. A. or B. Sc. stands for Bachelor of Arts, or of Science, the first degree. M. A. or M. Sc. denotes Master of Arts, or of Science. One can become a B. A. after three years of hard study, and an M. A. at the end of five years.

Б. А. – бакалавр искусств, бакалавр наук (учёные степени, присуждаемые большинству студентов по завершении полного курса обучения; в университетах Оксфорда и Кэмбриджа и в ряде новых открытых университетов данные степени присуждаются по завершении части обучения)

М. А. – магистр искусств, магистр наук (учёные степени, присуждаемые в университетах Оксфорда и Кэмбриджа по завершении полного курса обучения).

Exercise 1. Scan the text and find: a) the paragraph showing the difference between the colleges of the University of London and the colleges of Oxford and Cambridge; b) the word which means: “a student who is doing a university course for a first degree”

Text 5

The Story of English

Nearly two thousand years ago the Romans invaded Britain and then stayed there for 400 years. The Britons didn't learn Latin; they continued to speak their Celtic language.

The Angles and the Saxons came from Germany, and spoke a Germanic language. They invaded Britain in the 7th century, and they pushed the Celtic speakers into Scotland and Wales. Today some people in Wales, Scotland and Ireland still speak Celtic languages.

In 1066 William the Conqueror and the Normans invaded England. They came from Normandy in France, and they spoke French. At first the two languages were quite separate. The King and the aristocrats spoke French, and the ordinary people went on speaking Anglo-Saxon. But slowly they mixed, their children played together, and Normans married Anglo-Saxons. And little by little the languages also mixed. The result was English. The grammar (including word order) was mostly Anglo-Saxon, and a lot of words were French.

Chaucer wrote *The Canterbury Tales* in about 1387. It was one of the first books in English.

Exercise 1. Scan the text.

Exercise 2. These languages appeared in Britain at different times and history. Put them in historical order:

French, Latin, Anglo-Saxon, English, Celtic

Exercise 3. Can you guess the original language of these English words? Match the words with the languages.

1. physics	
2. menu	
3. pizza	
4. ravioli	A French
5. cinema	B Greek
6. restaurant	C Italian
7. telephone	D Native American
8. guitar	E Spanish
9. tomato	F German
10. hamburger	

Exercise 4. Are these sentences true or false?

- a) Celtic languages died out after the Anglo-Saxons came.
- b) William the Conqueror spoke French.
- c) English was the mixture of Anglo-Saxon and French.
- d) Chaucer wrote in English.

BE READY

Speak about England, Scotland, Wales and Northern Ireland. Use the following table:

Information	England	Scotland	Wales	Northern Ireland
Area	130 441	78 775	20 768	14 120
Highest mountain	Scafell Pike 978 m	Ben Nevis 1342 m	Snowdon 1085 m	Slieve Donard 852 m
Population	46 029 000	5 229 000	2 723 596	1 536 000
Largest city (population)	London 6 970 100	Glasgow 809 700	Cardiff 287 000	Belfast 363 000

PHONETICS

Чтение буквосочетаний: у+согл., ew

“у” в начале слова; у+гласн.	ew
[j]	[ju], [u]
year, York	few, new

Exercise 1. Read the words correctly.

a) young, yet, yesterday, youngest, yellow, youth, you, your, yours, Yorkshire, yacht, yard, year, yell, yes, yield, yourself, yoke, yolk.
b) dew, sew, grew, newspaper, new, few, fewer, blew, sewage, flew, Andrew, view, review, interview, crew.

WORD-BUILDING

Exercise 2. Derive adjectives from the following words.

-ful: colour, beauty, peace, use, hope, truth, help, power, pain, care, wonder.
-ous: fame, danger, nerve, courage, industry, vary.

Exercise 3. Derive adjectives with the opposite meaning using:

un-: tidy, pleasant, selfish, able, grateful, limited, necessary, married.
-less: job, home, speech, care, wood, water, thought, sleep, rest, hair, tooth, motion.

Exercise 4. Some adverbs have the same form as their corresponding adjectives.
(Некоторые наречия совпадают по форме с прилагательными, от которых они образованы). **Make up sentences of your own using the words below.**

E.g. He's got a fast car. I like driving fast.

Fast, early, late, hard, long, far, low, little, well.

PARTICIPLE I

Причастие настоящего времени

Причастие – это неличная форма глагола, имеющая признаки как прилагательного, так и глагола. Различают простую и сложные формы причастия настоящего времени. Причастие не обладает категориями рода, лица, времени

Forms	Active	Passive
Non-Perfect	asking	being asked (V3)
Perfect	having asked (V3)	having been asked (V3)

Exercise 1. Derive different forms of Participle I from the infinitives.

To give, to translate, to speak, to plant, to comprise, to found, to build, to do, to protect, to show, to make, to construct, to understand, to write.

Следует помнить, что *перфектные формы выражают действие предшествующее действию глагола-сказуемого, а неперфектные формы – действие одновременное с действием глагола-сказуемого.*

Перевод причастия настоящего времени зависит от функции, которую оно выполняет в предложении. В предложении **Participle I** может быть:

1) *определением* (может стоять перед определяемым словом или после него); переводится причастием действительного залога с суффиксами *-уи*, *-юи*, *-аи*, *-яи*, *-ви*, *-и* или определительным придаточным предложением. Только неперфектные формы могут выполнять функцию определения.

E.g. Boiling water changes into steam. (Кипящая вода превращается в пар).

The water boiling in the vessel changes into steam. (Вода, кипящая в сосуде, превращается в пар).

2) *обстоятельством*; переводится деепричастием с суффиксами *-а*, *-я*, *-ав*, *-ив* или обстоятельственным придаточным предложением.

Если перед причастием стоит союз (**when**, **while**), то переводится либо деепричастием, либо деепричастным оборотом, или придаточным предложением с союзами **когда**, **в то время как**, или фразой **при+существительное**.

E.g. Having visited Western Europe we went to Canada.

(Посетив Западную Европу, мы отправились в Канаду).

When combining chemically hydrogen and oxygen form water.

(Когда водород и кислород вступают в химическую реакцию, они образуют воду).

3) *частью сказуемого во временах группы Continuous и Perfect Continuous*; переводится глаголом в личной форме.

E.g. They are reading. (Они читают.) **He has been working in the laboratory since early morning.** (Он работает в библиотеке с раннего утра.)

Exercise 2. Match the participle clauses in A with their Russian equivalents in B.

A	B
Playing volleyball ...	Страна, развивающая торговлю ...
The ocean washing the coast ...	Когда его спросили, он ...
Having asked ...	Играя в волейбол...
Developing trade the country ...	Когда его спрашивают, он ...
The country developing trade ...	Студент, спрашивающий преподавателя ...
Having developed trade the country ...	Океан, омывающий побережье ...
While playing volleyball ...	Омываясь океаном, побережье ...
Having been asked he ...	Развивая торговлю, страна ...
Being asked he ...	Развив торговлю, страна ...
The student asking the teacher...	Спросив ...
Being washed by the ocean the coast ...	Во время игры в волейбол ...

Exercise 3. Comment on the functions of Participle I. Translate a) the word combinations; b) the sentences.

a) The boiling solution; the existing elements; the student reading a book; the man working in the garden; the policeman regulating the traffic; the freely falling body; trees growing everywhere; travelling about Britain; producing high quality consumer goods the plant ...; exporting food products the country ...; the country exporting farm products; a developing country; having reached a great success in trade; being in London we ...; having a favourable geographical position the country ...; the country having a favourable geographical position; having done the work we ...; while being designed the device ...; a building attracting many visitors.

b) We are leaving for London. He is playing football now. We are going to the bookshop. I'm preparing for my English lesson. They were carrying out experiments in the laboratory. The flame is burning. She was doing shopping from morning till five o'clock. I have been playing tennis for three hours. My parents had been arguing for half an hour when I arrived.

Exercise 4. Derive Participle I from the verbs on the right and translate the word combinations on the left.

Учёный, совершенствующий своё изобретение ...	to carry out
Усовершенствовав своё изобретение, он ...	to improve
Отметив своё тысячелетие, страна...	to mark
Проводя эксперимент ...	to publish
Опубликовав свою статью ...	

Exercise 5. Comment on the functions of Participle I. Translate the sentences.

- 1) They were watching the moving particles.
- 2) The method of cultivation being applied in our enterprise gives good results.

- 3) Voters are electing Members of the House of Commons.
- 4) Having been planted deep enough the seeds received much moisture.
- 5) Having been repaired the machine operated better.
- 6) Prevailing winds in Britain are south-westerly.
- 7) Being evenly distributed throughout the year rainfall is more than 1600mm.
- 8) Developing aircraft industry Britain has become one of the leading exporters.
- 9) Having been introduced this method turned out to be very useful.
- 10) While designing a machine you should measure the dimensions of its parts with great precision.
- 11) The substance affecting the magnetic field was a metal.
- 12) Having spread much manure they hoped to receive a good harvest.
- 13) Having visited the exhibition they went home.

Причастные обороты

Причастие с относящимися к нему словами образует причастный оборот.

Объектный причастный оборот (конструкция, в которой причастие находится в таком же отношении к дополнению, как сказуемое к подлежащему, переводится обычно придаточным предложением): **I saw him working in the garden.** (Я увидел, что он работает в саду). **We observed the cattle being fed.** (Мы наблюдали за кормлением животных).

Обстоятельственный причастный оборот (выполняет функцию обстоятельства): **Going along the street I met my friend.** (По дороге я встретила по-другу). **Having installed the new equipment British specialists gave some recommendations.** (Установив новое оборудование британские специалисты дали несколько рекомендаций).

Определительный причастный оборот (выражается неперфектным причастием с зависимыми словами, отвечает на вопрос: какой?): **The fence surrounding the garden is newly painted.** (Забор, окружающий сад, только что покрашен). **The oceans washing the British shores influence the weather in the country.** (Океаны, омывающие британские берега, влияют на погоду в стране).

Особое место среди причастных оборотов занимает Независимый причастный оборот. Он распознаётся по двум признакам: 1) На письме отделяется запятой; 2) Имеет собственное подлежащее. На русский язык НПО переводится в соответствии со следующим правилом:

В начале предложения НПО переводится придаточным предложением с союзами когда, после того как, поскольку, так как и др.

E.g. The weather being rainy, we stayed at home. (Так как погода была дождливой, мы остались дома).

Если причастный оборот стоит в конце предложения, он переводится самостоятельным предложением бессоюзным или с союзами а, и, но, если, причём.

E.g. The students wrote their English test-paper, each doing his variant.

(Студенты писали контрольную работу по английскому, причём каждый выполнял свой вариант).

Exercise 6. Identify the type of Participle Construction in the sentences. Translate them.

- 1) We were in Great Britain after having visited France.
- 2) While learning to speak a foreign language you must have much practice.
- 3) There are many crops, wheat being the most useful.
- 4) Having been repaired, the tractor became more powerful.
- 5) We saw students sitting at the lecture.
- 6) Britain has trade relations with all countries having sea ports.
- 7) The bridge having been swept away by the flood, the train was late.
- 8) They watched the temperature gradually rising.
- 9) Watering the cabbages I noticed that some of the vegetables had wilted.
- 10) Silver being very expensive, we only rarely use it as a conductor.
- 11) Being an important source of power, tractor finds its many uses in agriculture.
- 12) We are looking for a person knowing London well.
- 13) Computers represent a new branch of science, the first of them having appeared in the middle of the 20th century.
- 14) The moon having no atmosphere, its surface experiences great extremes of temperature.
- 15) Being very tired he decided to have a rest.
- 16) Walking about the city I met an old friend of mine.
- 17) They have booked two seats for the plane leaving for Paris tomorrow morning.
- 18) Peter and John stood at the window watching a football game in the yard.
- 19) The man greeting my father is a famous actor.
- 20) While walking about Suzdal the tourists looked with interest at wonderful monuments of the past.
- 21) We study many subjects, chemistry being one of the most difficult.
- 22) I noticed him standing at the door.

Exercise 7. Paying attention to the Absolute Participle Construction translate the sentences.

- 1) Dinner being over, we assembled in the sitting-room.
- 2) The agenda being discussed, the conference started its work.
- 3) The wind being strong, we heard nothing.
- 4) Any moving object can do work, the quantity of kinetic energy depending on its mass and velocity.
- 5) Michael Jackson lives in America, his house being in a suburb of New York.
- 6) The area having sufficient fresh water, arable-farming developed well.
- 7) Many operations have been mechanized, feeding being one of them.
- 8) Manchester is the second biggest city in Lancashire, Liverpool being the first.
- 9) The University of London includes internal and external students, the latter only coming to London to take their examinations.

PARTICIPLE II

Причастие прошедшего времени

Форма причастия прошедшего времени **V3** у правильных глаголов образуется, подобно **Past Simple (Indefinite)**, путём добавления **-ed** к основе глагола: **to work – worked; to ask – asked; to translate – translated; to visit - visited**

Формы **Past Participle (Participle II)** неправильных глаголов даются в списке неправильных глаголов. E.g. **to go – gone; to speak – spoken.**

Exercise 8. Write Participle II of the following verbs:

to do, to cultivate, to cross, to conduct, to develop, to take, to understand, to cut, to break, to ask, to go, to lose, to know, to describe.

В предложении причастие прошедшего времени может быть:

1) *определением; переводится причастием страдательного залога с суффиксами – окончаниями -нныи; -емыи; -имыи; -тыи; -шиися; вишиися. Может стоять перед определяемым словом и после него.*

E.g. **tractors produced by our plant** (тракторы, изготовленные нашим заводом), **a broken cup** (разбитая чашка).

2) *обстоятельством; как правило, перед ним ставятся союзы: when, if, unless, as. Такой причастный оборот переводится придаточным обстоятельственным предложением, а иногда – при+существительное.*

E.g. **As seen in the article these engines are very economical in fuel consumption.**

(Как видно в статье, эти двигатели очень экономичны в потреблении топлива).

3) *частью сказуемого в страдательном залоге и временах группы Perfect; переводится глаголом в личной форме.*

E.g. **We have done the work.** (Мы выполнили работу).

Exercise 9. Compare the word combinations and translate them.

a developing country – a developed country

a translating student – a translated text

a breaking stone rock – a broken stone rock

a printing secretary – a printed article

a speaking man – a spoken language

Exercise 10. Comment on the functions of Participle II. Translate the sentences.

1) I went to the lighted window. 2) The work carried out by your department is interesting. 3) The experiments performed by Timiryasev laid the foundation for a new branch of science. 4) We saw a broken cup. 5) The farmers discussed new methods used in field cultivation. 6) He seemed frightened. 7) He spoke about his holidays spent in England. 8) When translated the article turned out to be very informative. 9) We have lost the key. 10) He never says a word unless asked.

THE PASSIVE VOICE

Страдательный залог

Страдательный залог употребляется в тех случаях, когда лицо или предмет, которое обозначает подлежащее, не само совершает действие, а терпит на себе действие со стороны другого лица или предмета. Возьмём для сравнения два русских предложения: Строители строят дом. Дом строится уже пять лет.

*В первом случае подлежащее **строители** само совершает действие, а значит, при переводе имеет место действительный залог. Во втором примере **дом** строит кто-то. Следовательно, при переводе второго предложения будет иметь место страдательный залог.*

В английском языке сфера употребления глаголов в страдательном залоге значительно шире, чем в русском. Так, любой глагол, принимающий прямое или косвенное дополнение, может употребляться в страдательном залоге. Справим:

<u>Active Voice</u>	<u>Passive Voice</u>
I gave him a book.	1) A book was given to him. 2) He was given a book.

Существует три способа перевода страдательного залога на русский язык:

*а) быть+краткая форма причастия; б) глаголами на **-ся**; в) неопределённо-личным оборотом (когда не упоминается носитель действия).*

E.g. The goods will be delivered tomorrow. (Товары будут доставлены завтра).
The house is being built. (Дом строится). **We are taught English.** (Нам преподают английский).

The Passive Voice

To be + Participle II (V3)

	Present	Past	Future
Indefinite (Simple)	Am, is, are +V3 She is asked. Is she asked? She is not asked.	Was, were +V3 I was asked. Were you asked? I was not asked.	Will (shall)be+V3 He will be asked. Will he be asked? He won't be asked.
Continuous (Progressive)	Am, is, are+being+V3 I am being asked. Are you being asked? I'm not being asked.	Was, were+being+V3 She was being asked. Was she being asked? She wasn't being asked.	-----
Perfect	Have, has+been+V3 I have been asked. Have you been asked? I haven't been asked.	Had+been+V3 I had been asked. Had you been asked? I hadn't been asked.	Will(shall)+have+been+V3 I will have been asked. Will you have been asked? I won't have been asked.

Exercise 1. Find the examples of a) the Passive Voice; b) the Active Voice.

a) am spoken about; are writing; will be built; have been in London; will be described; have been visited; is washing; are washing; were interesting; have been done; will be reading; is being read; will be translated.

b) have been spoken about; have done; is asking; is being asked; are fed; understood; has understood; had been understood; are cultivated; am having breakfast.

Exercise 2. Use the verbs in brackets in the correct tense form, either active or passive.

1) I (to translate) this article. 2) The article (to translate) tomorrow. 3) We (to follow) by our friends. 4) A new building of the University (to build) before you return. 5) Now a new equipment (to test) on the farm. 6) Engineers (to test) the new equipment since seven o'clock. 7) Next time you (to meet) at the station by the agronomist. 8) In Canada English and French (to speak).

Exercise 3. Read the sentences and answer the questions.

I was followed by my friend. Кто был впереди? – а) Я б) Мой друг

We were told this story by our grandmother. Кто был рассказчиком? – а) Мы б) Бабушка

The lecturer was asked many questions. Кто кому задавал вопросы? – а) Преподаватель задавал вопросы б) Преподавателю задавали вопросы

We are given a new task by the teacher. Кто выполняет задание? – а) Мы б) Учитель

Exercise 4. Read and translate the text. Point out the numbers of the sentences with the Passive Voice.

London

1. London is the capital of Great Britain. 2. It is the political, economic and cultural centre of the country. 3. It is one of the largest cities of the world. 4. Its population is more than 11 million people. 5. London is situated on the river Thames. 6. The city is very old and beautiful. 7. It was founded more than two thousand years ago.

8. Traditionally London is divided into three parts: the City, the East End and the West End. 9. The City is the oldest part of London, its financial and business centre. 10. The West End is the part where rich people live. 11. It is known as the most beautiful part of the capital. 12. The best hotels, restaurants, shops, clubs, parks and houses are located there. 13. The East End is spoken of as an industrial district of London. 14. There are many factories and plants there. 15. Tourists are often shown London's places of interest, such as the Houses of Parliament, the Clock Tower, Buckingham Palace, St. Paul's Cathedral and others. 16. All of them are connected with the history of the country. 17. Many things are produced in London: clothes, food, planes, and cars. 18. They are exported to different parts of the world.

Exercise 5. Write down the sentences in the Present Indefinite Passive, the Past Indefinite Passive, the Future Indefinite Passive. Use: usually, yesterday, tomorrow.

- 1) The postbox (to empty) by his sister. 2) The stamps (to buy) at the post office.
- 3) The letters (to sort) into different towns. 4) The Tower of London (to visit) by several groups of Russian tourists.
- 5) You (to meet) at the station.

Exercise 6. Use the verbs in brackets in the correct form.

- 1) My question (not to answer) yesterday. 2) Ice-hockey (to play) in winter.
- 3) Mushrooms (to gather) in autumn. 4) Many houses (to burn) during the Great Fire of London.
- 5) His new book (to finish) next year. 6) Flowers (to sell) in shops and in the streets.
- 7) St. Petersburg (to found) in 1703. 8) Bread (to eat) every day.
- 9) Cows (to milk) twice a day. 10) These trees (not to plant) last autumn.
- 11) Lost time never (to find) again. 12) Rome (not to build) in a day.
- 13) I (to tell) about this a week ago.
- 14) This new equipment (to demonstrate) at the next lesson on Monday.

Exercise 7. Translate the sentences paying attention to the place of prepositions in them.

- 1) He was talked about.
- 2) He was sent for.
- 3) He was being waited for.
- 4) He was being looked at.
- 5) He was being listened to.
- 6) He was laughed at.
- 7) This house is not lived in.

Exercise 8. Write down the sentences in the Present Progressive Passive, the Past Progressive Passive. Use: now, at that moment.

- 1) A new concert hall (to build) in our street.
- 2) The World Tennis Championship (to show) on TV.
- 3) Plants (to water) artificially.
- 4) His report (to discuss) at the seminar.
- 5) The luggage (to load) into the train.
- 6) They (to accommodate) at the hotel.
- 7) The ingredients (to mix) in the necessary proportions.

Exercise 9. Write down the sentences in the Present Perfect Passive, the Past Perfect Passive, the Future Perfect Passive. Use: just, by five o'clock.

- 1) The report (to discuss) by the teachers.
- 2) The delegation (to meet) at the station.
- 3) The football match (to interrupt) by a new's programme.
- 4) Mineral fertilizers (to introduce) by new spreaders.
- 5) The text (to translate) by the students.

Exercise 10. Paying attention to the tense translate the sentences with the Passive Voice.

- 1) The first microscope was created at the end of the 16th century.
- 2) Tomatoes are grown in greenhouses all year round.
- 3) The most important food plants have been grown for 4 000 years.
- 4) This text will have been translated by 10 o'clock.
- 5) New equipment was being tested in the laboratory.
- 6) This milking machine hasn't been adjusted yet.
- 7) Every day crowds of people are seen in Piccadilly.
- 8) The gate won't be locked.
- 9) The collection of books was constantly being enlarged.
- 10) Young chil-

dren have been divided into groups according to their mental abilities. 11) The delegation has already been shown the new farm machines working in the field. 12) We weren't told the news. 13) The yield is badly affected by hail. 14) The British climate is influenced by a warm current from Atlantic. 15) All the students' papers and essays were handed in three days ago.

Exercise 11. Change the sentences after the model.

Model: Different types of schools provide differences in education. – Differences in education are provided by different types of schools.

1) They built a new town. 2) The invaders, known as Vikings were constantly attacking England. 3) The large archipelago grinds Western Scotland. 4) The students hadn't translated the text by 3. 5) These laws will stop much of the pollution from the factories in Dublin. 6) The voters of 650 constituencies elect Members of the House of Commons. 7) They are speaking about a new project. 8) James will plant roses in the garden. 9) John has just visited Kate in the hospital. 10) We often speak about her. 11) Nobody lived in that old house. 12) The teacher didn't answer the question.

LESSON 2

Task 1. Answer the questions.

- 1) What is the capital of the UK?
- 2) Have you ever been to London?
- 3) Where is London situated?
- 4) What is its population?
- 5) What are the main parts of London?
- 6) Can you name any famous places in London? Which of them would you like to visit?

Task 2. Some places in the list are not located in London. Cross them out.

The Tower, Westminster Abbey, Victoria Station, Kinburn Park, Hyde Park, Nelson's Column, Cambridge University, St. Paul's Cathedral, Burrell Collection, Kew Gardens, the Kremlin, the Museum of Modern Art, Opera, Fifth Avenue, the White House, the Capitol, Covent Garden.

Task 3. Choose the correct variant.

1) We go to Covent Garden:		
a) to do shopping	b) to watch ballet	c) to look at rare plants
2) the West End is the place where		
a) rich people live	b) banks and offices are located	c) many factories are situated
3) The official home of Prime minister is		
a) 10 Downing Street	b) the Houses of Parliament	c) Westminster Abbey
4) Piccadilly is		
a) a wide square for amateur performances	b) a bridge	c) a fashionable shopping centre

Key: 1)b; 2)a; 3)a; 4)c

Task 4. In groups, discuss the following idea: “How I imagine Londoners”.

The main points for discussion:

Appearance (use: tall, short, with blue/dark eyes, thin, fat, well-dressed, beautiful)

Character (use: friendly, polite, careless, absent-minded, snobbish, arrogant, hospitable, talkative, kind). **Interests** (use: reading, working in the garden, playing tennis, smoking, drawing pictures, collecting antique things, love of animals, always very busy and have no time for hobby).

Begin with: In my imagination Londoners are ... As for their character (interests) ...

Reply: I agree with you. Most probably ... (Весьма вероятно) I don't think so.

Task 5. Divide the words into two groups: a) with “re-” as a prefix; b) with “re-” as a part of the root. Translate the words.

to rebuild, to refresh, to recreate, to reunite, to reflect, to remain, to return, to reserve, to repair, to restore, to reform, to reshape, to retell, to refuse, to read.

BOOK Task 6. Memorize the following words and phrases.

1. **to go sightseeing** [ˊsait, si:in] – осматривать достопримечательности
2. **to stay** [stei] – остановиться (в городе), гостить
3. **prosperity** [prosˊperiti] – процветание
4. **circumstance** [ˊsə:kəmstəns] – обстоятельство
5. **to turn** [tə:n] **smth. (smb.) into...** – превратить что-то (кого-то) во что-то
6. **treasury** [ˊtreʒəri] – сокровищница
7. **The Plague** [pleig] – Великая чума
8. **damage** [ˊdæmɪdʒ] – вред, ущерб
9. **to be of historic** [hisˋtorik] **value** [ˊvælju:] – представлять истор. ценность
10. **unique** [ju:ˊni:k] – уникальный
11. **tremendous** [triˊmendəs] – значительный
12. **to be laid in ruins** [ruinz] – разрушаться
13. **to be spared** [spεəd] – сохраняться
14. **to reflect** [riˊflekt] – отражать
15. **to lay out (laid)** – планировать, разбивать
16. **entertainment** [, entəˊteinmənt] – развлечение
17. **association** [ə, səusiˊeiʃən] – ассоциация, напоминание
18. **A.D.** – наша эра (Anno Domini)
19. **to remain** [riˊmein] – оставаться (в прежнем состоянии)
20. **to survive** [səˊvaiv] – выжить, сохраняться
21. **fire** [faiə] – пожар
22. **sights** [saits] – достопримечательности
23. **prison** [ˊprizn] – тюрьма
24. **to be proud** [praud] **of** – гордиться
25. **to contribute** [kənˋtribju(:)t] – способствовать
26. **to acquaint** [əˋkweint] **smb. with** – знакомить(ся) с
27. **inhabitant** [inˋhæbitənt] – житель, обитатель
28. **mansion** [ˊmænʃən] – большой особняк, дворец
29. **landmark** – зд. исторический памятник
30. **to be buried** [ˊberid] – быть похороненным

31. **church** [tʃ ɜ: tʃ] – церковь

32. **to be crowned** [kraund] – быть коронованным

33. **to take a glimpse** [glimps] – увидеть мельком

34. **to devote** [di'vəut] – посвящать; **devoted** – преданный

35. **to arrange sightseeing tours** – организовать экскурсии по городу

36. **to conquer** ['koŋkə] – завоевать

37. **destruction** [dis'trʌkʃən] – разрушение

Task 7. Translate the sentences.

