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А 64 Английский язык для инженеров: Учеб./Т.Ю. Полякова, Е.В. Синявская, О. И. Тынкова, Э. С. Улановская. — 7-е изд., испр. — М.: Высш. шк., 2007. — 463 с.

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Учебник (6-е — 2002 г.) написан в соответствии с программой по иностранным языкам для неязыковых вузов. Цель учебника — обучение различным видам чтения специальной литературы, владение которыми необходимо будущему инженеру, а также формирование навыков устной речи, аудирования и письма. Эффективное практическое овладение языком обеспечивается системой коммуникативных упражнений и ролевых игр, стимулирующих интерес студентов и их творческую активность.

Впервые учебник для технических вузов издается со звуковым приложением (2 аудиокассеты), все материалы которого начитаны носителями языка.

Рекомендован для обеспечения базового курса в технических