1) Nearly all English kings and queens were crowned in Westminster Abbey. 2) The Plague and the Great Fire killed nearly 100, 000 people in London. 3) Observing old English architecture of churches and castles is a good way to acquaint yourself with the history of the country. 4) There are many narrow streets and docks in the East End. 5) You can enjoy shopping, meals, sightseeing and different sorts of entertainment in the West End. 6) Many places are devoted to W. Shakespeare.

Task 8. Make up a) word combinations; b) sentences

a)

1) historical, 2) to stay, 3) an association, 4) a bridge, 5) narrow, 6) to be buried, 7) fashionable, 8) to cause, 9) to contribute, 10) beautiful	a) to its prosperity, b) streets, c) in London for a couple of days, d) destruction, e) garden, f) hotels, g) circumstances, h) across the Thames, i) in Westminster Abbey, j) with the past
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b)

1) On Saturday Philip and Nora ... 2) During the war this building was laid in ruins, ... 3) If you have time you can ...	a) ... enjoy sightseeing tours, shopping, night entertainment, going to restaurants and museums in London. b) ... are planning to visit the Tower of London. c) ... but part of it has been spared by now.
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Task 9. In pairs, act out and translate the dialogues.

a) – I'd like to see the sights of London. What should I see first?
 – It depends on your interests.
 – I'm interested in historical places.
 – Then you should see Parliament Square, Trafalgar Square, the Tower and St. Paul's Cathedral.
 – To be frank, I don't think I'll have enough time.
 – Well, but you'll take a glimpse and have a general idea of what London is like.

b)

Philip Stanley in London

This summer Philip Stanley is invited to London to take part in a conference devoted to the problems of health and ecology. He's taken his family with him because he wants to arrange sightseeing tours of London for Nora.

At the Hotel

Ph: My name is Stanley. I have a reservation. It is for three nights.

Clerk: Just a minute ... Philip Stanley, Mrs. Stanley and Nora Stanley.

Ph: That's right.

Clerk: You're welcome. We have kept two adjacent (смежные) rooms number 35 and 36 for you. They are very pleasant and comfortable.

Ph: Have they both got en-suite bathroom?

Clerk: No, they haven't, but there is a shower and a toilet. Will you register your name, please?

Ph: Of course. Could I have an early morning call?

Clerk: Certainly. I'll make a note of it. Here is your key. The porter will take your luggage to your room.

Ph: Thank you very much.

Task 10. Find in the dialogues:

a) synonyms for the following words and expressions:

to participate, interesting places, to have a look at, to be connected with, to show around the city, truly speaking, to be.

b) antonyms for the following words:

to leave, in the village, there, free, long, days, separate, uncomfortable, late.



Task 11. In pairs, ask your friend which places of interest in London he (she) would like to visit. Use the phrases from the dialogues.

Text 1 London

I London is the capital of Great Britain. It is one of the most exciting cities in the world. It is full of things to see and do: shopping, sightseeing, enjoying excellent entertainment and night life. It is situated on the both sides of the Thames. There are fourteen bridges across the Thames.

II The capital is certainly very old and full of historic associations. It has strong links with the past. Historical and geographical circumstances have turned London into one of the world's most important commercial and cultural centres.

III In 43 AD the Romans conquered Britain and for 400 years it remained a Roman province. The Romans built long straight roads. Many of them met at the point where London Bridge now stands. In 1066 the Duke (герцог) William the Conqueror settled in London. It became the capital.

IV In its history London survived the Plague, which killed 70 000 people and the Great Fire, which followed. World War II brought tremendous destruction to the city. A great number of buildings of historic value were laid in ruins. Nevertheless, much was spared, including the Tower, St. Paul's Cathedral and Westminster Abbey which remain the major tourist attraction of the city.

V London has many faces. It is a strange mixture of the past and present, the old-fashioned and modern. It consists of three major parts: the West End, the City and the East End. You can see many fashionable hotels, shops, restaurants, parks and theatres in the West End. It is the finest part of London. The Houses of Parliament, Whitehall, Downing street are all in the West End.

VI The City of London is the business and commercial part of London. All the main banks and offices are situated in the City. In the centre of the City there is the Tower of London and St. Paul's Cathedral. The Tower used to be a fortress, a royal residence, then a prison, and now it is a museum.

VII The East End is a district of docks, factories, little houses and narrow streets. London is famous for its parks, Hyde Park being the most beautiful of them.

Exercise 1. Read and translate the text. What new information have you got from the text?

Exercise 2. Using the text prove that the following statements are true:

- 1) The geographical position of London contributed to the development of trade.
- 2) The City is “the money” of London.
- 3) The East End is “the hands” of London.
- 4) The history of London is really dramatic.

Use: Yes, it's true. According to the text ...

Exercise 3. Answer the questions.

- 1) What is the capital of the UK?
- 2) Where is it situated?
- 3) How many bridges are there across the Thames?
- 4) When did it become the capital?
- 5) What were the two main disasters of London in the past?
- 6) What are the three main parts of London?
- 7) What can you say about the City (the West End, the East End)?
- 8) What is the most beautiful park in London?

Exercise 4. Retell the text.

Sightseeing in London

Task 1. Read the words correctly.

Hyde Park [, haid'pa:k], Trafalgar Square [trə'fælgə'skwεə], Nelson's Column [, nelsnz'koləm], Regent's Park [, ri: dʒənts'pa:k], Westminster Abbey [, west-

minster'æbi], St Paul's Cathedral [sent, po:lz kə'θi:drəl], The Tower ['tauə], the Mall [mo:l], Buckingham Palace [, bʌkiŋəm 'pælis].

Task 2. In pairs, act out and translate the dialogue.

Dialogue

Nora: Daddy, where should we go first?

Philip: Well, now we are in Trafalgar Square. It's a good starting point for any tour of London. Trafalgar Square was laid out about a hundred and fifty years ago.

Nora: Look over there! I see a tall monument with a figure of a seaman on the top and guarded at the base by four bronze lions.

Philip: It's Nelson's Column. It is 185 feet high... Now we are going along Whitehall. That is Admiralty Arch on the right, and the broad road there is the Mall, leading to Buckingham Palace.

Nora: I want to see the Changing of the Guard. What time does it take place?

Philip: It is at 10.30. We must hurry up...

Nora: It's great! I like the bright colour of the red coat and white trousers of the Life Guards.

Philip: We will just leave the car for a while and walk along to Westminster Bridge. From the bridge we'll get the best view of the Houses of Parliament, stretching for about 1 000 feet. And the next point of our tour is Westminster Abbey. I believe you will enjoy visiting Westminster Hall.

Nora: I know it is the church where nearly all the kings and the queens were crowned.

Philip: Exactly so. And many famous people are buried there: Charles Darwin, Sir Isaac Newton, Charles Dickens.

Nora: Daddy, it's just twelve o'clock. In a moment or two we'll hear Big Ben. There it goes.

Philip: Oh, yes. It is the biggest bell in England.

Nora: Let's go to Hyde Park.

Philip: I am afraid you'll be too tired. That's enough for today. Are you hungry?

Nora: Yes, I am.

Philip: And I am awfully thirsty (ужасно хочу пить).

Nora: Let's go to a cafe and have a snack (перекусить).

Philip: I have a better idea. We'll go to the restaurant and have a substantial meal (основательно подкрепиться).

Task 3. . In pairs or groups, plan a tour of London. Describe your tour, explaining why the places are famous or interesting. (Use the information below and some extra information).

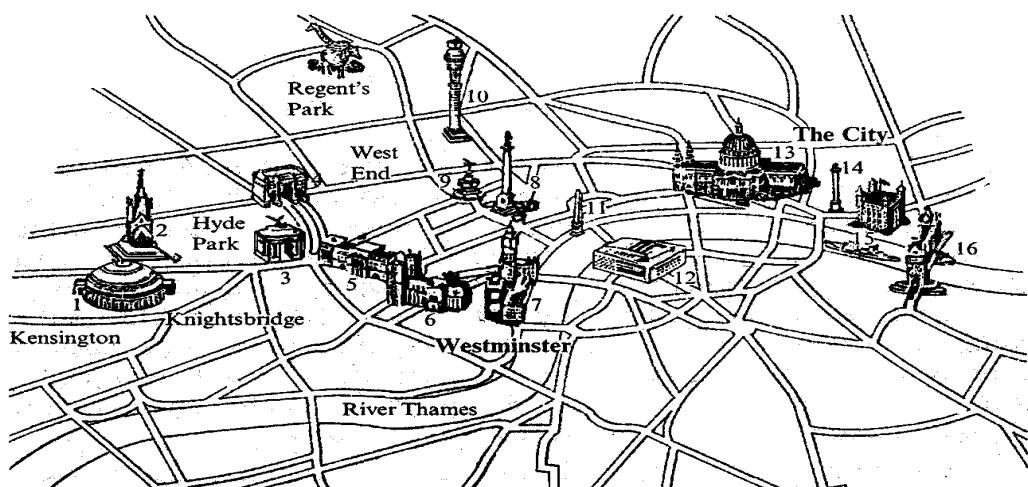
Use: We will start our tour ... From there we will go to ..., which is/where you can see ... After this, you will visit ... Finally, we will take a ride on the ...

Buckingham Palace has been the permanent London residence of the sovereign since Queen Victoria. It was originally a red brick mansion built for the Duke of Buckingham in 1703. The colorful ceremony of Changing the Guard takes place in the forecourt, and on the monarch official birthday the final marchpast after Trooping the Colours (торжественный развод караулов с выносом знамени) takes place outside the gates.

Tower Bridge is one of the London's famous landmarks. It was opened in 1894 and cost more than a million pounds. The electrical machinery lifts the bascules (подъёмные крылья) to permit the passage of large ships.

Tower of London was built by William the Conqueror to guard the Thames approaches. Apart from its permanent role of fortress it was a royal palace, a prison, a mint (Монетный двор), a treasury, an observatory until Greenwich was built in 1675, a museum. Nowadays, the Ceremony of the Keys which is centuries old taking place

A Tourist Map of London



- 1 Royal Albert Hall
- 2 Albert Memorial
- 3 Wellington Arch
- 4 Marble Arch
- 5 Buckingham Palace
- 6 Westminster Abbey
- 7 Houses of Parliament
- 8 Nelson's Column

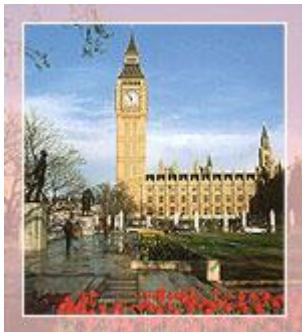
- 9 Statue of Eros
- 10 Post office Tower
- 11 Cleopatra's Needle
- 12 Royal Festival Hall
- 13 St Paul's Cathedral
- 14 The Monument
- 15 Tower of London
- 16 Tower Bridge

It is worth seeing



London's geographical centre is Trafalgar Square.

In the north of Trafalgar Square there is the National Gallery.

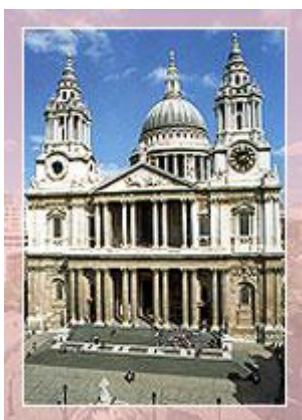


Walking a little further we come to Parliament Square.

Westminster Abbey is one side,



the Houses of Parliament is on the other.



All the principal streets of London lead to the City. Here you can see St. Paul's Cathedral, the largest Protestant church in England.

One of the beautiful bridges across the Thames is Tower Bridge.



From the bridge you can see the Tower

At the Restaurant

Waiter: Good afternoon. Have you got a reservation?

Philip: No. We'd like a table for two, please.

Waiter: You're welcome. Follow me, please. The table near the window is free now.

Philip: That's good.

Waiter: Here is the menu.

Philip: Thank you. What shall we have, Nora?

Nora: A three course meal, I suppose. Well, you choose.

Philip: Let's start with a salad, then chicken broth, fish and vegetables.

Nora: And don't forget the dessert. I'd like a chocolate ice-cream or something else.

Waiter: I would recommend you a fresh fruit salad with cream. It's delicious.

Philip: You've talked me into it.

Waiter: What would you like to drink?

Nora: I'd like some mineral water.

Philip: OK. A glass of mineral water for my daughter and a pint of bitter,* please.

Waiter: Of course, sir.

Philip: Did you enjoy your meal, Nora?

Nora: Oh, yes. I've had a really nice day today, Daddy!

Philip: Glad to hear it. The bill, please.

* a pint of bitter – пинта горького пива

Task 1. In pairs, act out and translate the dialogue.

Task 2. Find English equivalents for the following phrases. Learn them by heart.

Предварительный заказ; салат; куриный бульон; мороженое; вкусный; пиво;
Следуйте за мной; Вы уговорили меня; У меня сегодня замечательный день.

Task 3. Consult a dictionary. Translate the names of the dishes given below. Fill in the menu (page 143).

Prawn cocktail, smoked salmon, French onion soup, grilled steak, coke, apple-pie,

traditional roast beef with Yorkshire pudding and sauce, coffee, cheese cake, mutton chops, tomato soup, orange juice, fruit salad, baked turbot, sherry, soft drinks, whisky, champagne, crab salad, egg mayonnaise.

MENU

STARTERS		price (£)
MAIN DISHES		
Fish		
Meat		
DRINKS		
DESSERTS		

All the dishes are served with rice or creamed potatoes and two seasonable vegetables.

Task 4. Translate the following set phrases. Which of them do you agree with?

Think of situations to illustrate their meaning.

- I “Eat with pleasure, drink with measure, and enjoy life as it is.”
- II “I don’t live to eat, but I eat to live.”
- III “Life is too short to give up tasty food.”



Task 5. In pairs, act out three conversations:

- a) At the Hotel
- b) Sightseeing
- c) At the Restaurant (Cafe)

Before you read text 2

Exercise 1. Guess the meaning:

wax sculptures, was on very good terms with the royalty, execution, death masks, the victims of the guillotine, permanent exhibition.

Text 2 Marie Tussaud

Marie Tussaud is known for her wax sculptures and Madam Tussauds, the wax museum she set up in London. Her father was killed in the Seven Years' War and her mother, Anne Made, took her to Bern where she moved to work as a housekeeper for Dr. Philippe Curtius. Curtius was a physician, and was skilled in wax modelling, which he used to illustrate anatomy. He moved to Paris in 1765, starting work to set up a wax figure cabinet. Curtius taught Marie the art of wax modelling. She started to work for him and showed a lot of talent. She created her first wax figure of Jean-Jacques Rousseau in 1778. Other famous persons she modelled at that time include Voltaire and Benjamin Franklin.

In Paris, Marie became involved in the French Revolution. She met its important figures, including Napoleon and Robespierre. On the other hand she was on very good terms with the royalty.

However, she was arrested by the revolution on suspicion of royalist sympathies. In prison she awaited execution, but was saved for her talent in wax work and employed to make death masks of the victims of the guillotine, some of whom had been her friends. Among others, she made death masks of Marie Antoinette, Marat, and Robespierre. In 1795, Marie married Franz Tussaud.

In 1802 Marie Tussaud went to London. She established her first permanent exhibition in Baker Street in 1835.

Madam Tussaud's Wax Museum has now grown to become one of the major tourist attraction in London.

Exercise 2. Scan the text.

Exercise 3. Find sentences about:

- a) Marie's father
- b) her first wax figure
- c) French Revolution

Exercise 4. Develop the idea: "Marie Tussaud was happy, because ..."

BE READY

Write a composition on one of the following topics:

- 1) I Want to Visit London.
- 2) Advantages and Disadvantages of Living in Big Cities.
- 3) Places of Interest in London and in Moscow.

Words for help: 1) **History:** events, to take place, to be of historic value, to build, to destroy, to set on fire (сжечь), to be proud of, to be connected with, geographical position, trade, science, interesting.

2) **Streets:** wide, narrow, crowded, full of life, peaceful places (тихие места), curved (кривой), winding (извилистый), prospect, square, beautiful view, parks, avenues.

3) **Buildings:** tremendous, magnificent (величественный), a skyscraper (небоскрёб), shabby (убогий), ramshackle (ветхий), old, shops, restaurants, modern, old-fashioned, libraries, pubs, offices, theatres, cinemas, masterpiece (шедевр).

4) **Activities:** to work, to have a rest, to go sightseeing, to amuse oneself, to enter a university, to obtain knowledge, to do shopping, to go to restaurants, to try national dish, to visit casino, to practise English, to go by omnibus, to drive on the right (left).

Composition (example)

I Want to Visit London

I have never been to London. But it's my lifetime dream to visit this beautiful old city, full of historical associations. I read many books about Great Britain, its history and famous people. I'm also interested in historical novels by W. Scott. That is why it is interesting for me to imagine different events that took place in the past.

I know London has many faces: you can see crowds of people in Trafalgar Square or Piccadilly; many fashionable hotels, shops, restaurants, parks and theatres in the West End. On the other hand the East End is a district of docks, factories, small shabby houses and narrow streets. Magnificent

skyscrapers of modern architecture can be combined with old English ceremonies such as the Ceremony of the Keys which is centuries old.

Most of all I'd like to see St. Paul's Cathedral. It is in the West End of London. This masterpiece designed by Sir Christopher Wren, was built at a cost of £1 000 000

The Whispering Gallery which is over 100 feet above the floor of the Cathedral, is remarkable for its acoustics. A person standing at the entrance of the Gallery can hear clearly what is said on the opposite side, 107 feet away.

London is full of things to see and do.

❶ Задание на аудирование

1. Перед прослушиванием текста познакомьтесь со словами и фразами:

citadel – крепость

mint – монетный двор

link – звено

It is still guarded ... – Она до сих пор охраняется

Anne Boleyn – Анна Болейн (вторая жена Генриха VIII)

the Bloody Tower – Кровавая башня

2. Прослушайте текст дважды и выполните тест.

Test

Choose the correct variant.

1. This text is about:

- a) The Tower Bridge; b) St. Paul's Cathedral; c) The Tower of London

2. First it was built as:

- a) kings' residence; b) a citadel; c) the government seat

3. It was built by:

- a) Christopher Wren; b) William the Conqueror; c) Norman invaders

4. It was built in:

- a) the 11th century; b) the 10th century; c) the unknown century

5. It was the witness of:

- a) kings' wedding ceremonies; b) kings' negotiations; c) kings' beheading

6. Nowadays it is:

- a) a museum; b) a royal residence; c) a treasury

7. It is still guarded by Yeomen Warders, who wear:

- a) a traditional 16th century uniform; b) a traditional 15th century uniform; c) a traditional 17th century uniform

Exercise 1. Compare the sounds and read the words correctly.
brain – say – tale; speech – which – teach; load – gold – pork; shook – wood – cloud
– fruit; tower – flower – our; mount – moist – pound – moon.

Образование прилагательных с противоположным и отрицательным значением

un – распространённая приставка *E.g. unbreakable*

in – часто встречающаяся приставка *E.g. expensive - inexpensive*

in – не употребляется как приставка перед словами, которые начинаются с *m, p, l, r*

im- – употребляется с некоторыми прилагательными, начинающимися с *m, p*

E.g. possible – impossible; moral – immoral

il – употребляется с некоторыми прилагательными, начинающимися с *l*

E.g. legal – illegal

ir – употребляется с некоторыми прилагательными, начинающимися с *r*

E.g. regular – irregular

Exercise 2. Give the antonyms for the following words using negative prefixes:

friendly –

mortal –

married –

visible –

usual –

perfect –

logical –

real –

responsible –

popular –

happy –

Многофункциональные слова «that», «one», «as»
that

местоимение	союз, часть усилит. конструкции	слово-заместитель
1) указательное 2) относительное	Присоединяет придаточные предложения.	Заменяет имя существительное. Имеет форму мн. числа (those).
1) This is new equipment, <u>that</u> is old. (Это – новое оборудование, а то – старое). 2) I saw the book <u>that</u> you need. (Я видел книгу, которая тебе нужна).	Mendeleev was sure <u>that</u> the missing elements would be found. (Менделеев был уверен, что недостающие элементы будут найдены). It is his experiment <u>that</u> influenced the science. (Именно его эксперимент повлиял на науку).	This livestock department is much bigger than <u>that</u> on the farm “Rassvet”. (Это помещение для скота намного больше, чем в хозяйстве «Рассвет»)

one

количественное числительное	слово-заместитель	формальное подлежащее
Переводится: «один».	Заменяет исчисляемое сущ. в ед. числе. Имеет форму мн. числа (ones). На русский язык может переводиться существительным, которое замещает, или вообще не переводится.	Выступает в качестве подлежащего безличного предложения. Ставится чаще всего перед модальным глаголом. На русский язык не переводится.
I need only <u>one</u> pencil. (Мне нужен только один карандаш).	The right hand is usually stronger than the left <u>one</u> . (Обычно, правая рука сильнее левой (руки).	<u>One</u> can see a beautiful garden in this part of London. (В этой части Лондона можно увидеть прекрасный сад).

to be at one with smb. (smth.) – быть заодно, быть в единении

Exercise 1. Translate the sentences paying attention to “that”, “one”.

- 1) This farm is more profitable than that one.
- 2) Sam's just heard that one of his houses has caught fire.
- 3) That room was much better than this one.
- 4) These books are boring, I need some new ones.
- 5) One mustn't smoke here.
- 6) I know that you will go there.
- 7) The freezing point of water on the Centigrade scale is 0° and that on

the Fahrenheit scale is +32°. 8) I'm sure that she will enjoy travelling. 9) There is one student in the classroom. 10) One can take those bicycles to ride in the mountains. 11) That trip around England was very exciting. 12) All the castles and museums that we have seen are of great historical value. 13) I think his best poems are his early ones. 14) The breed of sheep that is developed by farmers in Yorkshire is more productive than that of other regions. 15) Have a glass of juice. – Thank you, I have already got one. 16) I've always wanted a CD player and I've just saved enough money to buy one. 17) One morning I was sitting at my desk when a policeman knocked at my door. 18) He said that the teacher would ask him at the next lesson. 19) One should follow the doctor's advice. 20) One in three people in developing nations is unable to find enough to eat. 21) The earth's supply of nonrenewable resources – those that cannot be regenerated – is limited. 22) A weekend in the country, when you can feel at one with nature, will be useful for you. 23) Show me the water that was used in the first experiment. 24) One never knows what his answer may be. 25) I've lost my pen. I'll buy a new one. 26) One should always inspect a tractor or any other farm equipment before he turns it on. 27) No one could see him.

as

как, в качестве	по мере того, как (в то время, как)	так как, поскольку	составляет (ют), столько – сколько, всего, целых	так (ой)же, как и
He works as a designer.	As he was driving a car he thought of his mother.	She can't come as she is ill.	The outer and inner walls of the house are as thick as 5 cm.	He plays tennis as well as a sportsman.

as if – как если бы; **as well (as)** – также (как и); **as for** – что касается; **as far as** – насколько

Exercise 2. Translate the sentences.

- 1) At present plastics as well as metals are widely used in different branches of industry.
- 2) The most interesting places such as St. Paul's Cathedral and Madam Tussaud's Museum of Waxworks will always attract tourists' attention.
- 3) The advance in the science of physics in the 19th century was as great as in other spheres of human activity.
- 4) As you see my house is rather small.
- 5) As time passed the castle became old and deserted.
- 6) As for me, I wouldn't advise this.
- 7) As far as I know he lives not far from here.
- 8) It is as cold in January as in December.
- 9) The film is not so interesting as the book.
- 10) My cat is as white as snow.
- 11) I won't go out as it is going to rain.
- 12) As I felt tired, I went to bed early.
- 13) As they live nearby, we see them very often.
- 14) I saw Peter as I was getting off the bus.
- 15) Turn off the light as you leave, please.
- 16) Just as I sat down the phone rang.
- 17) Do it as soon as you can.
- 18) As I mentioned in my last letter, I'll be back in London in June.
- 19) Helen worked as a guide.
- 20) During the war this building was used as a hospital.
- 21) The house looked as if nobody lived in it.
- 22) You look as if you haven't slept for several days.
- 23) I

don't like Norman, because he talks as if he knew everything. 24) Ring me up as soon as you can. 25) Londoners don't think of London as "a city", but as a number of cities and villages that have grown together. 26) As for me I prefer big cities to towns. 27) In Britain as many as thirty million newspapers are sold every day. 28) The distance from the Sun to the Earth is as great as 150 million kilometers. 29) As for me I've never been to London before.

MODAL VERBS

Модальные глаголы

В английском языке существует особая группа глаголов, которые называются модальными. Они не обозначают действия, а выражают отношение к нему, т.е. возможность, вероятность, или необходимость совершения действия. Это: **can** (могу, умею: умственная и физическая способность; возможность, обусловленная обстоятельствами; разрешение), **may** (могу, смею: разрешение, – можно), **must** (должен, необходимо: обязательство; в отрицат. предложениях запрет – нельзя), **should** (следует: совет), **ought to** (необходимо, обязан), **don't have to** (не нужно, нет необходимости не обязательно). У модальных глаголов есть ряд характерных особенностей: 1) они не имеют личных форм – инфинитива, герундия, причастия; 2) не имеют формы будущего времени (гл. **must**, **should**, **ought to** не имеют форм прошедшего времени); 3) они не изменяются по лицам и числам, т.е. в третьем лице ед. числе к ним не прибавляется окончание **-s**; 4) после них не ставится частица **to** (за исключением **ought to**). 5) они не являются самостоятельным членом предложения, а вместе с инфинитивом образуют составное глагольное сказуемое; 6) в вопросительных и отрицательных предложениях они занимают место вспомогательного глагола; 7) у модальных глаголов есть эквиваленты, имеющие то же самое значение.

I can play the piano. Can you play the piano? – Yes, I can / No, I can't (cannot). You may come in. May I come in? – Yes, you may / No, you mustn't* (нельзя). He must go there. Must he go there? – Yes, he must. / No, he needn't* (нет необходимости).

* Обратите внимание на то, как меняются глаголы в некоторых кратких ответах для точной передачи смысла.

Modal verb and its equivalent	Present	Past	Future
can to be able to	I can swim well.	I could swim well.	I will be able to swim well.
may to be allowed to	I may take this book.	I was allowed to take this book.	I will be allowed to take this book.
must/should (ought to) to be to, to have to	I must help my brother. You should come in time.	I was to help my brother. I had to rewrite the test.	I will have to help my brother. I will have to rewrite the test.

Модальные эквиваленты могут употребляться также в настоящем времени наравне с модальными глаголами. **E.g. I have to help my brother.**

Exercise 1. Choose the variant that fits the sentence best: can (can't), may (not), should (not), must (not).

- 1) I (надо) water my roses.
- 2) We (можем) go sightseeing because the weather is fine.
- 3) You (нельзя) cross the street here.
- 4) He (мог) see lots of interesting things in London.
- 5) If you have done the work you (можешь) go home.
- 6) (можно) I take this pen?
- 7) (можешь) you translate this text without a dictionary?
- 8) One (невозможно) see anything from this window.
- 9) You (нельзя) smoke here.
- 10) What (могу) I do for you?

Exercise 2. Translate the sentences with a) modal verbs; b) modal equivalents.

- a) 1) We must use new methods in our research work. 2) Thanks to your help we could see the most interesting places in London. 3) Thank you, you may go now.
- 4) We cannot use another fertilizer at our experimental plot. 5) Warm winds from the Atlantic can easily penetrate British Isles. 6) May I use your phone? 7) You shouldn't neglect your duties. 8) We must take two exams. 9) He should learn to be more polite. 10) I think you ought to make more time for yourself to relax.
- b) 1) She was to prepare a report on biology. 2) Romans had to build many roads in early Britain. 3) She will be allowed to watch the new project before the conference. 4) They are to study various natural phenomena and to make all kinds of observations. 5) They were allowed to occupy the laboratory in the morning. 6) She is able to correct my project. 7) He had to book the room beforehand. 8) The conference will take place in our largest hall; therefore we shall be able to invite many people. 9) These questions had to be discussed at the last meeting.

Exercise 3. a) Put general questions to the sentences. b) Make the sentences negative.

- 1) I may borrow his pen.
- 2) We can try this new method.
- 3) She must go to Moscow.
- 4) You should visit the Tate Gallery.
- 5) They may go home.

Exercise 4. Put the following sentences into the Past and Future tense using the necessary equivalents of the modal verbs.

- 1) My friend can do this work himself.
- 2) You must be there.
- 3) This young man cannot take part in our meeting today.
- 4) We must hurry up to catch the train.
- 5) Mary may take my car today.

Exercise 5. Complete the sentences using modal equivalents.

- 1) The meeting ... to begin at 5 o'clock. Don't be late.
- 2) A device is a "clever" machine which ... to solve some mechanical problems.
- 3) ... you ... to do it yourself, or shall I help you?
- 4) Mike ... to come to the check in on time.
- 5) My son ... not ... to come to the stadium yesterday, as he had much work.
- 6) The conference on biology ...

cal plant protection means ... to take place next month. 7) I ... to return home because I had left my bag there. 8) You ... to prune these bushes now. 9) Tomorrow I ... to stay at home.

Exercise 6. Translate the sentences using modal verbs and their equivalents.

1) Я умею выращивать розы. 2) Он смог перевести этот текст. 3) Ты можешь говорить по-немецки? 4) Никто не мог мне помочь. 5) В будущем году мы сможем побывать в Лондоне. 6) Можно мне войти? 7) Туристам разрешается трогать все экспонаты. 8) Мне не разрешили взять эту книгу из читального зала. 9) Здесь нельзя курить. 10) В Манчестере можно увидеть старейший английский аэропорт. 11) Мне не нужно идти в институт сегодня. У меня практика.

Некоторые особенности перевода модальных глаголов.

Как было отмечено выше, помимо основного значения некоторые модальные глаголы могут иметь второе значение, которое не распространяется на их эквиваленты.

модальный глагол	значение	примеры и перевод
can (could)	1) способность, умение; 2) предположение, сомнение	1) I can speak English. (Я умею разговаривать по-английски). 2) It can snow. (Возможно, пойдёт снег).
may (might)	1) возможность, разрешение; 2) предположение, сомнение	1) May I come in? (Можно мне войти?) 2) It may rain. (Возможно, пойдёт дождь)
must	1) необходимость; 2) предположение, уверенность	1) She must work hard. (Ей приходится упорно работать). 2) This must be your coat. (Должно быть, это Ваше пальто).

Exercise 7. Translate the sentences.

1) Originally, the Earth's temperature must have been extremely high. 2) She may be at home. 3) It can be stopped. 4) She must be late. 5) She must have been late. 6) They can come soon. 7) The weather may change. 8) It must be very interesting. 9) They must be still working. 10) It can be quite cold here at night. 11) 2000 dollars for that old car? You must be joking!

LESSON 3

Task 1. Answer the questions.

- 1) What is the official name of the USA?
- 2) How many states are there in the country?
- 3) What oceans is the country washed by?
- 4) Is the climate of the US homogeneous (однородный, равномерный)?
- 5) Who is the head of the state in the country?
- 6) What is its capital?
- 7) What do you know about the American flag?

Task 2. In groups, explain why America is called the “Melting pot” (плавильный котел). Use the following facts:

It is estimated statistically that some 20 mln people in the United States may have some Indian blood.

The United States has often been called “a nation of immigrants”.

The United States is one of the few countries that has no “official” language. English is the common language by use, but it is not the national language by law.

Any person born on American soil automatically has the right to American citizenship. **Begin with: «It is called so because ...»**

Task 3. Memorize the following words and word combinations.

1. **to imagine** [i'mædʒin] – представить, вообразить
2. **to pass** [pa:s] – пройти, преодолеть
3. **to appoint** – назначать на должность
4. **wood** [wud] – лес
5. **crowded** [ˈkraudid] – многолюдный
6. **approach** [əˈprəutʃ] – подход, отношение
7. **to make comparisons** [kəmˈpærɪsnz] – сравнивать
8. **branch** [bra:ntʃ] – отрасль, ветвь **legislative** [ˈledʒislətiv] **br.** – законодательный орган; **executive** [ɪg'zekjutɪv] **br.** – исполнительный орган; **judicial** [dʒu(:)ˈdiʃəl] **br.** – судебный орган
9. **superpower** [ˈsju:pər, ˈrauə] – сверхдержава
10. **to represent** [, reprɪ'zent] – представлять, символизировать
11. **to belong** [bi'lɔŋ] – принадлежать, относиться
12. **The Supreme** [sju(:)ˈpri:m] **Court** [ko:t] – Верховный Суд
13. **Checks and balances** [ˈbælənsɪz] – сдержки и противовесы

14. **to veto** [ˈvi:təʊ] – наложить вето
15. **to keep smb. (or smth.) from smth.** – сдерживать, не давать кому-то сделять что-либо
16. **to have power** – иметь власть, полномочие
17. **judge** [dʒʌdʒ] – судья
18. **to approve** [əˈpru:v] – одобрять; ant. **to disapprove**
19. **processing** [ˈprəʊsəsɪŋ] – переработка
20. **labour-saving machines** – рационализаторское оборудование
21. **to fall into (fell, fallen)** – делиться, распадаться
22. **skyscraper** [ˈskaiskri:pə] – небоскрёб
23. **to overlap** [, əuvəˈlæp] – совпадать, накладываться
24. **to gain** [geɪn] – приобретать
25. **to make laws** [lo:z] – составлять законы
26. **to refuse** [riˈfju:z] – отказать(ся)
27. **to fund** [fʌnd] - **to provide funds** – финансировать
28. **freezing** [ˈfri:zɪŋ] – заморозка (продуктов)
29. **canning** [ˈkæniŋ] – консервирование
30. **packaging** [ˈpækɪ dʒ ɪŋ] – упаковка
31. **to abolish** [əˈboliʃ] – отменять, упразднять
32. **expenditures** [iksˈpendɪtʃəz] – затраты, расходы
33. **stock exchange** – фондовая биржа
34. **international trade** – международная торговля

Task 4. Translate the following words without a dictionary. Read themy.

Congress [ˈkoŋgres], colony [ˈkoləni], to limit [ˈlimit], compromise [ˈkomprəmaiz], prairie [ˈpreəri], time zone, to occupy [ˈokjupai], original [əˈri:dʒənl], federal [ˈfedərəl] state, price [prais], consensus [kənˈsensəs], marketing [ˈma:kɪti].

Task 5. Make up pairs of synonyms:

to abolish, to comprise, a rock, a branch, to refer, to veto, to admit, a field, due to, free, to include, a mountain, to belong, to approve, governed by, because of, headed by, independent, vast, big.

Task 6. Translate the pairs of words:

to understand – to misunderstand; fortune – misfortune; to like – to dislike; to approve – to disapprove; advantage – disadvantage; necessary – unnecessary; real – unreal; legal – illegal.

Task 7. Make up word combinations.

to gain	a law
to fall	several time zones
federal	understanding
to occupy	gun sales
a method	into six farm belts
to veto	government
to approve	of freezing and canning

Task 8. Translate the sentences.

1) Imagine that you are in California. 2) Large ships cannot pass when the bridge is put down. 3) The territory of the country occupies several time zones. 4) Nick has always dreamt of travelling to the American prairies. 5) Thirteen stripes on the American flag represent thirteen original states that became free. 6) English is the common language by use, but it doesn't belong to "the official national language". 7) Agriculturally the USA falls into six zones, some of which overlap. 8) Chicago is full of skyscrapers. 9) The Constitution specifies the powers and duties belonging to the states. 10) Congress can refuse to provide funds requested by the President. 11) The courts have the power to determine the constitutionality of all acts of Congress.

Task 9. a) Insert the proper words.

- 1) A general agreement, a collective or group opinion is called ...
- 2) The branch of government that makes decisions in legal cases and on the constitutionality of laws is ...
- 3) To abolish something is ...
- 4) A farm building for storing crops or keeping animals is ...
- 5) To preserve food in a sealed can means ...
- 6) An area of land settled or conquered by a distant nation and controlled by it is called ...
- 7) To provide money for something is ...
- 8) To coincide partly means ...

(For help: to overlap, a colony, consensus, to fund, the judicial branch, to veto, a barn, to can)

b) Now it's your turn to explain the meanings of the following terms and phrases:

private business; free enterprise system; a shift from agriculture to industry; a leading producer; a major consumer of resources.



Task 10. Act out and translate the dialogue.

- Could you explain the meaning of the phrase “checks and balances” in the American government system?
- Certainly. It is a system of limiting the power of the three branches of government by having each branch control and balance the power of the other two.
- As far as I understood, each branch is aimed at controlling the others.
- You’re right. This is for keeping any branch from gaining too much power.
- I see.
- Let me illustrate it. The legislative branch consists of Congress which has two parts: the House of Representatives and the Senate. Congress has the power to make laws.
- But the President, as the head of the executive branch, may veto any act of Congress.
- In its turn, Congress can refuse to provide funds requested by the President.
- Right. The President has the power to name all federal judges.
- But they must be approved by the Senate.
- The courts have the power to determine the constitutionality of all acts of the Congress and presidential actions.
- So, as we see the system of checks and balances makes compromise and consensus necessary.

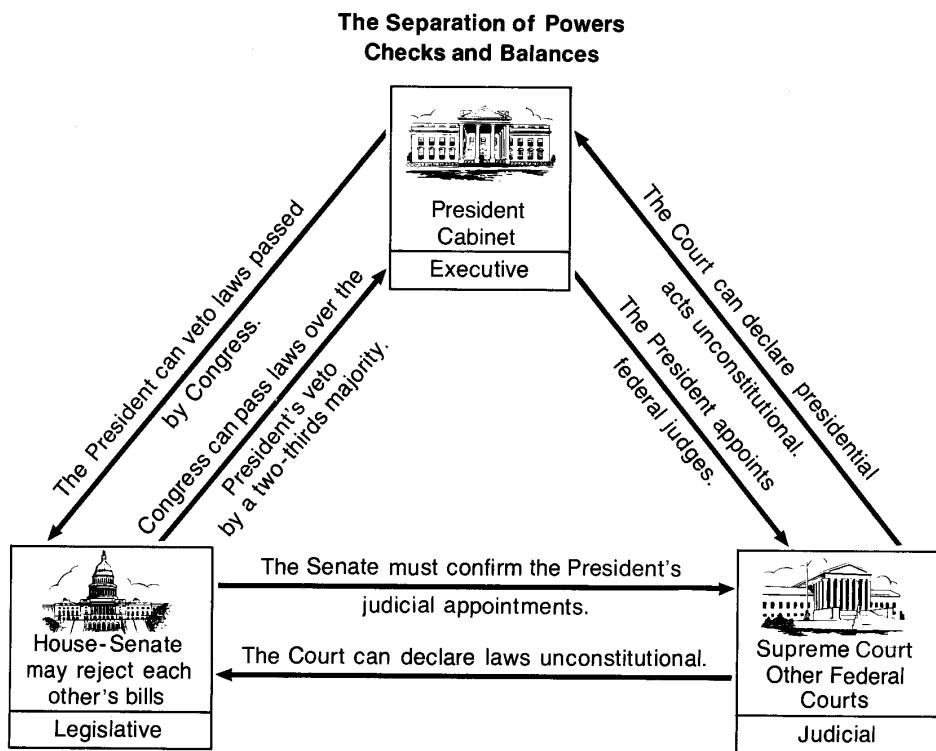
Task 11. Look at the picture. Using the dialogue describe the system of government in the USA.

Compare

Great Britain	The USA
<ul style="list-style-type: none">• has the Queen and a Prime Minister.• The Prime Minister is a member of Parliament.• Each political party chooses a leader. The leader of the party which wins the election becomes Prime Minister.	<ul style="list-style-type: none">• has a President.• The President is separate from Congress.• The people choose their President in an election. There is a presidential election every four years.

Answer the question: Is the political system in your country like the one in Britain? Or is it more like the American system?

List the things which are the same and the things which are different?



Text 1 The USA

The United States of America is a vast country. It is the fourth largest country in the world. Imagine that we wanted to cross England, for instance from Liverpool to London, but had to pass through four time zones, go over three continental mountain ranges, cross literally hundreds of rivers and spend days on the vast flat prairie lands. We would drive past hundreds of lakes, woods, farms and ranches, large cities with their millions, and small towns that are just spots in the middle of the road. We would go through the world's most productive agricultural regions, and crowded industrial centres. There is one common approach to make distance comparisons: "San Francisco is about as far away from New York City – some 4 500 kilometers – as Paris from Baghdad."

The USA occupies the central part of the North American continent. The total area of the country is about 9 809 000 square km. The population is 241 000 000 people. The country is washed by three oceans: the Arctic, the Atlantic and the Pacific. The USA is known to have many lakes, with the Great Lakes included. There are also many rivers in the country, the longest of them being the Mississippi, the Missouri, the Rio Grande. The highest mountains are the Rocky Mountains and the Cordillera.

The climatic conditions are rather different. The US is rich in oil, gas, iron ore, various metals. Due to this fact different branches of industry and agriculture are highly developed.

Officially, the country comprises 50 states and one District of Columbia.

Once the USA was an English colony. In 1776 13 states became independent after a long and tough struggle. The Constitution was written in 1787.

The flag of the United States is called “Stars and Stripes.” The 50 stars represent the 50 states, and the 13 stripes represent the 13 original English colonies which became free.

The USA is a federal state headed by President. According to the US Constitution the powers of the Government are divided into 3 branches: the legislative power (belongs to Congress); the executive power (belongs to President and his Administration); the judicial power (belongs to the Supreme Court and the system of Federal and district courts).

Exercise 1. Read and translate the text.

Exercise 2. Read the words correctly.

San Francisco [sænfrən'siskəʊ]; Paris [pærɪs]; Baghdad [bæg'dæd]; Arctic [a:ktik]; Atlantic [ət'læntik]; Pacific [pə'sifik]; Mississippi [misi'sipi]; Missouri [mi'zuəri]; Rio Grande [ri:ə'grændi]; Cordillera [ko:di'jeira:]; Columbia [kə'ləmbiə].

Exercise 3. Find in the text the sentences with the Infinitive and Participle constructions. Identify the type of the constructions.

Exercise 4. Complete the plan to the text.

I Introduction

II ...

III Climate

IV ...

V ...

Exercise 5. Find in the text antonyms for the words:

small, figuratively, nights, hill, particular, excluded, the shortest, similar, irrespective of, dependent, monarchy, are united.

Exercise 6. Compare two countries: Russia and USA. Complete the chart.

Country	Russia	USA
Land area		
Population		
Capital		
Geographical position		
Physical characteristics (mountains, lakes, rivers)		
Climate		
State system		

Exercise 7. Write an annotation to the text.

Text 2

The US Economy

The United States is rich in natural resources, the main ones being iron, coal and oil. The nation produces more than 100 million tons of iron a year. Four fifth of the ore mined in the country comes from the Great Lakes region. Most of the coal mined is used by power stations to produce electricity. Coal is also used in the chemical industries for the manufacture of plastics and other synthetics. The production, processing and marketing of such oil products as petrol (called “gasoline” or “gas” in the USA) make up one of America’s largest industries.

The basic metals and minerals mined in the United States are zinc, copper, silver. Some of the main crops are wheat, maize, cotton, tobacco and fruit. Cattle-breeding and pig-breeding are the most important branches of the US agriculture. To make farmers’ work more productive scientific methods of farming are employed and modern techniques of freezing, canning and packaging farm products are used.

The United States is a highly industrialized country with various branches of heavy industry prevailing, namely, the mining, metallurgical, automobile and chemical industries as well as engineering and computer technologies. Many branches of light industry are also developed; among them are the textile, food industries. Great emphasis is made on the use of labor-saving machines. New industries are created as new discoveries are made in physics, chemistry and other sciences. Americans pay great attention to management training. The leading US exports are industrial machinery, electronic equipment, textiles, grain, iron, coal, oil products and chemicals.

Exercise 1. Read and translate the text.

Exercise 2. Find in the text and write down all the words connected with: 1) industry; 2) agriculture; 3) science.

Exercise 3. Complete the sentences.

- a) The United States of America is rich in natural resources such as ... b) The USA is a highly industrialized country with various branches of heavy industry, namely ...
- c) The leading exports are ... d) The main crops grown in the country are ... e) In the USA they breed ...

Exercise 4. In pairs, discuss the state of the US economy and the reasons for its success.

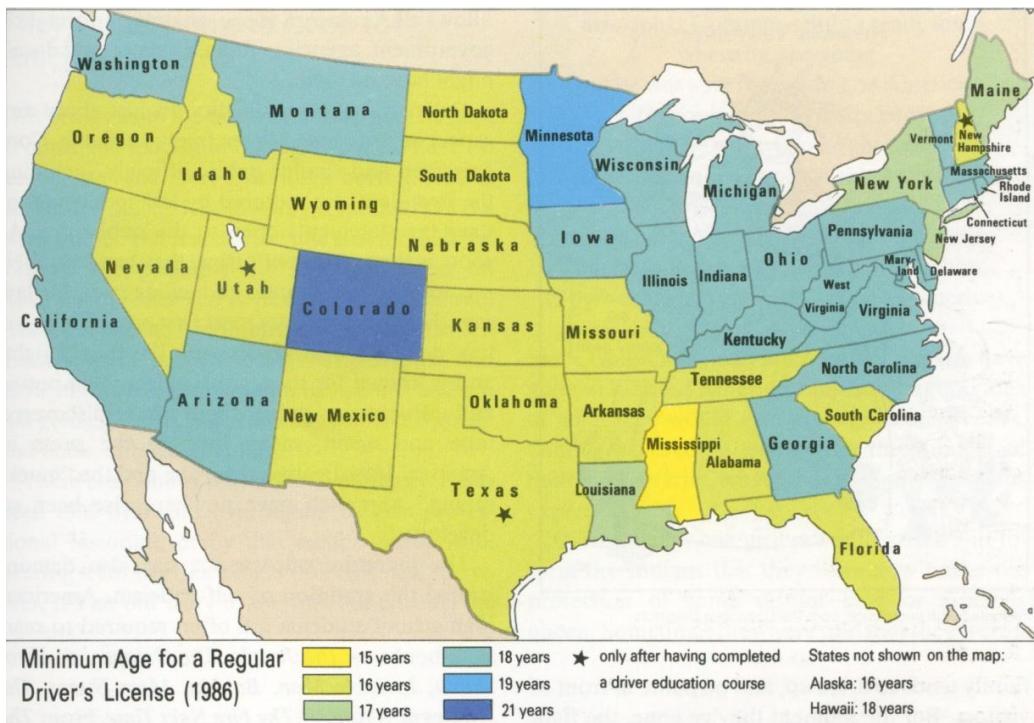
Key words for your dialogue:

The main branches, is rich in ..., heavy (light) industry, in the past few years, there is a tendency, a labor-saving machine, great expenditures directed to the development of science, to make great emphasis on ..., the leading exports.

Use the speech patterns: You see ... (Видишь ли ...); I’d like to add smth. to your words. (Мне бы хотелось добавить к тому, что Вы сейчас сказали); I’m

afraid I don't know. (Боюсь, я не знаю); Looks like that. (Похоже на то); Is it true that ...? (Верно ли ...?)

Exercise 5. Retell the text.



United but ...

The 50 states are “united”, but each individual state also has a lot of independence. Each state has a constitution, a governor and a senate. Each state has some laws which are different from other states. Many parts of the government are in the hands of the state: schools, hospitals, prisons, the police.

Look at the map of the USA . Do you know the names of all the states? Compare the rules concerning the minimum age for a regular driver's license in different states. Which of them are the same as those of your country?

1) Complete the chart.

State	Nickname	Largest city
Louisiana	The Pelican State	
Illinois	The Prairie State	
Florida	The Sunshine State	
Texas	The Lone Star State	
Michigan	The Wolverine State	
California	The Golden State	

For help: New Orleans, Los Angeles, Detroit, Chicago, Jacksonville, Houston.

The US Population

Exercise 1. Before reading Text 3 translate the sentences. Try to understand the meaning of the underlined words without using a dictionary.

- 1) Most countries take a census every ten years or so in order to count the people and to know where they are living.
- 2) A person's race is partly determined by skin color and type of hair as well as by other physical characteristics.
- 3) A country with a growing population is a country which is becoming more populous.
- 4) The majority of the US population is of European origin.
- 5) Black people make up over 50% of the population of some American cities.
- 6) A city whose population increases, but whose area stays the same becomes more densely populated.
- 7) The use of antibiotics has greatly decreased the death rate throughout much of the world.
- 8) A country whose birth rate is higher than its death rate will have an increasing population.
- 9) On the average women have a longer life span than men do.

Text 3 **The Population of the USA**

The most recent census reveals that the present US population is 241 000 000 people. This makes the United States the fourth most populous country in the world. The census divides the population into four groups by race and origin: white, black, Hispanic, and others. The largest group, white, is (or comprises or makes up) 79% of the population. 10% of the population is black. 6% of the population is Hispanic. The remaining 5% consists of people of other races.

This census also shows that the East Coast is the most densely populated portion of the country, including five of the ten most populous states (New York, Pennsylvania, Florida, New Jersey, and North Carolina). The West, although the least densely populated, includes the most populous state California.

Three of the ten most populous states are located in the Midwest, and Texas is the third most populous state.

The average age of the US population is 31.5, a figure which has been increasing steadily in recent decades. This increase is due to two factors: a declining birth rate and an increasing life span. It was also stated that there are about 95 men for every 100 women in the population.

Exercise 2. Scan the text and define its topic.

Exercise 3. Find sentences about:

- a) the groups of population;
- b) the most densely populated part of the country;
- c) the reason(s) for the growth of the average age of the USA population.

Exercise 4. Collect similar data about population of your country.

Text 4

The Agriculture of the United States of America

While its industrial and technological skills are well known, the United States is also the world's leading agricultural nation. America is by far the biggest supplier of grains, growing about 20% of the entire world's wheat, corn (maize), oats. Similarly, American farmers and ranchers are responsible for 14% of the world's dairy products, 17% of all its meats, 27% of its vegetable fats and oils, and over 60% of its soybeans. This is surprising, because America's share of the world's land that can be used for farming is less than 8%, and because only a tiny proportion of America's total population (less than 3%) is involved in agriculture.

A problem facing America's farmers is, in fact, that they produce much more food and agricultural products than ever before. The agricultural output has increased more rapidly than the demand. This has lowered the price of agricultural products, and some farmers who bought more land or equipment when prices were higher are now in difficulty.

The USA falls into six agricultural belts, some of which overlap. Beginning in the Carolinas and stretching across the southern states to Texas is a broad band known as the cotton belt. Beginning in Texas and running north through Minnesota to the Canadian border is the wheat belt. In a band just below the Great Lakes and covering most of the North Central states, the concentration is on the corn production. In the southern part of this belt corn and wheat are produced in large quantities. Although beef cattle are bred in every state, the line drawn from Brownsville, Texas, to the tip of Lake Superior would run through the areas of the greatest concentration. The area of hog production is in Iowa and the surrounding states. The greatest concentration of dairy farming is in the eastern North Central states.

America has become one of the leading industrial and agricultural nations in a very short time. What are the reasons? One reason, obviously, is its size and natural resources. The other one is the constant willingness to experiment, combined with the desire to find new solutions to old problems. Moreover, a considerable increase in farm output was achieved by the use of modern farm machinery and scientific farming methods. Other factors include improved fertilizers, disease-resistant varieties, better methods of crop rotation and scientific livestock breeding.

Exercise 1. Read and translate the text.

 **Exercise 2. In pairs, agree or disagree with the author's idea: "The USA is the world's leader in agricultural production."**

Use the speech patterns:

I'm afraid I don't know. (Боюсь, что не знаю.)

If I'm not mistaken... (Если я не ошибаюсь.)

Most unlikely. (Мало вероятно.)

I suppose so. (Полагаю, что так.)

 **Exercise 3. Working with the table describe the US agriculture.**

US AGRICULTURE

produces	employs	falls into	is based on	faces the problems
20% of all the world's...	less than 3% of the population	cotton belt corn belt beef cattle belt pig-breeding belt wheat belt dairy-farming belt	science and scientific methods good resources modern machinery willingness to experiments	too much food ▼ too low prices on farm products ▼ farmers are working at a loss
60% of all the worlds...				
14% of all the world's...				
17% of all the world's...				
27% of all the world's...				

 **Exercise 4. Suppose you are planning to go to the USA for farm training. What aspects would you like to study first? Write a letter to an organization dealing with students training programs.**

Use the phrases:

We have seen your advertisement in ... (Мы видели Ваше объявление в ...)

Please inform us (or: We ask you to inform us) (Пожалуйста, сообщите нам ...)

We are very interested in ... (Мы очень заинтересованы ...)

We suggest that you send us ... (Просим Вас выслать ...)

We would like you to advise us of the discounts that you provide. (Просим Вас сообщить нам о скидках, которые Вы предоставляете).

We are particularly interested in ... (Нас особенно интересует (ют) ...)

We trust to receive an early reply. (Надеемся получить скорый ответ).

If you require further information ... (Если Вам потребуется дополнительная информация ...)

to arrange (устроить, организовать)

to come with the purpose of ... -ing (приехать с целью ...)

terms (условия)

above-mentioned (выше указанный)

to consider (рассмотреть)

to settle (согласовать)

the exact day and time (точная дата и время)

You will find enclosed ... (в качестве приложения к письму Вы найдете ...)

Text 5
Washington D.C.

Washington D.C. is known to be the capital of the United States. It is sometimes called the heart of America because it is the centre of its government. The capital was

named after the first president George Washington. It was founded in 1790. It is situated on the Potomac River in the District of Columbia. Washington is not the largest city in the country. Its population is only 900 000.

There are a lot of long wide avenues, gardens, beautiful parks in Washington. But there are no skyscrapers. The White House is much written about. It's President's residence. All American presidents except George Washington lived there. It was built in 1799.

Washington is a large scientific and cultural centre. Big institutes and universities are located here. One of the most famous buildings is the Pentagon. It is known as the residence of the US Military department. It is situated to the South of Potomac.

Why is the White House white? For us to know it there is a historic event dated to 1812. We know England to have been at war with America at that period of time. The British captured the city and some of the buildings, including President's House, were set on fire. In 1814, for the marks of the fire to be hidden, the brown stone walls of President's home were painted white – and it has been the "White House" ever since.

Exercise 1. Scan the text.

What is unusual about Washington as a capital city?

Exercise 2. Agree or disagree with the statements. Find support in the text.

1) Washington is the capital of the USA. 2) It is the largest city in the country. 3) It was founded in 1799. 4) The White House was built in the 18th century. 5) All American presidents lived in the White House. 6) The White House is a skyscraper. 7) In the 19th century the White House was set on fire.

Discuss the following questions:

- 1) What are the fundamental principles of the American system of government? Point out its advantages and disadvantages.
- 2) Explain the functions of the different branches of the US government. Compare them with those in your own country.
- 3) What factors have contributed to America's becoming the leading economic and agricultural nation?

Задания на аудирование

1. Перед прослушиванием текста познакомьтесь со словами:

It was founded (был основан); at the mouth of ... (в устье); numerous skyscrapers (бесчисленные небоскребы); modern Babylon (современный Вавилон); vehicle (машина); to encircle (окружать); traffic route (маршрут, дорога); for a handful of trinkets (за горсть безделушек)

2. Прослушайте текст дважды и заполните пропуски.

Text

New York is one of ... the (1) cities in the world. It was founded ... (2) years ago at the mouth of the Hudson ... (3).

The centre of New York is ... (4) Island. In ... (5) it was bought from ... (6) for a handful of trinkets that cost ... (7) dollars. Today Manhattan is the centre of business and ... (8) Numerous skyscrapers ... (9) banks and offices of American business. ... (10) begins here. The Stock Exchange is located here too. Very ... (11) people live in Manhattan, though the ... (12) work here. Numerous ... (13) link Manhattan with the opposite ... (14)

New York is inhabited by people of almost all nationalities and races. It is called "modern Babylon". At the turn of the... (15) century a lot of people ... (16) to the USA from different countries of the world. They ... (17) the USA through New York, the Gateway of America. New York is one of the leading ... (18) cities in the world. The most important industries are those producing ... (19) ... (20), vehicles, ... (21), chemicals, machinery.

(For help: bridges, 20th, house, 1626, the Indians, paper, products, majority, entered, glass, largest, 300, river, manufacturing, few, Manhattan, 24, Broadway, shores, came, finance.

3. Прочитайте текст с правильной интонацией и переведите его.

PHONETICS AND WORD-BUILDING

1. Read the words correctly.

- a) song, long, king, wing, hang, thing, ink, think, wrong.
- b) sea, mean, weak, read, tea, head, dead, ready, already.
- c) light, bright, high, night, flight, sight, sightseeing, fight, knight.
- d) snow, show, grow, growing, low, blow, how, now, bowel.
- e) sitting, putting, coming, studying, looking, carrying, measuring, boiling, writing, doing, burning

2. Using suffix: -ion derive nouns from the verbs.

E.g. To illustrate – illustration

To regulate, to ventilate, to condensate, to demonstrate, to accelerate, to indicate, to activate, to concentrate, to compress, to exhibit, to formulate, to educate.

3. Paying attention to the part of speech read and translate the chains of words.

long – length – to lengthen

strong – strength – to strengthen

broad – to broaden - breadth

deep – to deepen - depth

wide – to widen - width

dark – to darken - darkness

weak – to weaken – weakness

THE INFINITIVE
Инфинитив (неопределённая форма глагола)

Инфинитив, неопределенная форма глагола – это часть речи, которая только называет действие, не указывая ни на лицо, ни на время. Все глаголы в словаре даны в форме инфинитива.

Как правило, перед инфинитивом стоит частица to.

E.g. to go (ходить), **to plough** (пахать), **to ask** (спрашивать), **to translate** (переводить), **to travel** (путешествовать).

Частица to не ставится после модальных глаголов, а также, после глаголов: to make, to let, to see, to hear, to feel и некоторых других, выраждающих чувства и восприятие.

Инфинитив имеет пять форм.

Формы инфинитива

Aspect ↓	Voice→	Active	Passive
Indefinite (Simple)		to ask (спрашивать)	to be asked (опрашиваться)
Continuous		to be asking (спрашивать в опред. момент)	-----
Perfect		to have asked (уже спросить)	to have been asked (уже быть опрошенным)

Exercise 1. Identify the forms of the Infinitive:

to use, to have used, to be using, to have been done, to write, to have written, to be writing, to feed, to be visited, to represent, to have been represented, to be keeping, to be feeding, to have been fed, to have limited, to be approved, to approve, to have been approved.

Exercise 2. Write the forms of the Infinitive given in brackets:

to plant (Perfect Active), to work (Continuous Active), to buy (Indefinite Passive), to protect (Perfect Passive), to remain (Indefinite Active).

Exercise 3. Choose the correct translation of the Infinitive.

To do (делать, сделать), to be writing (быть написанным, писать в определённый момент), to have been built (уже построить, уже быть построенным), to be sent (отправлять, быть отправленным), to be approved (одобрять, быть одобренным), to approve (уже одобрить, одобрять), to have asked (спрашивать, уже спросить), to be feeding (кормить, кормить в определённый момент), to be discussing (обсуждать в данный момент, обсуждаться в данный момент), to have been understood (понять, быть понятым), to be developed (развивать, развиваться).

Перевод инфинитива зависит от его функций в предложении.

Функции инфинитива

Функция	Перевод	Пример
Подлежащее (стоит в начале предложения) Неформальное подлежащее в предложениях, начинающихся с “it”	1)Инфинитив 2)Существительное	To read is useful. (Читать полезно. Чтение полезно). It is necessary to go there. (Необходимо поехать туда. Поездка туда необходима).
Обстоятельство цели	Чтобы+инфинитив	To read this article they went to the reading-room. (Чтобы прочитать эту статью, они пошли в читальный зал.)
Часть сказуемого	Инфинитив	He must go there. (Он должен пойти туда).
Дополнение	1)Инфинитив 2)Существительное	I like to read. (Я люблю читать. Мне нравится чтение).
Определение	Который... (часто со значением долженствования)	The man to go there is my brother. (Человек, который поедет туда - мой брат).

Exercise 4. Identify the functions of the Infinitive. Translate the sentences.

- 1) Westminster Abbey is one of the most attractive places in London to be visited by tourists.
- 2) To raise the fertility of soil is the problem of the world agriculture.
- 3) To raise the fertility of the soil they use mineral fertilizers.
- 4) The variety to be sown is of good quality.
- 5) They like to be in New York where buildings can reach the sky.
- 6) It is very exciting to see the Statue of Liberty.
- 7) We promised to come early in the morning.
- 8) Our farmers have to do much in order to raise the efficiency of agriculture.
- 9) To maintain peace and security in the world the United Nations Organization was founded in October 1945.
- 10) I like to read horror books.
- 11) He went to London to study English.
- 12) It is easy to do it.
- 13) It is too good to be true.

Exercise 5. Compare the Active Infinitive and the Passive Infinitive. Translate the sentences.

- 1) I want to be told the results in advance. – I'll tell you in advance.
- 2) Cabbages like to be intensively watered.
- 3) Which is more pleasant to give or to be given presents?
- 4) Nature has many secrets to be discovered.
- 5) He doesn't want to be disturbed.
- 6) Visitors like to be entertained.
- 7) People in the USA celebrate Independ-

ence Day to be held on the 4th of July. 8) To improve your pronunciation you should record yourself and then analyze your speech. 9) No one likes to be cheated. 10) The moving parts of the tractor are to be repaired.

Exercise 6. Compare the Indefinite Infinitive and the Perfect Infinitive. Translate the sentences.

1) I am glad to see you. 2) I am glad to have seen you. 3) The child was happy to have been brought home. 4) I'm sorry to have broken your cup. 5) Maggie was so happy to have passed the exams. 6) The farmers are ready to start their work in the fields. 7) The sea is one of the greatest wonders of the world to be on the Earth. 8) The sea is one of the greatest wonders of the world to have been on the Earth. 9) We are glad to have visited National Museum. 10) They hope to visit California in future.

Exercise 7. Translate the sentences.

- 1) Ты должен выполнить все задания.
- 2) Чтобы закон был принят, нужно чтобы он был одобрен Конгрессом.
- 3) США имеет достаточные природные ресурсы, чтобы не зависеть от импорта.
- 4) Европейцам трудно осознать масштаб таких стран, как Россия и США.
- 5) Увидеть Статую Свободы очень здорово.
- 6) Он слишком молод, чтобы возглавить компанию.
- 7) Семена, которые были посажены рано, уже проросли.
- 8) Интересно наблюдать за всеми процессами внутри машины.
- 9) Он любит путешествовать.

Запомните следующие предложения

The book leaves much to be desired. He is difficult to deal with. He is hard to please. She is pleasant to look at.	Книга оставляет желать лучшего. С ним трудно иметь дело. Ему трудно угодить. На неё приятно смотреть.
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INFINITIVE CONSTRUCTIONS **Инфинитивные обороты**

*Предикативные инфинитивные обороты выступают в роли сложного дополнения и сложного подлежащего. Инфинитивный оборот с предлогом **for** может также выступать в роли обстоятельства и именной части сказуемого. Рассмотрим структуры инфинитивных оборотов.*

Сложное подлежащее – (Complex subject)

Подлежащее + формальное сказуемое (как правило, в страдательном залоге) + инфинитив с частицей to

E.g. He is known to be a good driver. Может переводиться: простым предложением с вводной фразой, сложноподчинённым предложением, неопределен-

но-личным предложением. 1) Он, как известно, хороший шофер. 2) Известно, что он хороший шофер. 3) Его знают как хорошего шофера.

Следует обращать внимание на форму инфинитива: если инфинитив **перфектный**, то действие будет относиться к прошедшему времени.

E.g. They are reported to have left the USA. 1) Они, как передают, уже покинули США. 2) Передают, что они уже покинули США.

!!! Некоторые глаголы в качестве формального сказуемого употребляются в действительном залоге. Запомните их: **to seem, to happen, to appear, to prove, to be likely, to be unlikely, to be sure, to be certain.**

E.g. It seems to be raining. (Кажется, идёт дождь). **You appear to manage all the problems.** (По-видимому, Вы справитесь со всеми делами). **She is unlikely to come here.** (Вряд ли она приедет сюда).

Exercise 1. Choose the correct variant. Translate the sentences.

1) She ... to speak on TV. a) expect b) is expecting c) is expected 2) They ... to have lived in Vienna for a long time. a) is believed b) are believed c) believe 3) Your roses ... to give new buds. a) seem b) seems c) is seeming

Сложное дополнение – (The Complex object)

Подлежащее+сказуемое+сущ. или личное местоимение в объектном падеже+инфinitив После некоторых глаголов (см. стр. 159) инфинитив употребляется без частицы **to**. Переводится сложноподчинённым предложением

E.g. The President wants Congress to approve this project. (Президент хочет, чтобы Конгресс одобрил этот проект). **My mother wants me to come in time.** (Моя мама хочет, чтобы я пришёл вовремя). **They saw the farmers work in the field.** (Они видели, как фермеры работают на поле).

Exercise 2. Use “to” if necessary. Translate the sentences.

1) He asked me ... check the facts. 2) They made me ... repeat my story. 3) Everybody heard him ... say it. 4) We allowed them ... carry out the experiment. 5) What makes you ... suspect him? 6) Mark asked me not ... tell this to anyone. 7) She felt blood ... rush to her face.

Предложный инфинитивный оборот – (For -to- infinitive construction)

Инфинитивный оборот с предлогом for состоит из предлога **for+существительное или местоимение в объектном падеже** (хотя при переводе на русский язык местоимение будет стоять в именительном падеже) + инфинитив с частицей **to**. Весь оборот рассматривается как один сложный член предложения и может выполнять в предложении функции подлежащего, части сказуемого, обстоятельства и определения.

E.g. It is necessary for a farmer to be hard-working. (Фермеру нужно быть трудолюбивым). **It is for me to do it.** (Это я должен сделать это). **He stepped aside for me to pass.** (Он отошёл в сторону, чтобы я смог пройти). **The first thing for him to do is to report everything to the chief.** (Первое, что он должен сделать, это доложить обо всём начальнику).

Exercise 3. Find a sentence(s) with “for” translated as “чтобы”.

1) It is better for you. 2) It is better for you to come in time. 3) We waited him for an hour. 4) As for me I don't like winter. 5) She has been living in London for two years. 6) These flowers are for you. 7) Farmers decided to build a new school for their children to study in better conditions.

Exercise 4. Make up sentences with:

The Complex subject

The boat Rubber These questions The motor Washington Ink	is known seems appear(s) is (are) supposed	to be the heart of the country. to have been invented in Egypt. to be quite reliable. to have been brought from America. to be interesting. to be quite efficient.
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The Complex object

We know We expected They consider Businessmen observed	the results him the 20 th century the prices for fuel	to be the epoch of space travel. (to) be increasing. to be very talented. to be interesting.
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For-to-Infinitive constructions

For them to finish the work For people to work better For you to have a driving license For any person to live and work in America	citizenship is necessary. three days are necessary. they should be interested in the results of their labor. there are driving courses at the academy.
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Exercise 5. Identify the type of the infinitive constructions. Translate the sentences.

1) He is known to be a good sportsman. 2) We consider the results to be satisfactory. 3) This business is known to have given high profit. 4) It was very important for us to solve this problem as soon as possible. 5) We have never thought him to be a reliable person. 6) She is unlikely to take part in the competition. 7) She made her brother rewrite his course paper. 8) I saw him enter the room. 9) I expect him to come. 10) He is said to know six languages. 11) For my brother to go to London he had to work hard.

Exercise 6. Change the sentences using the complex subject.

Model: They noticed that a car stopped outside the door. – A car was noticed to stop outside the door.

- 1) It is believed that the poem was written by Byron. 2) People consider that the climate in California is very healthy. 3) It is supposed that the book will be a success. 4) It is reported that the flood (наводнение) has caused much damage to the crops. 5) It is said that the weather in Europe was very hot last summer. 6) Everybody knows that many books are published in our town every year. 7) People think that New York is a city of skyscrapers.

Exercise 7. Change the sentences using the complex object.

Model: Every day we watched how planes took off. – Every day we watched planes took off.

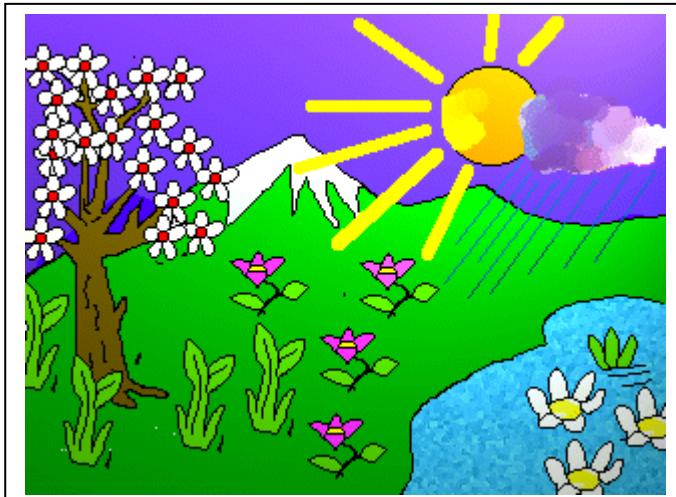
- 1) My mother said: “Don’t be late” (use: to want). 2) We expect that everybody will do his duty. 3) The President declared: “The meeting is over.” 4) The teacher said that we wouldn’t go skiing in such weather (use: to let).

Exercise 8. Translate the sentences paying attention to the infinitive constructions.

- 1) Jack is considered to be a good engineer. 2) The bridge can be raised for large ships to pass. 3) We shall drive slowly for you to see the sights. 4) Oscar Wilde is considered to have been a good stylist. 5) I expect him to be back on Sunday. 6) We expect him to be very talented. 7) He heard the telephone ring. 8) The capital of London is too noisy for me to live there. 9) Hollywood appears to be the factory of film stars. 10) It would be wrong for them to support the project. 11) The budget is known to have been adopted. 12) We want your team to win the game. 13) For the plan to be launched on time the management employed new workers. 14) Mr. Hudson is reported to have flown from France to Britain. 15) The agronomist recommended a new fertilizer to be applied to winter wheat. 16) My roses are unlikely to withstand this soil. 17) An important discovery in the sphere of ecology was announced to have been made. 18) He ordered everything to be arranged. 19) The facts seem to have been proved. 20) A new irrigation canal was built for the water problems to be solved. 21) They appeared to have lost the way. 22) The milking machines seemed to be in good conditions. 23) Cattle breeders want the new feeding supplements to be rich in vitamins.

UNIT IV

MAN AND NATURE



LESSON 1

The Beginning of Life

Grammar: The gerund

LESSON 2

Man's Activities

Grammar: Complex sentences

LESSON 3

Modern Agriculture

Grammar: The subjunctive

mood

Вы научитесь: беседовать о зарождении жизни на Земле, о ее растительном и животном мире; сможете составить сообщение о жизни и деятельности великих ученых прошлого; рассказать о функциях органов растений и описать пищеварительную систему с/х животных; узнаете об экологическом земледелии и его роли в деле сохранения природных ресурсов. Вы узнаете, как устроиться на работу и сможете пройти собеседование с работодателем; заполнить анкету и составить резюме.

LESSON 1

Task 1. Answer the questions.

- 1) What planet do we live on?
- 2) Where and when did life appear on the planet?
- 3) What is the biosphere?
- 4) What is plants' "food"?
- 5) Why are most plants green?
- 6) What wild animals do you know?
- 7) What does ecology study?

Task 2. Translate the words without a dictionary. Read them correctly.

energy [ˈenədʒi]	satellite [ˈsætəlait]
effect [iˈfekt]	atmosphere [ˈætməsfɪə]
gravitation [,græviˈteiʃən]	chlorophyll [ˈklɔrəfɪl]
magnetism [ˈmægnɪtɪzm]	substance [ˈsʌbstəns]
organism [ˈo:gənizm]	atom [ˈætəm]
diameter [daɪˈæmɪtə]	planet [ˈplænit]
molecule [ˈməlɪkjul]	ecosystem [,ekəʊˈsistəm]
to adapt [əˈdæpt]	

Task 3. Identify the part of speech of the underlined words.

He experiments; his experiments; they experiment.

Great effects on the Earth; This information will help you to effect your purpose; without any effect.

A fall; he falls; the falls; this fall; it falls; its fall; no fall; does not fall.

It rises; its rises; the rise; they rise; their rise; some rise; no rise; any rise; Do they rise?

Task 4. Memorize the following words and word combinations.

1. **matter** [ˈmætə] – вещество, материя
2. **sensory** [ˈsensəri] **organs** [ˈo:gənz] – органы чувств
3. **habitat** [ˈhæbitæt] – место обитания
4. **insect** [ˈinsekt] – насекомое
5. **to be aquatic** [əˈkwætik] – обитать в воде
6. **to be terrestrial** [tiˈrestriəl] – обитать на суше

7. **population** [,pɒpju'leɪʃən] – популяция
8. **light** [laɪt] **energy** ['enədʒi] – световая энергия
9. **nucleus** ['nju:kliəs] (pl. **nuclei** ['nju:kliaɪ]) – ядро
10. **to be anchored** ['æŋkəd] – укореняться
11. **medium** ['mi:djəm] – среда обитания
12. **food chain** [tʃeɪn] – пищевая цепочка
13. **suitable** ['sju:təbl] – подходящий, пригодный
14. **predator** ['predətə] – хищник
15. **annual** ['ænjuəl] – однолетнее растение
16. **perennial** [pə'renjal] – многолетнее растение
17. **bits of living matter** ['mætə] – формы живой материи
18. **mantle** ['mæntl] – мантия Земли
19. **core** [ko:] – ядро Земли
20. **crust** [krʌst] – кора
21. **cell** [sel] – клетка
22. **heterotrophic** [,hi:tərə'trofɪk] – гетеротрофный
23. **tropical rain forests** – тропические дождевые леса
24. **to appear** [ə'pɪə] – появиться
25. **flow** [fləʊ] – поток
26. **producer** [prə'dju:sə] – зд. продуцент
27. **herbivorous** [hə:'bɪvərəs] – травоядный; **herbivore** – тр. животное
28. **carnivorous** [ka:'nɪvərəs] – плотоядный; **carnivore** – пл. животное
29. **grassland** ['gra:slænd] – степь, травы
30. **desert** ['dezət] – пустыня
31. **species diversity** ['spi:ʃiz] [dai'və:siti] – разнообразие видов
32. **coniferous** [kə'u'nifərəs] – хвойный; **broad-leaf** – широколиственный
33. **community** [kə'mju:niti] – сообщество
34. **sea creature** ['kri: tʃə] – морское существо
35. **mammal** ['mæməl] – млекопитающее
36. **network** – сеть, сообщества
37. **range of tolerance** ['tolərəns] – предел допустимости
38. **organic matter** – органическое вещество

39. **nutrient** [ˈnju:triənt] – питательное вещество

40. **web of life** – система жизнедеятельности

41. **to split (split, split)** [split] – расщеплять(ся)

Task 5. Paying attention to the suffixes translate the words.

a) useless, waterless, lifeless, shapeless, treeless.

b) to eat – edible; to change – changeable; to rely – reliable; to predict – predictable; to adapt – adaptable; to separate – separable, to suit - suitable.

Task 6. Translate the word combinations with the word “chain”.

A mountain chain, a chain of events, a chain reaction, a golden chain, a food chain, a logical chain.

Task 7. Give synonyms for the words (See Task 4).

To come into existence, food, a living thing, manures.

Task 8. Match the parts and translate the sentences.

The crust, the mantle and the core ...	is	unknown.
The temperature of the Sun's surface ...	are	on other animals.
Annuals ...	live	12 756 km.
Perennials ...	feed	for just a year.
The biosphere ...		the three major parts of the Earth.
Predators ...		the part of the Earth supporting living organisms.
		for many years.
		about 6 000°C.

Task 9. a) Translate the sentences.

- 1) We know several forms of water: ice, snow, rain, hail, vapour.
- 2) No organism lives without constantly influencing its environment.
- 3) All substances exist in three forms: solid, liquid or gas.
- 4) It is easy to think of the climate as unchanging, but it isn't so.
- 5) The biosphere is made up of several components: the lower part of the atmosphere, natural waters, microorganisms, plants, animals and the upper part of the earth's crust.
- 6) The first bits of living matter were tiny pieces of protoplasm.
- 7) Tropical rain forests are known for species diversity, but they are unsuitable for agriculture.
- 8) The wolf is a predator.
- 9) Everything around us is made up of atoms.
- 10) The major parts of the earth are the crust, the mantle and the core.
- 11) Energy is produced when matter is moved or changed.

b) Using the above information make up sentences after the model.

Model: It is well known to me that all substances exist in three forms, but it is new for me that climate is changing.

Task 10. Put questions to the sentences.

- 1) Plants are usually divided into three groups: food plants, industrial plants and medicinal plants. (How ...?)
- 2) Sunlight acted upon certain chemicals. (Yes/No)
- 3) Lifeless chemicals joined together. (Why ...?)
- 4) With the first cell modern life had appeared. (When ...?)
- 5) Perennials can live for several years. (How long ...?)
- 6) About one million species of animals have been identified. (How many...?)
- 7) Some species are gradually disappearing. (What ...?)
- 8) The soils of tropical rain forests are not good for arable-farming. (Yes/No)
- 9) At the next lesson we will speak on food chains. (When ...?)

Text 1 **The Beginning of Life**

Almost three quarters of your body is water. Many scientists think that all life began in the waters of the sea. Astronomers believe the Earth to have been formed approximately 4.5 billion years ago. For two thousand years the Earth had no living thing on it.

Then sunlight acted upon certain chemicals in the warm mud on the sea floor near the land. Lifeless chemicals joined together. They formed a new kind of molecule, or particle. These molecules had new powers: they could grow by taking food, and they could make other beings like themselves. Life had begun!

The first bits of living matter were tiny pieces of protoplasm in the form of tiny shapeless dots. After a long time they began to change. One type made food by using the energy of the sun. This type developed into the first plants. Others lived by eating the food-makers. Another group could get food by eating other beings like themselves.

Maybe fifty million years ago, after real life had begun, a new form of protoplasm appeared. In the new form only one part of protoplasm did the work by getting food. Another part, the nucleus, divided the protoplasm into two. In this way a new being was formed. This was a cell. With the first cell, modern life appeared, because all plants and animals are made up of cells – from one-celled animals to man.

The sea gave birth to living matter. It also played a role in bringing lots of the great changes in the forms of life. And the sea has left us the history of later changes, written in stones.

The sea had risen and fallen for many years before the first one-celled beings appeared. Scientists call those one-celled beings *protozoa* (простейший одноклеточный живой организм). After this great event, another long period went by. A great number of soft-bodied animals appeared in the sea; they tried to eat each other. Little

by little, in the terrible struggle for life some of the soft-bodied animals developed hard shells (защитные оболочки).

Later, a new kind of sea creature appeared. It was the fish. Then the sea changed its level. Sea plants changed and some began to live in the open air. Some creatures could live on dry land. They were the first amphibians.

Strange animals of a new kind appeared in the marshes. They carried their young in their bodies and fed them with milk. They were the first mammals.

Exercise 1. Read and translate the text.

Exercise 2. Divide the text into several logical parts. Make up a plan.

Exercise 3. In pairs, using the text supply the missing parts and act out the dialogue.

- How old ...?
- As far as I know the Earth is about 4.5 billion years.
- But where did life begin?
- ... sea.
- ...?
- Scientists think that the first bits of living ... were tiny pieces of ...
- Do you know how they further developed?
- Let me think. One type ..., the others ... and the last ...
- ...?
- Certainly, with the first cell modern life appeared.
- What creatures could ...?
- The first amphibians.
- What can you tell me about mammals?
- ...

Exercise 4. Find all the –ing forms in the text. Identify their part of speech: Participle I, the Gerund, the Verbal Noun.

Exercise 5. Answer the questions.

- 1) Where did all life begin?
- 2) How old is the Earth?
- 3) Why did lifeless chemicals join together?
- 4) What powers did the first molecules have?
- 5) What were the first bits of living matter?
- 6) How did pieces of protoplasm get their food?
- 7) What role did the cell play?
- 8) What are the smallest parts any living being can be divided into?
- 9) What happened when the sea changed its level?

Exercise 6. Find the key sentences and make up a short retelling of the text.

Text 2 **Жизнь на Земле**

Биосфера – это часть земной поверхности и её атмосферы, которая поддерживает живые организмы. Она состоит из воздуха и суши, а также озёр, рек и океанов.

Организмы обычно проживают вместе с другими представителями того же вида и образуют популяцию. Множество разных популяций уживаются в одной и той же среде обитания. Все вместе они создают сообщество. Члены сообщества постоянно вступают в контакт друг с другом и с окружающей их средой. Так они создают сбалансированную жизненную систему, которая называется экосистемой, например, океан или джунгли.

Наука обо всех этих взаимодействиях называется экологией.

Exercise 1. Translate the text using a dictionary.

For help: to support (поддерживать), to be called (называться), land (суша), to share (уживаться), the jungle (джунгли), interactions (взаимодействия), specimen (представитель).

Text 3 **Plants**

Plants have always played a fundamental role in the life of people and animals. Nothing on the earth can be compared with them and nothing can replace them. Oxygen, food, fodder, fuel, timber, medicaments and many other necessary things come from plants.

Scientists classify them into three classes: food plants, industrial plants, and medicinal plants. Life is supported by food and fodder plants. It is protected by industrial plants and preserved by medicinal plants.

Most plants are green because they contain the substance called chlorophyll. They use it to trap light energy which is used during photosynthesis to make food.

Plants are usually anchored in a growing medium such as soil. Some, such as mosses (мхи) and liverworts (печёночники), are small and delicate. Others, such as giant redwood trees are huge. Many plants, such as marigolds (ноготки) and sunflowers, are annuals, which means that they live for just a year. Perennials can live for many years: some relic pine trees, for example, are 5,000 years old.

Man began to change plants more than 10,000 years ago, when he began to grow the first food plants.

Text 4 **Animals**

Animals are organisms that move and actively find their own food. Their sensory organs help them to locate their food, and also to respond to their environment.

Most animals are heterotrophic feeders, which means they feed on plants or other animals. Animals are found in all kinds of habitats.

Some animals are aerial (надземное воздушное обитание), such as birds, bats and some insects. Others, such as fish, are aquatic, living in rivers or oceans. Many are terrestrial, living both above and below the ground. Some groups of animals, such as frogs, have adapted to life in more than one of these habitats.

More than one million species of animals have been identified so far, and it is thought that many more species remain to be discovered.

In general animals have been domesticated for the following three purposes: as a source of food, clothing, as assistants used in various human activities, or as pets. The origin of domestication is unknown. The dog is likely to be the most widely distributed and variably used domesticated animal. Cattle are the most important of the animals domesticated by man and, next to the dog, the most ancient.

Exercise 1. Scan texts 3 and 4 and complete the chart.

	Plants	Animals
Importance		
Classification		
Food		

Exercise 2. Using extra materials add some more information about plants and animals.

- About the amount of plants species on the Earth;
- About plants growing in tundra, deserts, and tropical rain forests;
- About the main plants growing in your region;
- About disappearing plants and animals;
- About unique animals' sensory organs

Begin with: It is interesting to know that ... (Интересно узнать, что ...)

I'd like to tell you about ... (Мне хотелось бы рассказать вам о ...)

I can add some more information concerning ... (Я могу добавить ещё некоторую информацию, касающуюся ...)

Text 5

Canada – Natural Paradise

Canada is the second biggest country in the world. Canada covers almost 4 million square miles. Half of that is forest. You can see eagles, grizzly bears, polar bears and caribou. You can camp, drive, swim, canoe, climb, walk, ride horses and go fishing.

There are about 40,000 polar bears in the world, most of them in Canada. The polar bear is the biggest in the bear family. They weigh up to 500 kilos. They eat grass and seaweed (морская водоросль), but their favourite food is seals. They wait near holes in the ice and catch the seals. They have hair on their feet. And they can run at 40 km/hr on the ice. They are very dangerous for seals and for humans!

The Blue Whale is believed to be the largest animal at up to 33 meters in length and 181 metric tones in weight. Scientists estimate that Blue Whales can live for at least eighty years. Whales are no longer killed today along the coasts of the USA and Canada. Boats still look for whales and follow them. But people in the boats want live whales, not dead ones. Whale-watching is the big new craze for tourists in North America. From a small boat you can even touch these friendly monsters.

Exercise 1. Scan the text.

Exercise 2. Are these sentences true or false?

- a) About 2 million square miles (5 million km²) of Canada are forest.
- b) Russia and China are bigger than Canada.
- c) Polar bears are bigger than grizzly bears.
- d) Whale hunting is popular in Canada.

Text 6

Ecology and Ecosystems

1. Ecology is the study of the interactions between organisms and their environment. The biosphere is a closed system. All of the materials essential to life come from within it and must be recycled over and over for life to continue.

2. The biosphere is divided into regions, called biomes, each with unique plant and animal life. A biome is a region with a particular climate and thus a particular type of vegetation and animal life. Precipitation and temperature are the most important climatic factors.

3. Ecosystems are networks consisting of organisms, their environment, and all the interactions that exist between them. Ecosystems consist of biotic (living) and abiotic (nonliving) components. The biotic components are physical and chemical factors needed for life. These are fungi (грибковые), plants, animals and microorganisms.

4. Each organism operates within a range of tolerance. In all ecosystems one abiotic factor usually limits growth and is therefore called a limiting factor. Rainfall, temperature, sunlight etc. are called abiotic factors.

5. Organic matter produced by living things is called biomass. Productivity is the measure of biomass production. Regions with high productivity, such as tropical rain forests, are important to people because they supply many valuable resources.

Exercise 1. Scan the text.

Exercise 2. Choose the correct variant.

1) What is the text about?

- a) about organic matter in the soil; b) about environmental science; c) about ecology and ecosystems

2) What is ecology?

- a) a science; b) a practical recommendation; c) everything that surrounds us

3) What is ecosystem?

a) a part of ecology; b) a science; c) the web of life of different organisms

4) What is a region with high productivity?

a) a farm with complex mechanization; b) a supporter of many valuable resources; c) a region with fertile soil

Exercise 3. Find the translation of the sentences in the text.

1. Биосфера – это закрытая система.

2. Биосфера делится на регионы, называемые биомами, каждый со своим уникальным растительным и животным миром.

3. Осадки и температура – самые важные климатические факторы.

4. Во всех экосистемах один абиотический фактор обычно ограничивает рост и, следовательно, называется ограничивающим фактором.

5. Органическое вещество, произведенное живыми организмами, называется биомассой.

Dialogues

a)

Teacher: Let's speak about the Earth's cycles. Life on Earth depends on a number of different cycles. The energy flow starts when light energy is trapped by green plants when they make their own food by photosynthesis. Do you know it?

Pete: Of course, I do. And for this reason plants are called the world's producers. But where does the energy of plants go next?

Teacher: Maybe Kate will answer your question.

Kate: I am not sure, but I think that the energy of plants is passed when they are eaten by herbivores.

Teacher: Quite so. Herbivores are called the primary consumers. And who are the secondary ones?

Pete: Carnivores. They obtain their energy by eating herbivores.

Teacher: Exactly. Every time energy is passed on, some is lost as heat and undigested matter. Dead organisms provide energy for the decomposers: fungi and bacteria.

Kate: And who is the tertiary consumer?

Teacher: Certainly, a man. Will you make up a food chain?

Kate: Let me think... Grass – rabbit – fox – hunter, I mean, a man.

b)

Professor: Look through the window. You probably see tree-lined streets, buildings, neatly tended lawns. The vegetation growing around you is probably not «natural» at all.

Student: What do you mean by that?

Professor: The grasses may have been imported from Kentucky, the trees from Norway.

Student: What about the birds?

Professor: Even some of the birds, such as starlings and house sparrows, are aliens, brought in from England.

Student: If I am not mistaken, to get a glimpse of natural vegetation we have to look for it outside the town.

Professor: Quite right. There you may find grassland, forest, or desert that resembles the environment before humanity began to reshape it. Now let's speak about biomes. Biomes are large regions, each with its own distinctive climate, plant and animal life and soil type. Can you name a biome?

Student: Tundra, Taiga, Grassland, Desert, Tropical Rain Forest. I am particularly interested in the tropical rain forest because of its species diversity.

Professor: As many as 100 tree species can be found there, whereas a northern coniferous forest would have only 2 or 3. There are as many species of butterflies (500-600) on a single tropical island as there are in the entire United States.

Student: It's incredible. But what about agriculture there?

Professor: The soils of the tropical rain forests are thin and extremely poor in nutrients, not suitable for conventional agriculture.

Student: Then maybe grassland is suitable for agriculture?

Professor: That goes without saying. Because their soils are rich in inorganic and organic nutrients, grasslands have been widely used for agriculture. So, our time is up. Next time we'll speak about deserts.



Task 1. In pairs, act out and translate the dialogues.

Task 2. Find English equivalents for the following phrases in the dialogues:

Давайте поговорим о ...; Их называют ...; Я не уверена. Совершенно верно. Именно. Само собой разумеется. Невероятно! Если я не ошибаюсь ...; Чтобы получить представление ...; Что Вы имеете в виду?



Task 3. In pairs, act out a conversation: You're a professor.

- 1) In your own words explain to your students how life had begun;
- 2) Give examples of a food chain;
- 3) Describe the nature of your region;

Be ready to answer your students' questions.

BE READY

***1. Make up a short report about any plant or animal you like. Follow the plan:**

- 1) Habitat
- 2) Size and Colour
- 3) Period of Life
- 4) Food, Sunshine, Temperature and Water Requirements
- 5) Other Interesting Information

2. Explain the meaning of the terms.

E.g. What is environment? – I think environment is everything around us: air, water, land, plants and animals.

Ecology, to adapt, plants' organs, a cell, energy, annuals (perennials)

Задания на аудирование

1) Перед прослушиванием текста познакомьтесь со словами и фразами:

vertebrate ['və:tibrit] – позвоночное животное

reptile ['rep, tail] – пресмыкающееся

warm (cold)-blooded animal – теплокровный (хладнокровный)

wing – крыло

fin – плавник

stomach – живот

lungs – лёгкие

to breathe – дышать

2) Прослушайте текст дважды и поймите его содержание.

3) В каком порядке описываются категории позвоночных?

1 Mammals

2 ...

3 ...

4 ...

5 ...

4) Опишите вид каждого животного в таблице опираясь на фразы:

warm (cold)-blooded, to feed its young, instead of arms, lives its entire life in..., gets oxygen from..., moves on its stomach, starts its life in..., develop lungs.

5) Ответьте на вопрос:

Which category do they belong to?

The parrot ...	belongs to	mammals.
The elephant ...		amphibians.
The snake ...		birds.
The alligator ...		reptiles.
The salamander ...		fish.
The owl ...		
The human being ...		
The shark ...		
The catfish ...		

PHONETICS

Упражнения на повторение

Exercise 1. Read correctly.

- a) pan, park, pane, pay, pause, paw, ball, past, pain.
- b) sell, serve, sea, sere, teeth, team, tear, learn, screw, they.
- c) fit, firm, fine, fire, find, flight, field.
- d) sock, sort, smoke, sore, ought, coat, scold, snow, shower, soil, son, soon, cook, worst.
- e) fun, fur, fuse, furious, full, flue, fuel.
- f) crystal, cry, tire, yet, yard, yellow, you, yoke, York.

Exercise 2. Compare the sounds.

[gz] – [ks]

exam – expect – exist – box – fix – exact – next – exert – complex – oxygen.

[tʃ] – [ʃ] – [ʒ]

lecture – pressure – measure – picture – assure – treasure – nature – ensure – pleasure

World – building exercises

Exercise 1. Using the prefixes derive new words and translate them. Work out the general meaning of the prefixes.

over-: to work, to estimate, to fill, to heat, to boil, to produce

semi-: automatic, conductor, circle, manufactured

inter-: national, action, act, connect, change

Exercise 2. These words have some common features (they consist of almost the same letters), but they are different. Read and translate them:

from – form – former

letter – latter – later

though – through – thought

read – ready – readily

signal – single

than – then

same – some

how – now

vary – very

THE GERUND

Герундий

Герундий – неличная форма глагола, обозначающая название действия и обладающая свойствами глагола и имени существительного. Кроме того, формы герундия полностью совпадают с формами причастия настоящего времени.

В русском языке аналога герундия нет. По своему значению герундий приближается к русским существительным, обозначающим процесс (обсуждение, воздействование, хождение, чтение и т. п.).

Forms of the Gerund

Aspect ↓ Voice→	Active	Passive
Non-perfect	writing	being written
Perfect	having written	having been written

Общие черты герундия и глагола

Подобно глаголу герундий

– обозначает действие; E.g. **to interrupt** – прерывать; **interrupting** – прерывание

имеет форму залога и относительного времени. Неперфектная форма герундия обозначает действие, одновременное с действием сказуемого или будущее действие по отношению к действию глагола-сказуемого. Перфектная форма герундия обозначает действие, предшествующее действию глагола-сказуемого; E.g. I hate interrupting people (Active Voice) – Терпеть не могу прерывать людей.

I hate being interrupted (Passive Voice) – Терпеть не могу, когда меня прерывают.

He dreams of becoming a scientist. (Non-Perfect) – Он мечтает стать учёным.

He is proud of having won the prize. (Perfect) – Он гордится тем, что выиграл приз.

– принимает *прямое дополнение*; E.g. Reading books is my hobby.

– определяется наречием; E.g. reading books aloud

Общие черты герундия и существительного

Подобно имени существительному герундий

– может употребляться с предлогом;

– может стоять после определения, выраженного притяжательным местоимением или существительным в притяжательном падеже;

– выполняет те же функции в предложении.

Рассмотрим примеры:

Before sleeping I like to read – Перед сном я люблю почитать. **I insist on going there** – Я настаиваю на том, чтобы поехать туда.

Do you mind our being present? – Вы не возражаете против нашего присутствия?

Функции герундия в предложении:

Подлежащее

Smoking is a bad habit. – Курение – дурная привычка.

Часть сказуемого

His hobby is travelling. – Его хобби – путешествия.

They started arguing. – Они начали спорить.

Дополнение (как прямое, так и предложное)

Avoid catching cold. – Избегайте простуды.

There is no harm in trying. – Попытка – не пытка.

Определение

The idea of using new methods is useful. – Идея применения новых методов полезна.

Обстоятельство

He left without saying goodbye. – Он ушёл, не попрощавшись.

Перевод герундия на русский язык

На русский язык герундий переводится: существительным, инфинитивом, деепричастием, придаточным предложением.

Exercise 1. Derive different forms of the Gerund from the infinitives.

To use, to read, to cultivate, to sow, to repair, to break down, to write, to ask, to do, to visit, to observe.

Exercise 2. Identify the form of the Gerund.

Being asked, making, having elected, having been done, being repaired, smoking, having left, having been translated, trying, being developed, breeding, watering, having bred, having been watered, being pruned, having irrigated.

Exercise 3. Translate the word combinations with the Gerund.

To dig – копать

Digging soil; by digging soil; without digging soil; with the help of digging soil; before digging soil; against digging soil; instead of digging soil; for digging soil; about digging soil.

Exercise 4. Make up phrases with the Gerund.

Examining, reducing, translating, conserving, fertilizing.

Use prepositions: before, without, after, about.

Exercise 5. Match the word combinations with their translation.

about my being ill; about my having been ill; about the car's having been repaired; about repairing the car; about the car's being repaired the molecules' breaking down; after the molecules' having broken down; by heating the earth's surface; without being heated, the earth...	о том, что я болел о том, что я болен о ремонте машины о том, что машину ремонтируют о том, что машину отремонтировали расщепление молекул после расщепления молекул без нагрева земля... за счёт нагревания земной поверхно- сти
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В английском языке есть ряд глаголов, после которых герундий, как и инфинитив, употребляется как прямое дополнение. Запомните их:

to avoid – избегать, стараться не (делать)

to begin – начинать

to continue – продолжать

to finish – заканчивать (кончать)

to give up – бросать (отказываться)

to go on – продолжать

to enjoy – получать удовольствие от

to excuse – извинять

to hate – не терпеть

to keep (on) – продолжать

to like – любить, нравиться

to prefer – предпочитать

to prevent – мешать, препятствовать

to regret – сожалеть

to resist – сопротивляться

to start – начинать

to stop – прекращать

to try – пытаться

to withstand – противостоять, выдерживать

Запомните следующие сочетания, после которых употребляется герундий:

I cannot help ... – Я не могу не ...

It is worth ... – Стоит (что-то сделать) ...

It is no good (use) ... – Бесполезно, нет смысла ...

Exercise 6. Translate the sentences with the Gerund.

- 1) There isn't a single point worth mentioning.
- 2) It is no use searching for another approach.
- 3) It's started raining hard.
- 4) Avoid speaking to him about it.
- 5) The motor went on running.
- 6) I couldn't help laughing at this story.
- 7) He gave up smoking two years ago.
- 8) Hardness is the ability to withstand being dented or stretched.
- 9) Excuse

my being late. 10) At weekends she enjoyed walking through the forest. 11) He liked playing cards and hated stopping for lunch. 12) At first the scientist avoided talking about the discovery.

В качестве предложного дополнения герундий может употребляться после глаголов:

to be aware of – сознавать

to be busy in – заниматься

to be astonished at – изумляться

to be afraid of – бояться (чего-либо)

to be fond of – увлекаться

to be engaged in – заниматься

to be interested in – интересоваться

to be proud of – гордиться

to be responsible for – быть ответственным (за что-либо)

to be surprised at – удивляться

to think of – планировать что-либо ...

Exercise 7 Translate the sentences with the Gerund.

1) I'm thinking of trying another method in my investigation. 2) She was afraid of being wrong. 3) We are thinking of buying a new apartment. 4) I was engaged in gardening. 5) My father is interested in repairing cars. 6) He is responsible for packaging. 7) These molecules are responsible for getting food. 8) She is proud of being the winner.

Exercise 8. Determine the functions of the Gerund. Translate the sentences.

- a) Obtaining good yields depends on different factors.
- b) Without using a dictionary we cannot translate this text.
- c) He thanked them for having come.
- d) She likes reading books about nature.
- e) Cultivating grain crops is almost impossible in tropical rain forests.
- f) The idea of visiting the Statue of Liberty belongs to my father.
- g) He told everything without mentioning my name.
- h) Their having come changed the whole situation.
- i) New molecules could grow by taking food.
- j) After having been repaired the car looked like a new one.

Exercise 9. Translate the sentences paying attention to the form and function of the Gerund.

1) She has always dreamt of living in a small house by the sea. 2) She disliked living in her old house. 3) Would you mind coming again in a day or two? 4) After having been proved this theory became very popular. 5) Before proving his theory he examined lots of natural phenomena. 6) She liked being looked at, but she hated being

ignored. 7) We can't work without having a rest. 8) I liked the idea of having a rest. 9) I perfectly understand your leaving. 10) Excuse my leaving you at such a moment.

Так как формы герундия и причастия настоящего времени совпадают, иногда трудно их различить. Кроме того, у них есть некоторые общие синтаксические функции. Рассмотрим следующие примеры:

Герундий в функции определения Причастие I в функции определения
I like the idea of going there. **A going man is my brother.**

Мне нравится идея пойти туда.

Идущий человек – мой брат.

*Герундий стоит после определяемого слова *idea* и может переводиться существительным или инфинитивом. Причастие может стоять перед определяемым существительным и после него, но на русский язык переводится причастием несовершенного вида.*

Герундий в функции обст-ва

After delivering the report I went home.

После представления своего доклада я
пошёл домой.

Причастие в функции обст-ва

Delivering the report I looked at you.

Делая доклад, я посмотрел на тебя.

*Перед герундием стоит предлог, а перед причастием – союз (*when, while*).*

Герундий в функции части сказуемого

(именного)

My hobby is reading.

Моё хобби – чтение.

Причастие в функции части

сказуемого

(глагольного)

Ann is reading.

Анна читает.

Герундий не следует путать с отглагольным существительным.

*Оно обладает всеми свойствами существительного: имеет форму множественного числа, определяется прилагательным, употребляется с артиклем, не принимает прямого дополнения (только дополнение с предлогом *of*). E.g. a meeting – a big meeting – many meetings*

Exercise 10. Identify the part of speech of the -ing forms. Translate the sentences.

- 1) Living things need oxygen for breathing.
- 2) While heating water becomes steam.
- 3) I like your singing.
- 4) At the beginning of the 20th century farmers used ploughs.
- 5) The cell could divide itself making the new ones.
- 6) Automating resulted in higher labour productivity.
- 7) Thank you for having come.
- 8) While testing the motor they put down the results.
- 9) After testing the motor they put down the results.
- 10) A further step in rubber technology was the combining of rubber with metals, wood and asbestos.
- 11) Synthesis is the process of combining elements.
- 12) Analysis is the splitting of compounds into elements.
- 13) Breeding fine-fleece sheep is his main business.
- 14) A working motor was designed in Great Britain.
- 15) Planting trees you save nature and make our air healthier.
- 16) Planting trees is useful for conserving nature.
- 17) Before planting this apple tree apply some manure.
- 18) By burning coal

we obtain the necessary heat. 19) The testing of engines should be done under normal running conditions. 20) They are testing new engines. 21) Testing the soil we found many harmful elements. 22) The film is worth seeing. 23) We were surprised at hearing the news. 24) It's no use talking.

Exercise 11. Change the sentences after to the model.

Model: Would you like to go to the theatre? – How about going to the theatre?

1) Would you like to go somewhere for the week-end? 2) Shall we invite the Hunters? 3) Will you add a bit more manure to the soil? 4) Do you study German? 5) Let's arrange a party.



Exercise 12. Read and translate the jokes with the Gerund.

Doctor: Now Mrs Wain, it is like this: you have either to stop drinking whisky or lose your eyesight (зрение). And you must choose.

Mrs Wain: Well, doctor. I'm an old woman now, and I think I have seen almost everything worth seeing.

– Do you know the difference between the English, Scottish and Irish?

– No, what is it?

– Well, in leaving a train, an Irishman walks off without looking to see whether he has left anything behind; an Englishman looks back to see whether he has left anything; and a Scotsman looks back to see whether somebody else has left anything.

Lawyer: Now that we have won, will you tell me confidentially if you stole the money?

Client: Well, after hearing your speech in court yesterday, I am beginning to think I didn't.

THE IMPERATIVE MOOD **Повелительное наклонение**

Повелительное наклонение выражает просьбу, приказание, совет, побуждение к действию. Простая форма повелительного наклонения совпадает с формой инфинитива без частицы to.

E.g. Be careful. (Будь осторожен).

Sit down, please. (Садитесь, пожалуйста).

Don't be noisy. (Не шумите).

Аналитическая (сложная) форма повелительного наклонения употребляется по следующей схеме: let+сущ. или местоимение в объектном падеже

let me = разрешите мне

let us = let's = давайте

let him (her, it) = пусть он (она ...)

don't let = не разрешайте ...

Предлагая совместные действия, обсуждая варианты или детали совместных действий, употребляют следующие схемы:

Let us (let's)	Shall we	We can	We could	Why don't
Let's go to the country next Saturday, shall we?	Shall we go for a swim?	We can go for a swim.	We could go for a swim.	Why don't we go for a movie?
Давай поедем в следующую субботу за город, хорошо?	Пойдем, искупаемся?	Мы можем пойти искупаться.	Мы могли бы искупаться.	А не сходить ли нам в кино?

Exercise 1. Put the pronouns in the right form.

1) Let (we) go there together. 2) Don't let (he) go out. 3) Let (they) translate one more text. 4) Let (I) take this book. 5) Let (she) make her own choice.

Exercise 2. Translate the sentences.

1) Let AB be equal to CD. 2) Let him be a good driver. 3) Let it be so. 4) Let bygones be bygones. 5) Let us do our duty. 6) Don't let the fire go out. 7) Let's do it tomorrow. 8) Please, be careful. 9) Take my umbrella, please. 10) Don't hurry up while crossing the road. 11) Don't be upset. 12) Let's hope for the best. 13) Shall we play hockey? 14) Why don't we come for a walk?

Exercise 3. Ask your friend:

to play chess with you; to do you a favour; to help you with your homework; not to take your book; not to be worry about his report; to go shopping with you; not to smoke in the kitchen; to take a cup of tea; to take a cup of tea with him.

LESSON 2

Task 1. Answer the questions.

- 1) What forms of water do you know? (when heated, cooled ...)
- 2) How much water is there on the earth? Is its amount constant?
- 3) Can you describe the never-ending cycle of water?
- 4) What did the primitive man receive from nature?
- 5) What sources of energy do you know?
- 6) What are the two main parts of agriculture?
- 7) What scientists do you know (in physics, chemistry, biology, mathematics)?

Task 2. Translate the words. Read them correctly.

precipitation [pri'sipi'teiʃən], air [eə], to receive [ri'si:v], originate [ə'riðʒineit], gradually ['grædjuəli], to exist [ig'zist], hydrogen ['haɪdrɪdʒən], oxygen ['oksɪdʒən], component [kəm'pənənt], biosphere ['baɪəsfɪə], carbon ['ka:bən] dioxide [dai'oksaid], breathe [bri:ð], distillation [,disti'leiʃən], vegetation [,veɪteʒi'teiʃən], electricity [ilek'trisiti], observation [,obzə(:)veiʃən], selection [si'lekʃən], insecticide [in'sektisaid], to discover [dis'kʌvə], to cover ['kʌvə], distribution [,distri'bju:ʃən].

Task 3. Match the words on the left with their Russian equivalents on the right.

originate	a) быть оригинальным; b) происходить, брать начало
primitive man	a) первобытный человек, b) примитивный человек
personal organizer	a) начальник отдела кадров, b) персональный организер

Task 4. Memorize the following words and word combinations.

1. **soil** [soil] – почва
2. **clay** [klei] – глина, глинистый
3. **loamy** ['ləumi] – суглинистый
4. **parent** ['peərənt] **material** [mə'tiəriəl] – материнская порода
5. **layer** ['leɪə] – слой
6. **nitrogen** ['naɪtrədʒən] – азот
7. **vapour** ['veipə] – пар
8. **evaporation** [i,væpə'reiʃən] – испарение

9. **hail** [heil] – град
10. **humidity** [hju: 'miditi] – влажность
11. **to fill** [fil] – наполнять
12. **fresh water** – пресная вода
13. **never-ending cycle** [saikl] – постоянный круговорот
14. **wealth** [welθ] – богатство, достояние
15. **to domesticate** [dəu'mestikeit] – одомашнивать (приручать)
16. **craft** [kra:ft] **animals** ['æniməlz] – рабочий скот
17. **to lay (laid, laid) the foundation** – положить основу
18. **capability** [,keipə'biliti] – способность
19. **to vary** ['vɛəri] – варьироваться
20. **to confirm** [kən'fə:m] – подтверждать
21. **implement** ['implimənt] – орудие, приспособление
22. **humanity** [hju: 'mæniti] – 1) человечество; 2) гуманность
23. **destructive** [dis'trʌktiv] – разрушительный
24. **weapon** ['wepən] – оружие
25. **blood** [blʌd] – кровь
26. **lungs** [lʌŋz] – легкие
27. **to contract** [kən'trækt] – сжиматься, сокращаться
28. **to invent** [in'vent] – изобретать
29. **to design** [di'zain] – проектировать, конструировать
30. **source** [so:s] – источник
31. **to treat** [tri:t] – 1) обращаться (с кем-либо, чем-либо); 2) обрабатывать; 3) лечить; 4) проправливать (семена)
32. **cultural practices** – методы (приемы) культивирования
33. **to change into = to turn** [tə:n] **into** ... – превращать(ся)
34. **to adjust** [ə'dʒʌst] – приспосабливать, регулировать
35. **to survive the hardships** – пережить трудности
36. **steam** [sti:m] **engine** ['endʒin] – паровой двигатель
37. **to exploit** [iks'ploit] – эксплуатировать, разрабатывать
38. **natural selection** – естественный отбор
39. **to conceive** [kən'si:v] – постигать, представлять себе, задумывать

40. **to be of quite recent origin** – быть современного происхождения

41. **to be of ancient ['einʃənt] origin** – быть древнего происхождения

Task 5. Derive nouns from the verbs.

E.g. to evolve – evolution

to precipitate – ...

to distribute – ...

to evaporate – ...

to produce – ...

to expand – ...

to vary – ...

to invent – ...

to confirm – ...

Task 6. Paying attention to the part of speech translate the word combinations:

a) it functions; its functions; they function; their function; their functions;

b) an important act; active molecules; scientific activity; your action; actual problems;

c) meat supply; the earth's fresh water supply; water supply problem; money supply;

d) to exist; our existence; peaceful coexistence; existing species.

Task 7. What's the difference in meaning between the verbs “to invent” and “to discover”? Make up word combinations.

to invent to discover	new trends, laws of motion, the telephone, coal deposits, new sources of energy, a new planet, electricity, the lever and the wheel, the steam engine, the nuclear weapon
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Task 8. Match the beginning of each sentence with its end.

a) The forms of water are ...

1) insecticides.

b) To kill harmful insects farmers use ...

2) the lever and the wheel.

c) Primitive man had enough ...

3) arable land and grassland.

d) The first source of energy was ...

4) hail, liquid, vapour, snow,

e) Farmland is divided into ...

ice, fog.

f) Charles Darwin put forward the idea of ...

5) conservation of farmland
for future generations.

g) The first devices to move heavy things were ...

6) evolution.

h) Ecological farming is aimed at ...

7) fire.

8) land.

Task 9. Make up sentences.

Because of	air	... everything happens.
Due to	scientific achievements	... people make their food.
Thanks to	energy	... life on the earth is possible.
Owing to	soil fuel	... a car can be run. ... nuclear energy is widely used.

Task 10. In pairs, act out and translate the dialogues.

a)

- What is energy?
- Energy is a capability to do work.
- How is it produced?
- Well. Energy is produced when matter is moved or changed.
- But how?
- Changes can be physical or chemical. If we heat ice it changes into water.
- But the structure still remains the same; two atoms of hydrogen and one atom of oxygen.
- Exactly so. And we call this change a physical one. Whenever new molecules are formed, a chemical change takes place.
- Heat and light are produced by a chemical change. Am I right?
- Of course, you are.

b)

- What are the components of the biosphere?
- Let me see. The biosphere is made up of several components: the lower part of the atmosphere, natural waters, microorganisms, plants, animals and the upper part of the earth's crust.

c)

- What is air?
- Air is a gas which expands when heated and contracts when cooled.

Task 11. Complete the dialogues.

a) – ...?

- Farmland includes arable land and pastures.

b) – ...?

- Yes, the human body is two-thirds water.

c) – What were the first human's agricultural implements?

- ... stick and hoe.

d) – Are there any useless soils in nature?

- No, ... its own function.

Text 1

The Trinity of the Biosphere

Nature provides man with everything he needs for his existence. The soil, the atmosphere and the water are the trinity of the biosphere.

Air, as a part of the atmosphere, is essential to all forms of life: neither plants nor animals could exist without it. Air is a mixture of five gases: nitrogen (78%), oxygen (21%), argon (1%), carbon dioxide (0,04%). The layer of the air that we breathe stretches for only 7 miles above the earth's surface. The amount of water vapour in the air varies and is referred to as humidity.

Water, what is it? At room temperature water is a clear, tasteless and odourless liquid. It is made up of hydrogen and oxygen atoms grouped together as molecules. Water has several forms: liquid, vapour, hail, snow, ice, fog. Water covers nearly three fourths of the earth, most being sea water. Scientists think that only the planet Earth has oceans. The sea makes our climate neither very hot nor very cold. Water taken from the ocean by evaporation, returns to the earth in the form of rain and snow. It fills the rivers and springs on the land. So, fresh water develops from sea water. This natural process is called the never-ending cycle or distillation. It includes the stages: heating, evaporation, cooling, condensing and precipitation. The world supply of water is constant, but its distribution varies greatly.

Soil is a natural resource that supports plant life. It is a mixture of particles of rock, organic matter, living forms, air and water. During his entire existence on the Earth man has depended upon the soil either directly or indirectly. Some good clay and loamy soils are naturally highly fertile; some light sandy soils are naturally poor. But there are no useless soils. Many factors influence soil development: moisture, plant food, parent material, animals, vegetation, structure, and climate.

So, the atmosphere, water and soil are the main wealth received by man from Nature.

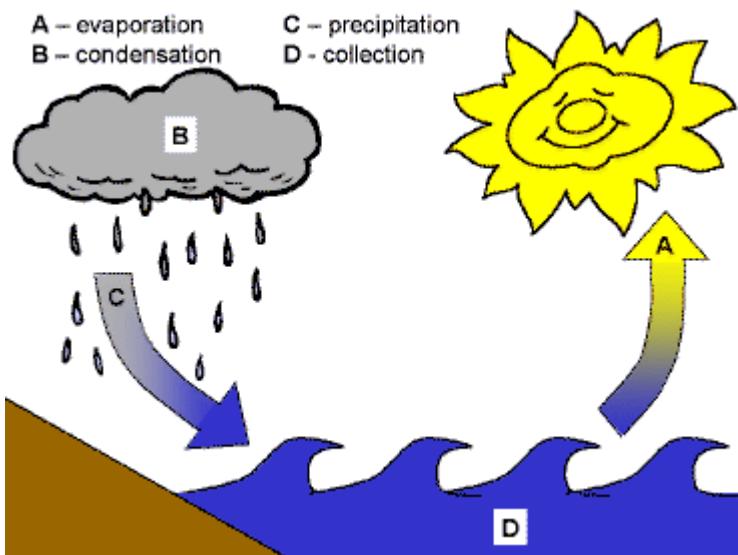
Exercise 1. Read and translate the text.

Exercise 2. Find English equivalents for the following words and word combinations in the text:

существование, почва, необходим, смесь, слой воздуха, дышим, без запаха и вкуса, состоит из, возвращается на землю, получается из морской воды, выпадение осадков, является источником растительной жизни, зависит от ...

Exercise 3. Put questions of different types to the sentences:

- 1) Nature provides man with everything he needs for his existence.
- 2) The layer of the air stretches for only 7 miles above the earth's surface.
- 3) There are several forms of water.
- 4) Fresh water develops from sea water.
- 5) Man has always depended upon the soil either directly or indirectly.



Exercise 4. Describe the process of water distillation.

Exercise 5. Write an annotation to the text.

Text 2 Man's Activity

Of all species, humans have had the greatest effect on the environment. Man has probably lived on the earth for more than 2, 000, 000 years. At first his food, clothes and shelter were in primitive form provided by nature. Then he learned to use the energy of fire, to make pots from clay, to domesticate animals, to grow food plants.

Energy is a capability to do work. Thanks to a simple camp-fire man and his family were able to survive the hardships of winter, they could vary their diet.

Many thousand years had passed, before man learned to use another source of energy – water; one thousand years more and man made steam serve him. Another hundred years, and man discovered electricity. At that time it was impossible to imagine anything more perfect than electricity. But man wouldn't and didn't stop at electricity; he discovered another source of energy – many times more powerful – the atomic energy. And we are sure that atomic energy is just an episode in the history of human progress. Scientists classify energy into several different types, including chemical energy, light energy, and nuclear energy.

Machines In his activities man makes use of a multitude of machines. Although most of them are of quite recent origin, a few simple ones are considered to have come from very ancient times. There were a lot of prehistoric implements, the bow and the arrow being the most ancient. They were his tools in his struggle for existence.

The wheel, one of the greatest inventions ever made by man is also of prehistoric origin. The inclined plane and its use have also been known. It was doubtless by its use that Egyptian slaves lifted the huge stones that went into the construction of the great pyramids.

The lever is probably of equally ancient origin. It is mentioned by the Greek Philosopher Aristotle as a means of lifting a great weight by using a very small force.

Tremendous changes in machine development were made in the 20th century. Now we use not only powerful devices, precise instruments, but also “clever machines.”

The Origin of Agriculture It is known that primitive man lived by gathering plants and hunting animals. Later on people began to exploit plant resources. The earliest implements for land cultivation were primitive: stick, hoe. The implements people began to use later on were the mattock (мотыга), the spade, the fork and the plough. It is supposed that the plough first originated in the Mediterranean region as early as 3 000 BC (before Christ).

Long ago plants were growing wild. Gradually, man discovered that certain plants were more useful to him, and that if he gathered only the best seeds for planting and used certain cultural practices, he could get better yields. As civilization progressed, man began studying plants more carefully. This way gave birth to selection – a method of improving plants.

Wild animals were domesticated for three main purposes: as assistants, as a source of food and clothing and as pets. Cattle are the most important of the animals domesticated by man. They were at first domesticated as draft animals and as suppliers of milk.

Exercise 1. Read and translate the text.

Exercise 2. Insert suitable words from the text.

- 1) Primitive ... received ..., ... and ... from nature.
- 2) He made his pots from ...
- 3) Thanks to ... he learned to ... his diet.
- 4) The first source of ... was fire.
- 5) Dog and cattle were the first animals that man ...
- 6) In the 19th century ... was discovered.
- 7) The bow and the arrow were the first ...
- 8) People could lift heavy things using ...
- 9) Computer is known to be “a clever ...”
- 10) A method of improving plants is known as ...

Exercise 3. Describe the history of energy sources development. Use the scheme.



Exercise 4. Answer the questions.

- 1) Who has had the greatest effect on the environment?
- 2) What is energy?
- 3) What types of energy are used by man?
- 4) What implements and devices did ancient people use?
- 5) What machines do we use nowadays?
- 6) What aspects does agriculture include?
- 7) What serious problems has the civilization development led to?

Exercise 5. Develop the idea.

- a) Primitive man lived in harmony with nature, because ...
- b) New sources of energy can be found in future, for example ...
- c) Primitive man had to settle down because ...
- d) We are a part of nature that is why ...

Text 3**Exercise 1. Before reading the text do the test.****I Who developed the telescope?**

- a) Louis Pasteur
- b) Galileo Galilei
- c) James Watt

II Who published a full description of the way blood moves around the body?

- a) William Harvey
- b) Charles Darwin
- c) Dmitry Mendeleyev

III Which of these scientists didn't receive the Nobel Prize? Why?

- a) Marie Curie
- b) James Watt
- c) William Harvey

IV Isaac Newton wasn't engaged in

- a) designing the telescope
- b) the colors of the spectrum
- c) living organisms investigations

V Where are they from?

Charles Darwin Louis Pasteur Isaac Newton Marie Curie Alexander Gr. Bell Niels Bohr James Watt Albert Einstein Dmitry Mendeleyev Galileo Galilei	was from was born in lived and worked in	France England Russia Poland Italy Germany Denmark Scotland America
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Exercise 2. Now scan the text and check your answers.**Scientists**

Galileo Galilei The work of the Italian scientist Galileo Galilei revolutionized astronomy. He developed the telescope and made important discoveries about the planets and the sun. His observations confirmed the work of the Polish astronomer Nicholas Copernicus who believed that the earth and the other planets revolve around the sun. This finding went against the Church's teaching that the earth is the centre of the Universe, and the Church punished Galileo.

Galileo suggested the use of the pendulum (маятник) in clocks and also discovered an important principle about gravity – that the speed at which an object falls down is not related to its weight.

Isaac Newton The English physicist and mathematician Isaac Newton was one of the greatest scientists of all times. His theories revolutionized scientific thinking and laid the foundations of modern physics.

His book *Principia Mathematica* is one of the most important works in the history of modern science. Newton discovered the law of gravity, and developed the three laws of motion. He was the first person to split white light into the colors of the spectrum, and his research into light led him to design a reflecting telescope.

William Harvey The English physician William Harvey was the first scientist to publish a full description of the way blood moves around the body. He found that it is a two-part process. First, the blood flows from the heart to the lungs and back to the heart. Second, the blood is supplied to the whole body, except the lungs, before returning to the heart. Harvey became a court physician to both King James I and King Charles I. King Charles I allowed Harvey to carry out research on deer in royal parks.

James Watt The Scottish inventor James Watt improved the design of the early steam engine, ensuring that it could be used successfully throughout industry. He refined the steam engine designed by the English engineer Thomas Newcomen (1663-1729) and made it more efficient. Watt's work helped to bring about the industrial revolution in Britain.

The watt (W), the unit of work or power, is named for James Watt.

Charles Darwin The English naturalist Charles Darwin is celebrated for conceiving the theory of evolution by natural selection. This theory was published in *Origin of Species* and argued that members of species that are best adjusted to their environment will survive in the greatest numbers and reproduce successfully. From one generation to the next, therefore, the species as a whole will evolve, becoming better adapted to its way of life.

Darwin also put forward the idea that human beings have evolved from apes.

Dmitry Mendeleyev The Russian chemist Dmitry Mendeleyev is regarded as the father of the periodic table of chemical elements. He studied all the elements known at that time and discovered that they showed a regular repetition of properties when arranged in a certain order.

He also predicted the discovery and properties of new elements. Mendeleyev also experimented with agricultural production based on scientific principles.

Lois Pasteur The need to solve problems affecting French silk, beer and wine industries led to some brilliant work by French chemist and microbiologist Lois Pasteur. He isolated and eliminated two different bacteria that were causing disease in silk-worms, and also produced an accurate explanation for the process of fermentation. He showed that food could be made safe by heat, in the process now called pasteurization.

Pasteur is also known for his work on diseases that affect animals and humans. He developed life-saving vaccines for treating anthrax (сибирская язва) and rabies (бешенство).

Alexander Gr. Bell The inventor of the telephone, Alexander Graham Bell, was born in Scotland, where he studied voice production and hearing. Later he moved to America, where he combined this work with investigation into the transmission of sound by electricity.

Bell managed to transmit his voice electrically in 1875. He formed the Bell Telephone Company in 1877. He used some of the profits from his invention of the telephone to finance special schools for the deaf.

Marie Curie the Polish-born physicist Marie and her French husband Pierre are famous for their work on radioactivity. Marie Curie was the first to use the term “radioactive” for substances that have considerable electromagnetic activity. She also isolated two new radioactive elements, polonium and radium. She worked as a professor of physics at the University of Paris, the first woman to teach there. She was awarded the Nobel Prize for physics in 1903 and for chemistry in 1911.

Niels Bohr the Danish physicist Niels Bohr became famous for creating a new way of picturing the structure of the atom that led to the birth of modern nuclear physics. He studied in London with two English physicists, Ernest Rutherford and J.J. Thomson applying quantum theory to Rutherford’s ideas about the structure of the atom. Back in Copenhagen in 1916, Bohr discovered the principle that is now used to build nuclear weapons. In 1943 he went to the USA, where he advised on the development of the atomic bomb. Later he campaigned for arms control.

Albert Einstein The work of the German-born mathematician and physicist Albert Einstein has made him one of the most famous scientists in history. He overturned many of the long-established ideas of the English physicist Isaac Newton, by introducing new revolutionary theories about the nature of time, space, energy, and gravity.

Einstein became a US citizen in 1940. He opposed war – but ironically his theories were eventually used to produce nuclear bombs, the most destructive weapons known to humanity. Einstein saw many of his theories confirmed during his lifetime, and others were proved after his death.

Exercise 3. Imagine that the scientists described in text 3 are your teachers. What subjects would they teach?

Begin with: I think ... would deliver lectures on (or conduct classes in) ...

Exercise 4. Make a report about some other scientist.

Text 4

Women in Science

Can you name five famous scientists? You probably can: Newton, Galileo, Edison, Lomonosov, Einstein ... The list goes on. But how many women scientists can you name? Madam Curie and, er ... This list seems to stop before it starts. Why is this? Is it because there aren’t any women scientists? Is it because women aren’t as clever as

men? Or because women aren't interested in science? The answer to all of these questions is "no".

There have been women scientists since the earliest times in history. Women took care of the sick and made medicines from plants. They invented early farming machines to make clothes and pots. We know that in ancient Egypt women were active in astronomy, medicine and chemistry. There were women scientists in ancient Greece, too, we know little about them.

In more recent times, women have become involved in science in a big way, but there are reasons why so few are household names. Many designed things but didn't have enough money to see their inventions become a reality; others had ideas, but were not allowed to go to university, so asked men to convert their ideas into actual constructions; some women's ideas were "borrowed" by men.

The work of Rosalind Franklin is a good example. In 1951 she began analyzing the structure of DNA (ДНК), the substance which carries the body's genetic code. A year later, unknown to her, a copy of one of her papers and her best photograph of a form of DNA were shown to two men scientists, Watson and Crick. They were working in the same area. The photograph was extremely important. Rosalind began working on another project, and in 1958 she died. In 1962, Watson and Crick were given the Nobel Prize for their work on DNA, and today are believed to be the discoverers of its structure.

Exercise 1. Scan the text.

Exercise 2. Do you agree with the author? What sentences express your own opinion? What statements do you disagree with?

Exercise 3. In groups, discuss the problem: "Woman in Science". Answer the questions:

- 1) Is it difficult for a woman to be a scientist?
- 2) Why are there only few women scientists known in the world?
- 3) What is more important (better) for a woman: to be a good specialist or to be a good mother and wife?

Use: the reason for ...; I think ...; It's a tradition ...; to keep household; to help her husband; to be more organized.

Text 5

A Few Facts about Computers

You could hardly imagine our life without computers. Computers are sometimes called thinking machines or robots that can think. Of course, a computer cannot think for itself, it only operates at high speed according to the instructions it has been given.

The first computers were very big and slow. In 1943 Britain had a computer called "Colossus". It worked with electronic tubes – like light bulbs. The first American

computer in 1946, “ENIAC”, had 18,000 tubes. It weighed 30 tons, and it filled a room of 160m²! The ENIAC computer could do 5,000 operations per second. Today the Cray supercomputer can do 2 billion operations per second. Today you can buy a personal organizer with more power than ENIAC. It costs about \$150, and you can put it in your pocket.

As you probably know, the chip is the brain of the computer, the most important part. Why does it have to be small? Well, there are two reasons. Number one is convenience: we want a machine which is nice, small, and portable. Number two is speed: in a small circuit electronic signals arrive faster simply because they travel a shorter distance. Today’s chips are very small indeed. But the electronic circuit is designed on big pieces of paper. Then a big photographic negative is made – as big as a table. Finally this picture is printed on a piece of silicon, 250 times smaller than the negative. That’s the secret of making chips! The pieces of silicon are cut under a microscope. Then they are tested. Only 30% work correctly, so about 70% are thrown away. That is why they are very expensive.

The invention of electronic computers is one of the greatest achievements of mankind. Its significance could hardly be overestimated. It can be compared with the invention of the steam engine at the end of the 18th century and the utilisation of the atomic energy.

Exercise 1. Scan the text.

Exercise 2. Match the words with their meanings.

1. tube	a) a “light bulb” used in early electronics
2. program	b) a piece of equipment for looking at very small objects
3. chip	c) a type of communication using your hands, face and body
4. silicon	d) a list of instructions for a computer
5. microscope	e) an electronic circuit on silicon
6. sign language	f) an element (symbol Si), used as semiconductor

Exercise 3. Which of the statements do not render information of the text?

- 1) The chip is “the brain” of the computer.
- 2) Computers can be widely used in agriculture.
- 3) The price for modern computers is decreasing.
- 4) In a small circuit electronic signals pass at higher speed than in a big one.
- 5) “Colossus” was invented in America.

Exercise 4. Finish up the sentences.

You can't imagine our life ...	
Computers are called ...	... very fast.
A computer operates according to ...	... one of the greatest achievements of mankind.
The most important part of the computer is ...	... "thinking machines".
It is very ...	... are thrown away.
The electronic signals arrive ...	... without computers.
70% of the chips ...	... the instructions.
The invention of electronic computers is ...	... expensive.
	... the chip.



Time for fun

How new inventions are made

"How are new inventions that change the face of the world made?" somebody asked Einstein. "Quite simply," answered Einstein. "Everybody knows that something is impossible. Then quite by chance, there happens an ignorant man who does not know it and he makes the invention."

At an Examination

Professor: Can you tell me anything about the great chemists of the last century?

Student: They are all dead.

PHONETICS

Упражнения на повторение

Exercise 1. Read correctly.

- [ju:, u:] new, few, crew, screw, flew, Newton, steward, newspaper, grew.
- [ei] they, grey, break, great, eight, weight, freight, convey, conveyor.
- [gz - ks] exam – explain; exist – box; example – complex; exact – oxygen; exert – expect.

WORD-BUILDING

Прочтите пары слов, обращая внимание на место главного ударения в существительных и прилагательных:

'atom - a'tomic, 'organ – or'ganic, 'metal – me'talic, 'period – peri'odic, e'conomy – eco'nomic, 'science – scien'tific, 'element – ele'mentary, 'industry – in'dustrial.

COMPOUND AND COMPLEX SENTENCES
Сложные предложения

Предложение		
Простое – состоит из одной грамматической основы	Сложное – состоит из двух или более грамматических основ	
He studies at the faculty of economics.	Сложносочинённое Предложения равноправны по значимости. She came in time and they went together.	Сложноподчинённое Придаточные подчиняются главному и поясняют отдельные члены. He always helps students that work hard.

SUBORDINATE CLAUSES
Придаточные предложения

Существует пять членов предложения (подлежащее, сказуемое, дополнение, определение и обстоятельство) и, соответственно, пять типов придаточных предложений.

Придаточные подлежащие стоят перед сказуемым и чаще всего вводятся союзами **that, what, whether**.

Союзы that, what на русский язык переводятся: то, что, например:

That he is a good specialist is clear to everybody. – То, что он хороший специалист, ясно для всех.

What I know about it is a secret. – То, что я знаю об этом, является секретом.

Придаточные сказуемые являются смысловой частью сказуемого, стоят после глагола – связи и могут вводиться теми же союзами и союзными словами, что и придаточные подлежащие, например:

The problem is how he does it. – Проблема заключается в том, как он делает это.

Определительные придаточные всегда стоят после определяемого слова, обычно не отделяются запятой и могут вводиться разными относительными местоимениями и наречиями.

English is the only language that I really like. – Английский – это единственный язык, который действительно мне нравится.

They live in a city which has a population of over 2 million. – Они живут в городе, население которого превышает 2 миллиона человек.

Следует различать союзы и союзные слова: that, who, which. That употребляется как с одушевлёнными, так и с неодушевлёнными существительными.

Who относится только к одушевлённым существительным. **Which** ставится

перед неодушевлёнными существительными. Обратите внимание на то, что иногда относительное местоимение вообще опускается. E.g. English is the only language (that) I really like.

Обстоятельственные придаточные могут быть разных типов (времени, места, причины, условия и т. д.)

She wanted to live where she was born. – Она хотела жить там, где родилась.

It was late when I came home. – Когда я пришёл домой, было уже поздно.

Дополнительные придаточные стоят после сказуемого и отвечают на вопрос что?

He says that she is right. – Он говорит, что она права.

Союзы

Союзы по структуре бывают:

1. Простые

and	и	or	или
nor	ни	but	но
since	поскольку	for	для
if	если	that	что, чтобы
when	когда	while	пока

2. Производные (образованные от корневого слова)

although	если бы, хотя	before	прежде чем
until	пока	unless	если не
after	после		

3. Составные (состоящие из 2-х и более слов)

as soon as	как только	as well as	также как
so that	так что	provided that	если только

4. Парные (или двойные, распадающиеся на две части)

both ... and	оба ... и	not only ... but	не только ... но и
either ... or	или ... или	neither ... nor	ни ... ни

По своим грамматическим функциям союзы делятся на сочинительные и подчинительные.

1. Сочинительные союзы связывают однородные члены предложения и однородные предложения в сложносочиненных предложениях (and, nor, as well as, both ... and, neither ... nor, or, either ... or, but, whereas, so).

There were two chairs and a table in that room. – В комнате было два стула и стол.

Her dress was old but very neat. – Ее платье было старое, но очень опрятное.

I have lived all my life in Moscow, but I have never been in this street. – Я всю свою жизнь жил в Москве, но я никогда не был на этой улице.

She does not know this song, for she has not seen the new film. – Она не знает эту песню, потому что она не видела новый фильм.

2. Подчинительные союзы присоединяют придаточные предложения к главному.

I cannot come because I am busy. – Я не могу прийти, потому что я занят.

She will help you with your work if she can find time. – Она поможет тебе в твоей работе, если у нее найдется время.

Although it was rather warm in the sun, it was still cold in the shade. – Хотя уже было тепло на солнце, в тени все еще было холодно.

Exercise 1. Make up complex sentences with subordinate clauses.

a)

I recently went back to the town ... The dress didn't fit her, so she took it back to the shop ... Do you know a restaurant ... Is there a shop near here ... Albert Einstein lived in Prague ... Water evaporates into the atmosphere ...	where	I was born. it is cooled and condensed. I can buy some postcards? she had bought it. we can have a really good meal? he worked as a professor.
---	-------	---

b)

Gerry works for a company... The book is about the events ... What was the name of the breeder ... The police have caught the man ... Alexander Bell was the man ... A dictionary is a book ... I don't like people ... It seems that the Earth is the only planet ...	that which who	invented the telephone. can support life. gives you the meanings of words. took place in America in 2003. makes computers. stole my car. are never on time. developed the new breed of cattle?
---	----------------------	---

Exercise 2. Identify the type of the subordinate clauses. Translate the sentences.

- 1) A machine is something that reduces the effort.
- 2) Many people who study medicine are sceptics.
- 3) I say that he is very friendly.
- 4) An architect is someone who designs buildings.
- 5) If the temperature is low, the reaction will proceed slowly.

- 6) He looked through his notes very carefully, for the contract was of great importance for the company.
- 7) How to repair tractors quickly is a problem.
- 8) The problem is how to repair all tractors quickly.
- 9) Lomonosov devoted all his life and gave all his energy and knowledge to Russia, where he was born.
- 10) It is a well known fact that Russia holds a prominent position in developing world science.
- 11) Everybody knows that ecology is a young science.
- 12) I am not sure whether he will take part in this conference.

Некоторые союзные слова по форме совпадают с вопросительными словами.

What, When, Who, Why, Where, Which, Whose, How, Whom.

Exercise 3. Insert the proper conjunctions: why, if, since, which, who, while, where, how, when.

- 1) You haven't changed ... I saw you last.
- 2) They work out methods ... promote nature conservation.
- 3) ... he has finished the work he may go home.
- 4) ... the working day in Vladivostok is coming to an end; it is early morning in Kaliningrad.
- 5) This type of lease is well suited to the farmer ... wants to hand down running the farm to his son.
- 6) The office ... she works is in the city centre.
- 7) I want to see ... the new equipment runs.
- 8) We were watching TV ... the telephone rang.
- 9) I'd like to know ... you have left the university.

Бессоюзное присоединение придаточных предложений

В английском языке в определительных и дополнительных придаточных предложениях иногда могут опускаться союзы и союзные слова. Например: Yesterday I saw the man you work with. He says he wants to be a doctor.

В определительных предложениях можно опускать относительные местоимения, когда они служат дополнением, но нельзя, когда они являются подлежащими. E.g. Yesterday I saw the man who bought your car. Yesterday I saw the man (who) you had a fight with the other day.

Exercise 4. Find the sentences where conjunctions can be dropped.

- 1) The yields increased when the farmers had applied fertilizers.
- 2) We know that sufficient water supply is essential for plant growth.
- 3) Environmental protection is a global problem which must be solved by people.
- 4) They didn't say where they had gone.
- 5) The book that you are looking for is in my bag.
- 6) We know who has done the experiment.
- 7) The heat which a body contains is the kinetic energy of its molecules.

LESSON 3

Task 1. Answer the questions.

- 1) What is agriculture?
- 2) What business activities does agriculture include?
- 3) Have you ever worked on a farm? How large is it? Is it profitable?
- 4) What do you understand by ecological farming?
- 5) How can computers be used in agriculture?
- 6) What farm machines do you know?
- 7) What parts do plants consist of? Can you describe their functions?
- 8) What farm animals give the highest profit?

Task 2. Consult the dictionary for all the meanings of the words “management,” “production”. Make up word combinations with these words and match them with their Russian equivalents.

Agricultural waste Livestock Cutting Farm Farm machinery Field Grazing Land use Orchard Poultry Soil Investment Financial Top	management	Управление инвестициями; Экономика и организация с\х производством; Использование отходов с\х производством; Уход за скотом; Организация землепользования; Организация использования с\х техники; Агротехника; Управление финансами; Режим скашивания; Система выпаса; Обработка почвы; Высшее звено управления; Содержание птицы; Садоводство
plant beef pork seed milk large-scale	production	растениеводство производство свинины производство говядины крупно-масштабное производство производство молока семеноводство

Task 3. Paying attention to the part of speech translate the pairs of words and phrases:

‘system – syste’matic, agri’culture – agri’cultural, ‘cultivate – culti’vation, ex’ploit – exploi’tation, by ‘gathering plants – a man ’gathering plants, without translating – we are translating, a week – weekly, well-known – knowledge – knowing him well.

Task 4. Memorize the following words and phrases.

Agricultural Production

1. **farm production system** – система с/х производства
2. **to sustain** [səs'tein] – поддерживать, продолжать развивать
3. **sustainable** [səs'teinəbl] – развивающийся, стабильный, процветающий
4. **on similar lines** – в том же направлении
5. **safe technologies** – безопасные технологии (зд. для окр. среды)
6. **to provide** [prə'veaid] (**with**) – снабжать, обеспечивать
7. **relationship** [ri'leisənʃip] – отношение, связь
8. **farm mechanization** – механизация сельского хозяйства
9. **storage** [ˈsto:ridʒ] – хранение
10. **processing** [ˈprəsesiŋ] – переработка
11. **to adapt** [ə'dæpt] – адаптировать, приспосабливать(ся)
12. **bookkeeper** [, buk,ki:pə] – бухгалтер
13. **farm engineer** – инженер в области сельского хозяйства
14. **zooengineer** – зоотехник
15. **agronomist** – агроном
16. **acid** [ˈæsid] **soil** – кислая почва
17. **alkaline** [ˈælkəlain] **soil** – щелочная почва
18. **organic** [o: 'gænik] **matter** [ˈmætə] – органическое вещество
19. **fertile** [ˈfə:tail] - плодородный
20. **natural fertility** – естественное плодородие
21. **weed** [wi:d] – полоть сорняки
22. **cut** – 1) косить; 2) срезать; 3) (**down**) рубить, снижать
23. **natural plant cover** [ˈkʌnvə] – природный растительный покров
24. **plant protection means** – средства защиты растений
25. **sowing** – посев
26. **cereals** – злаки
27. **head** – 1) верхушка; 2) колос
28. **arable crop** – пропашная культура
29. **hay making** – заготовка сена
30. **ecological farming** – экологическое земледелие
31. **(to) mature** [mə'tju:ə] – 1) зрелый, спелый; 2) созревать
32. **better land use** – улучшенное землепользование
33. **breeding** – разведение
34. **cattle barn** – коровник
35. **beef (dairy) cattle** – мясной (молочный) скот
36. **to milk** – доить

37. **to feed (with) (fed, fed)** – кормить

38. **forage** [ˈforɪdʒ] – фураж, корм

39. **pasture** – пастбище

40. **to make up proper rations** [ˈræʃənz] – составлять правильные рационы

41. **keeping farm animals** – содержание с/х животных

42. **nutrition** [nju:ˈtrɪʃən] – питание

43. **calf** [ka:f] – теленок; **calving** – отел

44. **lamb** [læmb] – 1) ягненок; 2) баранина

45. **apiculture** [ˈeipɪkʌltʃə] – пчеловодство

46. **transportation** [trænspo:ˈteɪʃən] – транспортировка

47. **petrol** [ˈpetrəl] – бензин

48. **to reduce** [rɪˈdju:s] **the amount of human labour** – сберегать ручной труд

49. **tiller** – культиватор

50. **accessory** [ækˈsesəri] – зд. приспособление

51. **gang** [gæŋ] **plough** [plau] – многокорпусный плуг

52. **silage unloader** – силосопогрузчик

53. **manure spreader** – разбрасыватель навоза

54. **milking-machine** – доильный аппарат

55. **sprayer** – опрыскиватель, разбрызгиватель

56. **to harrow** – боронить

57. **to operate (a tractor, a combine-harvester, ...)** – управлять, работать на ...

58. **to load up** – грузить; **to unload** – разгружать

59. **to provide locomotion** – обеспечить передвижение

60. **demand** [diˈma:nd] **for** – спрос (на)

61. **supply** [siˈplai] – предложение

62. **term** [tə:m] – 1) термин; 2) срок; 3) условие

63. **farm commodity** [kəˈmoditi] – с/х товар

64. **marketing** [ˈma:kɪti] – сбыт

65. **yield** – 1) урожай, 2) надой, 3) прибыль

66. **to consume** [kənˈsju:m] – потреблять; **consumer** – потребитель

67. **profitable** [ˈprofɪtəbl] – рентабельный

68. **cost** [kost] – издержки, себестоимость, затраты

69. **to make a loss** – работать в убыток, терять в деньгах

70. **to rent a farmland** – арендовать с-х землю

71. **to meet the demands of ...** – удовлетворять потребности

Task 5. Translate the sentences.

1) A farm is profitable if its costs are lower than its profit. 2) The demand for wheat is gradually increasing. 3) One can increase milk yields per cow by providing good housing conditions and high yield forage. 4) We know of cattle still being used as draft animals. 5) The development of a sustainable farm system is a sphere of scientific research. 6) Feeding animals should be based on knowledge of animal nutrition. 7) A new generation of farm equipment is gradually becoming reality. 8) Plant production is fundamental in agriculture. 9) Farm commodities are always in demand. 10) Business activities include processing, transportation, storage and marketing. 11) This plant produces implements adapted to large-scale farm production. 12) Agricultural machinery helps to reduce the amount of human labour. 13) When a farmer has low profit and high costs he is said to be making a loss.



Task 6. In pairs, give short answers.

E.g. – Have you ever worked on a farm?

– Yes, I have.

– Does the demand for specialists in agriculture increase every year?

– ...

– Is practical work on farms included in the studies?

– ...

– Do agronomists take into account the natural and climatic conditions of areas?

– ...

– Have you ever worked on a farm before your studies?

– ...

– Can you operate a tractor? (combine, milking machine)

– ...

– Can a gang plough be used without a tractor?

– ...

– Did you study any special subjects last semester?

– ...

– Were there any difficulties in your studies?

– ...

Text 1

The Development of Agriculture

The term “agriculture” covers all human activities in producing farm commodities. Farming and animal husbandry are two main parts of agriculture. In addition to the farm production system, agriculture also includes all business activities, including processing, transportation, storage and marketing.

The aim of modern agriculture is to promote sustainable and diverse farming and food industries that work together to meet the needs of consumers.

Plant production is fundamental because this production is the only process by which, through the photosynthesis of plants, new organic matter can be produced.

Therefore, the survival of both human beings and animals is ultimately dependent on plant production. Plant production supplies commodities for:

- direct consumption
- industry
- forage
- energy
- ornamental plants for gardens and parks

Breeding farm animals is becoming more and more scientific. Already, we see the results of the work of geneticists in the poultry industry, and the breeding of dairy cattle is rapidly following on similar lines. The feeding of animals will be based on the growing knowledge of animal nutrition. Computers will formulate balanced rations for pigs and poultry at minimum cost. The management of animals will be the work of men specially qualified.

To achieve these goals it is necessary to raise the level of mechanization in agriculture. Agricultural electronics is extremely important. It is possible with the help of different devices to measure air humidity, wind velocity and the thickness of the snow in the fields. This information is important for fixing the precise time for sowing and other field work.

Moreover, a new generation of farm equipment and higher technologies in agriculture are becoming reality.

Exercise 1. Read and translate the text.

Exercise 2. Find synonyms for the underlined words and phrases in the text.

- a) Raw materials for industry can be made in the farm sector.
- b) He is engaged in buying and selling farm goods.
- c) People are willing to buy more things at lower prices.
- d) Fodder is food for farm animals.
- e) Poultry farming is well-developed in our region.
- f) High-skilled specialists are trained at our university.

Exercise 3. Find in the text international words. Is their meaning the same in Russian and in English?



Exercise 4. In pairs, agree or disagree with the following statements.

- 1) Agriculture includes farming and animal husbandry.
- 2) Animal husbandry is fundamental in agriculture.
- 3) Business activities include only marketing farm produce.
- 4) Computers are useful in agriculture.
- 5) One of the tasks is to raise the level of mechanization.

Exercise 5. Find sentences about:

- The two main tasks of agriculture;
- Farm business activities;
- The importance of plant production;
- Breeding animals

Exercise 6. In groups, name at least five factors affecting farm profitability.

(**What factors make a farm profitable?**) **For help:** good soil, low costs, up-to-date machinery, good management, high-skilled workers, good breeds (varieties).

Exercise 7. Prepare a short retelling of the text.

The Parts of a Plant

stem – стебель, ствол

root – корень

root hairs – корневые волоски

fruit – плод

stamens – тычинки

carpel – плодолистик

embryo – зародыш

leaves – листья

Task: Write out complete definitions of each part of a plant as in the example.

Example:

Name: stem

Class: a part of a plant

Function: supports the shoot system

Definition: The stem is a part of a plant which supports the shoot system.

Root hairs (class: parts of a plant; function: absorb water and minerals from the soil)

Fruit (class: a part of a plant; function: protects the ripened, or matured, ovary)

Stamens (class: parts of a flower; function: produce the male sex cells)

Carpel (class: a part of a flower; function: produces female sex cells or ovules embryo)

Embryo (class: a part of a seed; function: develops into an adult plant)

Leaves (class: parts of a plant; function: manufacture sugars or other carbohydrates by photosynthesis)

Root (class: a part of a plant; function: anchors the plant in the soil and absorbs water and minerals)

The Digestive System of Farm Animals

the digestive tract – пищеварительный тракт

enzymes – энзимы

rumen – рубец

reticulum – сетка, второй отдел желудка

ruminants – жвачные животные

roughage – грубый корм



Task: In pairs, make up short dialogues after the model.

Model: Non-ruminants such as pigs and poultry have a single or simple stomach in which acid digestive juices exist. (What animals? Why?)

Dialogue

- By the way, what animals are known as non-ruminants?
- Of course, pigs and poultry.
- Why?
- Because they have single or simple stomach in which acid digestive juices exist.

Digestive tract is the tube which runs from the mouth to the anus. (What? What function?)

Enzymes are digestive juices which break down the food into a form which the animal can digest or absorb. (What? What function?)

Rumen is the first stomach, where the grass is stored. (What? What function?)

Reticulum is the second stomach, where special organisms start to attack the cellulose in the grass in order to release the nutrients which are enclosed within the cell walls. (What? What function?)

Cows, goats, sheep, camels are known as ruminants, because their digestive systems are made to digest and transform roughages. (What animals? Why?)

Text 2

Farm Machinery

Agricultural machines are used to till soil and to plant, cultivate, and harvest crops. Modern machinery is extensively used in Western Europe, Australia, the United States, the Russian Federation and Canada.

Modern large agricultural implements, adapted to large-scale applied methods, are usually powered by diesel or petrol fuelled internal combustion engines. The most important implement of modern agriculture is the tractor. It provides locomotion for many other implements and can furnish power, via its power shaft (приводной вал), for the operation of machines drawn behind the tractor. The power shaft of tractors can also be set up to drive belts that operate equipment such as feed grinders, pumps, and electric power generators. Small implements, such as portable irrigators, may be powered by individual motors.

Many types of implements have been developed for the activities involved in growing crops. These activities include breaking ground, planting, weeding, fertilizing and combating pests.

Ground is broken by ploughs. Harrows are used to smooth the ploughed land. The disc harrow, which has curved, sharp-edged steel discs (стальные диски, заточенные по краям), is used mainly to cut up crop residues before ploughing. Specialized implements called planters are necessary for sowing crops that are planted in rows.

Manure is distributed most efficiently by a manure spreader.

After crops have begun to grow, a cultivator is used to destroy weeds and loosen and aerate the soil. A variety of mechanical spraying and dusting equipment is used to spread chemicals on crops and fields; the machinery may be self-powered or drawn and powered by a tractor.

Most cereal crops are harvested by using a combine – a machine that removes the fruiting heads, beats off the grain kernels, and cleans the grain as the combine moves through the fields. A machine called a field chopper (косилка-измельчитель) cuts down green hay for use as animal feed.

Use of agricultural machinery substantially reduces the amount of human labour needed for growing crops.

Exercise 1. Read and translate the text.

Exercise 2. Find English equivalents for the following words and word combinations in the text. Memorize them.

Собирать урожай, обрабатывать почву, разбрызгивающее оборудование, приспособления, выравнивать, двигатели внутреннего сгорания, разбрасыватели навоза, разрыхлять, самоходный, зёрма (ядрышки), корм для животных, ручной труд.

Exercise 3. Write sentences of your own with the word combinations:

to loosen the soil, to provide energy, to be pulled by a tractor, to spray pesticides, to distribute manure, to pick up vegetables, self-powered machines.

Exercise 4. Look at the picture and describe it. Name the functions of tractor parts? What moving parts are most often worn and require repairing or even replacing?

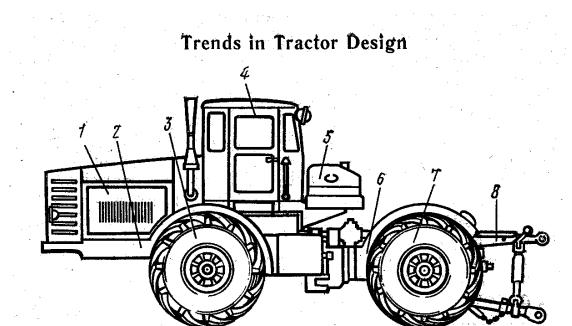


Fig. 1 1. engine; 2. front subframe; 3. front driving wheels; 4. cab; 5. fuel tank; 6. rear subframe; 7. rear driving wheels; 8. hitch.

 **Exercise 5. Complete the chart.**

The Types of Machines in Agriculture

soil tillage machines	planting machines	cultivating machines	harvesting machines	machines providing locomotion

Exercise 6. Imagine that you are a farmer. Answer the questions:

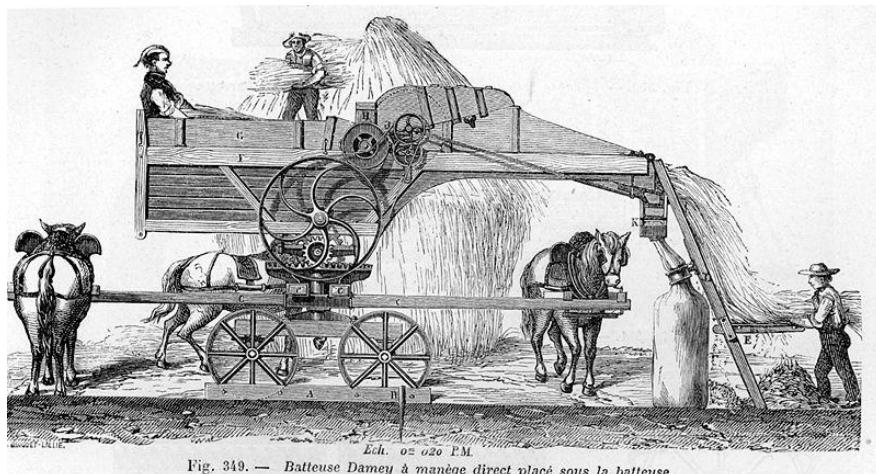
a) What farm equipment would you buy first of all?

Begin with: If I were a farmer ...

b) What is more profitable: to own farm equipment or to share it with other farmers?

Begin with: To my mind ...

 **Exercise 7. Write an annotation to the text.**



Threshing machine in 1881. Steam engines were also used to power threshing machines. Today both reaping and threshing are done with a combine harvester.



Harvesting oats in a Claas Lexion 570 combine with enclosed, air-conditioned cab with rotary thresher and laser-guided hydraulic steering

Exercise 8. Find extra information to make a report: “Farm mechanization development”

Dialogue

Resources of Agricultural Production

- Do you know the difference between a resource and a product?
- Of course, I do. A resource is an ingredient used in the manufacture of a product.
- Right you are. What about a product?
- Let me see. It results when several resources are combined in the production process.
- Certainly. But very often one and the same thing can be a product and a resource. Will you illustrate it?
- I'll try to. Farmers use fertilizers to grow maize. So, maize is a product.
- Quite so.
- Then maize is fed to farm animals. In this case maize becomes a resource and pork is a product.
- Do you know the four main agricultural resources?
- I'm not sure.
- Well. They are: land, capital, labour and management.

 **Task 1.** In pairs, act out and translate the dialogue.

Task 2. Give some other examples to illustrate the chain:

A resource → a product → a resource

Task 3. Match each term on the left with its definition on the right.

Land	is means	mental energy used in production and it is concerned with decision-making.
Capital		man-made wealth used in production
Labour		natural wealth used in production. Its value depends not only upon the original fertility of the soil and the climate, but also upon all the investments that have been made by man.
Management		the physical energy of people and the services of manual labourers.

Task 4. Divide the following words into four groups: a) processing farm products; b) transportation; c) storage; d) marketing.

Freezing, canning, baking, delivering, trucks, a barn, cooling systems, advertising, price, to purchase, (un)loading, branding, packaging, ventilation, smoking.

Text 3

Agriculture is “Interfering with Nature”

Agriculture always brings about some changes in natural environment. They may be slight and temporary, as in peasant agriculture, or drastic and permanent, as in modern arable-farming. In all cases the natural plant cover is replaced by a single or a few species of cultivated plants. All other plants are regarded as weeds and they are suppressed. Annual cropping introduces drastic seasonal changes too.

Natural communities are complex; agricultural communities are simple. Most natural communities of plants and animals (ecosystems) are composed of a large number of species which interact in a complex way. It is an axiom of ecology that complex communities tend to be stable, no one species is likely to “explode” in number.

Agricultural ecosystems are relatively simple, and that is why they are less stable. In such systems wide fluctuations in populations of some organisms are expected.

Another important point worth mentioning in this respect is pesticides. Although pesticides are necessary in the world attempt to meet the food and clothing needs of people, they can kill more than the target species for which they are intended; beneficial and neutral insects, birds and microorganisms – all can be affected. Many pesticides suppress the growth of bacteria, fungi and actinomycetes – all of which decompose soil organic matter.

The central goal in pest control is to reduce pest populations to the levels that do not cause economic damage. The cost of pest control should not exceed the economic benefits of the increased yield, environmental and health costs.

Exercise 1. Scan the text and find sentences about:

- a) the results of modern arable-farming;
- b) the difference between natural and agricultural communities;
- c) the axiom of ecology;
- d) the negative features of pesticides

Exercise 2. Compare the word combinations with the word “to interfere” and translate the sentences.

to interfere	
interfere with (мешать)	interfere in (вмешиваться)

- 1) You don't like it when people interfere in your private affairs, do you? 2) I'm sure that you don't watch TV if it interferes with the other members of your family, do you? 3) Wise people never interfere in natural cycles. 4) Early agriculturists didn't interfere with diverse crops development. 5) What is it that interferes with your studies? 6) I hope bad weather won't interfere with our plans. 7) What made you interfere in the conversation?

Exercise 3. Find the key sentence(s) of the text.

Text 4 **Ecological Agriculture**

The word «ecology» is derived from the Greek words «oikos», meaning «home», and «logos», meaning «science». It is interpreted as the study of relationships between organisms and their environment. Agriculture is closely connected with the development of this science.

All over the world farmers and researchers are experimenting with ecological farming. They are trying to develop and maintain agro-ecosystems in which natural processes are regulated in such a way that soil fertility is maintained and improved. They also view the mixed farm, forest and agro-forest as basic for ecological land use. Crops build up organic matter, trees conserve it, and animals decompose it (расщепляют). Microorganisms in the soil are needed to mineralize organic matter to plant nutrients. Weeds, diseases and pests are viewed as indicators of shortcomings (недостатки, проблемы) in farm, cattle or forest management, i. e. as clear markers of the need for a pest preventive approach.

Ecological farming systems recognize that the social aims of agriculture are as important as its financial profitability. They regard diversification of agricultural production as a method of enabling a certain region to be self-sufficient in food production. Methods and approaches applied in ecological agriculture need to be checked and refined in practice and supported by further research. Research in this sphere includes many aspects. Among them:

- analysis of ecological agricultural systems;
- establishment and development of sustainable, productive mixed farm, cattle and forest systems.

Exercise 1. Scan the text. Compare texts 3 and 4.**Exercise 2. Find synonyms for the following words in the text:**

to be formed, study, farming, depends on, ecological agriculture, to create, foundation, destroy, requirement, goals, introduced.

Exercise 3. Comment on the main idea of the text.

Text 5 **My Future Profession**

Last year I passed the entrance examinations and was admitted to the agricultural academy. I study at the faculty of agronomy. After graduating from the academy I am going to work as an agronomist.

To master our professional skills and to increase our knowledge we'll study many subjects: soil science, plant-breeding, seed-breeding, crop production, bio-chemistry,

botany and many others. During the course of studies we have our practical training on farms which are equipped with different machinery. The students do a lot of work in the fields that is controlled by practical farmers and instructors.

The efforts of agronomists are directed at improving land use and raising yields of all crops. Nowadays, these tasks can be accomplished through intensification of farming.

Working in agricultural enterprises agronomists deal with the problems of adapting ecologically safe technologies of cultivation to given conditions, choosing proper varieties of crops, calculating norms of fertilizers and the like. Productive use of land implies above all growing crops yielding the biggest quantity of foodstuffs, fodder and raw materials. In selecting crops it is necessary to consider the climatic conditions of the given area, the nature of the soil and other factors.

The diversity of natural and economic conditions precludes the same system of farming for all zones. Agronomists are thus concerned with the choice and application of intensive systems for each zone and proper specialization.

Nowadays, preventive consumer health protection takes precedence over economic interests. To improve food safety is to foster organic farming.

Scientists have gained much experience in genetics, plant-breeding and seed-growing. They have elaborated new selection, seed-growing and cultivation methods. New varieties of wheat, maize, sunflower, sugar beet and other crops have been bred.

The aim of agronomists is to apply these new methods and introduce the best varieties on their farms.

Exercise 1. Scan the text.

Exercise 2. Find sentences about:

- the main subjects studied at the academy;
- the students' practical training;
- food safety;
- the efforts of agronomists;
- scientists

Exercise 3. Write questions to the given answers.

- 1) Last year I was admitted to the academy.
- 2) Practical farmers and instructors help students in their practical training.
- 3) Scientists have gained much experience in genetics, plant-breeding and seed-growing.
- 4) In selecting crops it is necessary to consider many factors: soil type, climatic conditions, topography and others.

Getting the Job Work History

Of course, one of the most important indicators of how well you will fit into a new company is your work history. Here are some potential work history questions:

- Basic information regarding names of company, dates of employment and reasons for leaving;
- Accomplishments and failures from previous employment;
- Previous work responsibilities. How well did you handle these responsibilities?

Personality Questions

- Tell me about yourself.
- Why do you want to work here?
- Why did you leave your last job?
- What are your best skills? (Какими навыками Вы обладаете?)
- What is your major weakness? (У Вас есть слабые места?)
- Do you prefer to work by yourself or with others?
- What salary are you expecting?
- What are your career goals?

Task 1. Read and translate the letter. Choose the proper definition for it: covering letter, customs declaration, invoice, application letter, letter of credit, contract.

[Redacted]	
[Redacted]	
15 Kajaka St EE000 TALLIN	
Personnel Manager Woodex 20/54 Tartu Road EE3002 KEILA	
<p>Dear Sir or Madam,</p> <p>I have seen your advertisement for a secretary in the Estonian Express and I would like to apply for the post.</p> <p>I have left secondary school where I obtained my knowledge of secretarial work. I enclose an outline of my qualifications. I have no previous office experience but I'm willing to try and learn quickly.</p> <p>Sincerely yours, <i>P. Tanner</i> Paula Tanner</p>	

Task 2. Fill in the form.

Please type or print in block letters.

SUPERMARKET
FOREST ROAD

POSITION APPLIED FOR:			
Surname		Christian Name	
Private Address			
Telephone – Private: Business:		Date of Birth	Age
Nationality	Place of Birth		Marital Status
Number of Children and Ages		Height	Weight
Do you hold a current Driving Licence?			
Interests:		Notice period to present Employer	
Hobbies:			
FULL-TIME AND FURTHER EDUCATION:			
Dates	School, College, University	Subjects, Examination, Results	
QUALIFICATIONS:			
SPECIAL COURSES:			
Dates	Type, Duration, Examinations, Results		



Task 3. In pairs, act out a conversation using the pictures and information above.

BE READY

1. Write a composition on the topic: “My Farm”

Follow the outline:

I Location

II Size (How many hectares ...?)

III Plant Production (I grow ...)

1) Types of Plants

2) Fertilizers (I introduce mineral, organic fertilizers, manure)

3) Cultivating Equipment (I use ...)

4) Pesticides (biological plant protection means, herbicides, rodenticide, fungicide, ecological farming)

IV Farm Animals (I would rather breed ...)

1) Types of Animals

2) Livestock Department (conditions, mechanical feeding systems, conveyers)

3) Fodder Rations (silage, hay, combined fodder, biological supplements)

V Storage and Processing (a barn, a processing shop)

VI Labour Resources (to employ workers)

VII Transportation (to deliver)

VIII Marketing and distribution of profit (to meet the requirements of people, a demand for ..., at a reasonable price)

2. Speak about your future profession as a farm engineer (farm economist, zootechnologist). Use the phrases:

1) I study at ... the faculty of ... 2) After graduating I am going to work as ...

3) To develop my professional skills I'll study ... 4) The efforts of ... are concentrated on ... 5) They deal with the problems of ...

(Words for help: zoology, management, bookkeeping, profitability, to raise yields, productivity, meat and milk production, disease resistance, to reduce costs, deterioration, modern machinery, powerful tractors and combine harvesters, labour productivity, to meet the demands of people)

Exercise 4. Translate the sentences.

1) If the weather is fine, we shall start early sowing.

2) If the weather were fine, we should start early sowing.

3) If the weather had been fine, we should have started early sowing.

Задание на аудирование

1. Прослушайте и повторите слова из текста:

To stay with smb. – оставаться, гостить

To keep farm animals – содержать с\х животных

A duty – обязанность

To collect eggs – собирать яйца

To lay eggs – нести яйца (о курице)

2. Прослушайте текст дважды и выполните задания.

Answer the questions:

- 1) Why did Sue write to Ian?
- 2) What relation is Ian to Sue?
- 3) What does Ian do for a living?
- 4) Why don't Ian's sons help him on the farm?
- 5) What animals do they keep?
- 6) What does Ian's brother do on the farm?
- 7) Why didn't the Smiths lose weight during their stay on the farm?

Continue the sentences:

Ian is a farmer in ...

He keeps farm animals:

He also grows ...

His wife's duties are ...

Alan looks after ...

PHONETICS

Упражнения на повторение

Exercise 1. Read correctly.

- a) taught, caught, brought, thought, nought, straight, weight, eight, night, high, fight, might, mighty, right, flight, bright, light.
- b) pressure, assure, ensure, tension, expansion, emission, Russian, permission, discussion.
- c) pleasure, treasure, measure, usual, invasion, occasion, provision, division, precision, decision, television, explosion.

Exercise 2. Compare the sounds.

[t] - [d] asked – passed – enjoyed – translated; marked – helped – qualified – settled; booked – looked – desired – cultivated; stopped – placed – skilled – used; reached – finished – manufactured – calved.

The SUBJUNCTIVE MOOD Сослагательное наклонение

В отличие от изъявительного наклонения, передающего реальное действие, сослагательное наклонение выражает предполагаемое, возможное желаемое или нереальное действие. В русском языке сослагательное наклонение выражается глаголом в прошедшем времени, после которого ставится частица **бы**. Например: **Я сделал бы, если бы помогли**.

Различают: 1) синтетические формы сослагательного наклонения и 2) аналитические формы.

Синтетические формы:

– Инфинитив без частицы **to** для всех лиц ед. и мн. числа:

It is necessary that early ploughing be done. (Необходимо, чтобы вспашка была ранней).

– Форма простого прошедшего времени для всех лиц ед. и мн. числа в предложениях, относящихся к наст. и буд. времени, причём глагол **to be** употребляется в форме **were**

I wish I were you. – Хотелось бы мне быть на твоём месте.

Аналитические формы:

Образуются при помощи вспомогательных глаголов и инфинитива смыслового глагола без частицы **to**.

Should Would Could Might

We should do the work in two weeks. – Мы бы сделали эту работу за две недели. **I would like a cup of tea.** – Я бы выпил чашку чая.

Следует помнить, что простой (неперфектный) инфинитив передаёт предполагаемое действие в настоящем или будущем времени (действие нереальное; или реальное, но маловероятное), а перфектный инфинитив – в прошедшем (действие не осуществилось).

E.g. I would do it. – Я бы сделал это.

He would have come here but he was busy. – Он бы пришёл сюда, но он был занят.

Сослагательное наклонение употребляется как в простых, так и в придаточных предложениях.

E.g. Atomic energy might be used for this purpose. – Атомная энергия могла бы быть использована для этой цели.

It is necessary that the data received should be highly accurate. = **It is necessary that the data received be highly accurate.** – Необходимо, чтобы полученные данные были очень точными.

Три типа условных предложений

I	If the weather <u>is</u> fine, we <u>shall play</u> in the park. If you <u>ring</u> me <u>up</u> , I <u>shall tell</u> you something.	Если погода будет хорошей, мы будем играть в парке. Если ты мне позвонишь, я тебе кое-что расскажу. (Действие реально выполнимо).
II	If the weather <u>were</u> fine, we <u>should play</u> in the park. If you <u>rang</u> me <u>up</u> , I <u>should tell</u> you something.	Если бы погода была хорошей, мы бы поиграли в парке. Если бы ты мне позвонил, то я бы тебе кое-что рассказал. (Предложение имеет характер рассуждения, реальность не позволяет осуществить действие).
III	If the weather <u>had been</u> fine, we <u>should have played</u> in the park. If you <u>had rung</u> me <u>up</u> , I <u>should have told</u> you something.	Если бы погода была хорошей, мы бы поиграли в парке. Если бы ты мне позвонил, я бы тебе кое-что рассказал. (Действие могло совершиться, но не совершилось, так как не были выполнены условия).

I тип – *реальное условие в будущем. If+Present Simple, will (going to)+Infinitive*

II тип – *нереальное условие в настоящем или будущем. If+Past Simple, would (could/might)+Infinitive*

III тип – *условие, не соответствующее реальности в прошлом, сожаление по поводу уже случившегося. If+Past Perfect, would (could, might, should)+Perfect Infinitive*

Exercise 1. Translate the sentences.

- 1) If the weather is fine, we shall start early sowing.
- 2) If the weather were fine, we should start early sowing.
- 3) If the weather had been fine, we should have started early sowing.

Exercise 2. Find a sentence with the Subjunctive Mood.

- 1) His work must be discussed at the meeting.
- 2) We wanted his work to be discussed at the meeting.
- 3) His work will be discussed at the meeting.
- 4) We suggested his work be discussed at the meeting.

Exercise 3. Write the sentences according to the three types of conditional sentences (условных предложений).

- 1) If you (to be) free, I (to come) to see you.
- 2) If she (to meet) her friend she (to invite) him to the party.
- 3) If my mother (to buy) a cake, we (to have) a very nice tea party.
- 4) If my friend (to come) to see me, I (to be) very glad.
- 5) If I (to know) how to grow roses, I (to have) a big garden.
- 6) If you (not to work) systematically, you (to fail) at the examination.
- 7) If I (to live) in Moscow, I (to visit) the Tretyakov Gallery very often.

Exercise 4. Change the sentences into type II and type III conditional sentences.

- 1) If I am not busy, I'll go to the concert.
- 2) If he knows the weather forecast, he will take an umbrella.
- 3) If I live in the south, I will go swimming every day.
- 4) If he knows how to repair this engine, he will fix it.
- 5) If the rain doesn't stop, we will stay at home.

Exercise 5. Ask and answer the following questions with a partner, putting the verb in brackets into the correct form.

What would you do if you ... (to meet) a school friend; (to be attacked) by a lion at safari trip; (to break) a leg at a ski resort; (to be offered) frog's legs in a restaurant; (to get) a bad mark for your English test; (to sing) well; (to visit) the USA?

Exercise 6. Use the correct form of the verbs in brackets.

- 1) If my brother (to be in trouble), I shall help him.
- 2) You wouldn't feel so bad, if you (not to smoke) too much.
- 3) If he (to learn) the rule, he would not have got a bad mark.
- 4) If you hadn't put the cup on the edge of the table, it (not to get) broken.
- 5) If he (to work) hard, he will achieve great progress.
- 6) If he (to work) hard, he would have achieved great progress.

Exercise 7. Translate the sentences with the Subjunctive Mood.

- 1) If I were you I would spend the week-end in the country.
- 2) In his place I wouldn't buy this car, it is old.
- 3) How would you spend the week-end?
- 4) In her place I'd accept the job.
- 5) You could spend more time in the open air.
- 6) If I were you I'd add some more fertilizer to the strawberry.
- 7) It is necessary that the information be accurate.
- 8) It's a pity he is not here now; he'd give you a piece of good advice.
- 9) He could do the translation if he tried.
- 10) If I were you I would have a rest.
- 11) If you asked him he would show you the project.
- 12) If the book were interesting I would read it.
- 13) George thinks it would be profitable to set up a new company.
- 14) I wouldn't have finished the article last week if you hadn't helped me.
- 15) He would have come to see you yesterday.
- 16) She might have helped you in the garden.

Exercise 8. Translate the sentences.

- 1) Если бы Вы приехали на несколько минут раньше, Вы бы встретили его.
- 2) Если бы ты прополол грядку вовремя, овощи были бы крупнее.
- 3) Хотелось бы мне быть на твоём месте.
- 4) Если проект будет принят, мы организуем вечеринку.
- 5) Если бы ты лучше учил английский, ты бы сдал экзамен.
- 6) Я бы мог починить сейлку за два дня.
- 7) Если не будет замо-

розков, всходы появятся через две недели. 8) На твоём месте я бы написал письмо в Москву. 9) Не могли бы Вы прислать образцы Вашей продукции?

Таблица неправильных глаголов

Инфинитив: Прошедшее время: Причастие прош. времени: Перевод:

А

abide abode; abided abode; abided пребывать; держаться

arise arose arisen подняться; возникнуть

awake awake awaked; awoke будить; проснуться

Б

backbite backbitten backbitten клеветать

backslide backslid backslid отпадать

be was; were been быть; нести; родить

bear bore born; borne родить

beat beat beaten бить

become became become стать; сделаться

befall befell befallen случиться

beget begot; begat begotten порождать

begin began begun начать

begird begirt begirt опоясывать

behold beheld beheld зреть

bend bent bent; bended согнуть(ся)

bereave bereft; bereaved bereft; bereaved лишать

beseech besought; beseeched besought; beseeched умолять; упрашивать

beset beset beset осаждать

bespeak bespoke bespoke; bespoken заказывать

bespit bespat bespat заплевывать

bestride bestrode bestridden садиться; сидеть верхом

bet bet; betted bet; betted держать пари

betake betook betaken приниматься; отправляться

bid bad; bade; bid bid; bidden велеть; просить

bind bound bound связать

bite bit bit; bitten кусать

bleed bled bled кровоточить

bless blessed blessed; blest благословлять

blow blew blown; blowed дуть

break broke broken (с)ломать

breed bred bred выращивать

bring brought brought принести

broadcast broadcast broadcast распространять; разбрасывать

browbeat browbeat browbeaten запугивать

build built built строить

burn burnt; burned burnt; burned жечь; гореть

burst burst burst разразиться; взорваться

bust bust; busted bust; busted разжаловать

buy bought bought купить

С

can could - / been able мочь; уметь
cast cast cast кинуть; лить металл
catch caught caught ловить; поймать
chide chid; chided chid; chided; chidden бранить
choose chose chosen выбрать
cleave clove; cleft; cleaved cloven; cleft; cleaved рассечь
cling clung clung цепляться; льнуть
come came come прийти
cost cost cost стоить
countersink countersank countersunk зенковать
creep crept crept ползти
crow crowded; crew crowded петь (о петухе)
cut cut cut резать

D

dare durst; dared dared сметь
deal dealt dealt иметь дело
dig dug dug копать
dive dived; dove dived нырять; погружаться
do did done делать
draw drew drawntащить; рисовать
dreamdreamt; dreamed dreamt; dreamed грезить; мечтать
drink drank drunk пить; выпить
drive drove driven гнать; ехать
dwell dwelt dwelt обитать; задерживаться

E

eat ate eaten кушать; есть

F

fall fell fallen падать
feed fed fed кормить
feel felt felt чувствовать
fight fought fought сражаться
find found found находить
flee fled fled бежать; спасаться
fling flung flung бросить
floodlight floodlighted; floodlit floodlighted; floodlit освещать
прожектором

fly flew flown летать

forbear forbore forborne воздерживаться
forbidforbad; forbade forbidden запретить
forecast forecast; forecasted forecast; forecasted предсказывать
foresee foresaw foreseen предвидеть
foretell foretold foretold предсказывать
forget forgotforgotten забыть
forgive forgave forgiven простить

forsake forsook forsaken покидать
forswear forswore forsworn отрекаться
freeze froze frozen замерзнуть; замораживать

G

gainsay gainsaid gainsaid отрицать; противоречить
get got got получить
gild gilt; gilded gilt; gilded позолотить
gird girded; girt girded; girt опоясывать
give gave given дать
go went gone идти; уходить
grave graved graved; graven гравировать
grind ground ground точить; молоть
grow grew grown расти

H

hamstring hamstringed; hamstrung hamstringed; hamstrung подрезать поджилки
hang hung; hanged hung; hanged висеть; повесить
have had had иметь
hear heard heard слушать
heave heaved; hove heaved; hove подымать(ся)
hew hewed/td> hewed; hewn рубить; тесать
hide hid hidden прятать(ся)
hit hit hit ударить; попасть
hold held held держать
hurt hurt hurt причинить боль

I

inlay inlaid inlaid вкладывать; выстилать
input input; inputted input; inputted входить
inset inset inset вставлять; вкладывать
interweave interwove interwoven воткать

K

keep kept kept хранить
ken kenned; kent kenned знать; узнавать по виду
kneel knelt; kneeled knelt; kneeled становиться на колени
knit knit; knitted knit; knitted вязать
know knew known знать

L

lade laded laded; laden грузить
lay laid laid класть; положить
lead led led вести
lean leant; leaned leant; leaned опереться; прислониться
leap leapt; leaped leapt; leaped прыгать
learn learnt; learned learnt; learned учить
leave left left оставить
lend lent lent одолжить

let	let	let	пустить; дать
lie	lay	lain	лежать
light	lit; lighted	lit; lighted	осветить
lose	lost	lost	терять

М

make	made	made	делать
may	might	might	мочь; иметь возможность

mean	meant	meant	подразумевать
------	-------	-------	---------------

meet	met	met	встретить
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miscast	miscast	miscast	неправильно распределять роли	
misdeal	misdealt	misdealt	поступать неправильно	
misgive	misgave	misgiven	внушать опасения	
mishear	misheard	misheard	ослыпаться	
mishitmishitmishit	промахнуться			
mislay	mislaid	mislaid	класть не на место	
mislead	misled	misled	ввести в заблуждение	
misread	misread	misread	неправильно истолковывать	
misspell	misspelt; misspeled		misspelt; misspeled	писать с ошибками
misspend	misspent	misspent	экономить	
mistake	mistook	mistaken	неправильно понимать	
misunderstand	misunderstood		misunderstood	неправильно понимать
mow	mowed	mown; mowed	косить	

О

outbid	outbid	outbid	перебивать цену
outdo	outdid	outdone	превосходить
outfight	outfought	outfought	побеждать (в бою)
outgrow	outgrew	outgrown	вырастать из
output	output; outputted	output; outputted	выходить
outrun	outran	outrun	перегонять; опережать
outsell	outsold	outsold	продавать лучше или дороже
outshine	outshone	outshone	затмевать
overbid	overbid	overbid	повелевать
overcome	overcame	overcome	компенсировать
overdo	overdid	overdone	пережари(ва)ть
overdraw	overdrew	overdrawn	превышать
overeat	overeate	overeaten	объедаться
overfly	overflew	overflown	перелетать
overhang	overhung	overhung	нависать
overhear	overheard	overheard	подслуш(ив)ать
overlay	overlaid	overlaid	покры(ва)ть
overpay	overpaid	overpaid	переплачивать
override	overrode	overridden	отвергать; отклонять
overrun	overran	overrun	переливаться через край
oversee	oversaw	overseen	надзирать за

overshoot overshot overshot расстрелять
oversleep overslept overslept прос(ы)пать
overtake overtook overtaken догонять
overthrow overthrew overthrown свергать

P

partake partook partaken принимать участие
pay paid paid платить
plead pleaded; pled pleaded; pled обращаться к суду
prepay prepaid prepaid платить вперед
prove proved proved; proven доказывать; оказаться
put put put класть

Q

quit quit; quitted quit; quitted покидать; оставлять

R

read read; red read; red читать
rebind rebound rebound перевязывать
rebuild rebuilt rebuilt перестроить
recast recast recast видоизменять; преобразовывать
redo redid redone повторять сделанное
rehearreheard reheard слушать вторично
remake remade remade переделывать
rend rent rent раздирать
repay repaidrepaid отдавать долг
rerun reran rerun выполнять повторно
resell resoldresold перепродаивать
reset reset reset возвращать
resit resat resat пересиживать
retakeretook retaken забирать
retell retold retold пересказывать
rewrite rewrote rewritten пере(за)писать

rid rid; ridded rid; ridded избавлять

ride rode ridden ездить верхом

ring rang rung звонить

rise rose risen подняться

rive rived riven расщеплять

run ran run бежать; течь

S

saw sawedsawn; sawed пилить
say said said говорить; сказать
see saw seen видеть
seek sought sought искать
sell sold sold продавать
send sent sent послать
set set set устанавливать

sew sewed; sewn шить
shake shook shaken трясти
shave shaved shaved; shaven брить(ся)
shear sheared shorn; sheared стричь
shed shed shed проливать
shine shone; shined shone; shined светить; сиять
shoe shod shod обувать; подковывать
shoot shot shot стрелять; давать побеги
show showed shown; showed показывать
shred shred; shredded shred; shredded кромсать; расползаться
shrink shrank; shrunk shrunk сокращаться; сжиматься; отпрянуть
shrive shrove; shrived shriven; shrived исповедовать
shut shut shut закрывать
sing sang sung петь
sink sank sunk опускаться; погружаться; тонуть
sit sat sat сидеть
slay slew slain убивать
sleep slept slept спать
slide slid slid скользить
sling slung slung швырять; подвешивать
slink slunk slunk идти крадучись
slit slit slit раздирать(ся); разрезать (вдоль)
smell smelt; smelled smelt; smelled пахнуть; нюхать
smite smote smitten ударять; разбивать
sow sowed sowed; sown (по)сеять
speak spoke spoken говорить
speed sped; speeded sped; speeded ускорять; спешить
spell spelt; spelled spell; spelled писать или читать по буквам
spend spent spent тратить
spill spilt; spilled spilt; spilled пролить
spin spun; span spun прядь
spit spat; spit spat; spit плевать
split split split расщепить(ся)
spoil spoilt; spoiled spoilt; spoiled портить
spotlight spotlit; spotlighted spotlit; spotlighted осветить
spread spread spread распространяться
springsprang sprung вскочить; возникнуть
stand stood stood стоять
stave staved; stove staved; stove проламывать; разби(ва)ть
steal stole stolen украсть
stick stuck stuck уколоть; приклейт
sting stung stung ужалить
stink stank; stunk stunk вонять
strew strewed strewn; strewed усеять; устлать

stride strode stridden шагать
strike struck struck ударить; бить; бастовать
string strung strung нанизать; натянуть
strive strove striven стараться
sublet sublet sublet передавать в субаренду
swear swore sworn (по)клясться; присягнуть
sweep swept swept мести; промчаться
swell swelled swollen; swelled вздуться
swim swam swum плыть
swing swung swung качаться

Т

take took taken взять; брать
teach taughttaughtучить
tear tore torn рвать
tell told told рассказывать; сказать
think thought thought думать
thrive thrive; trived thriven; trived процветать
throw threw thrown бросить
thrust thrust thrust толкнуть; сунуть
tread trod trod; trodden ступать

У

unbend unbent unbent разогнуть(ся)
underbid underbid underbid снижать цену
undercut undercut undercut сбивать цены
undergo underwent undergone проходить; подвергаться
underlie underlay underlain лежать в основе
underpay underpaid underpaid оплачивать слишком низко
undersell undersold undersold продавать дешевле
understand understood understood понимать
undertake undertook undertaken предпринять
underwrite underwrote underwritten подписыва(ть)ся
undo undid undone уничтожать сделанное
unfreeze unfroze unfrozen размораживать
unsay unsaid unsaid брать назад свои слова
unwind unwound unwound развертывать
uphold upheld upheld поддерживать
upset upset upset опрокинуть(ся)

W

wake woke; waked woken; waked просыпаться; будить
waylay waylaid waylaid подстерегать
wear wore worn носить(одежду)
weave wove; weaved woven; weaved ткать
wed wed; wedded wed; wedded выдавать замуж
weep wept wept плакать

wet wet; wetted wet; wetted мочить; увлажнять

win won won выиграть

wind wound wound заводить (механизм)

withdraw withdrew withdrawn взять назад; отозвать

withhold withheld withheld удерживать

withstand withstood withstood противиться

work worked; wrought worked; wrought работать

wring wrung wrung скрутить; сжать

write wrote written писать

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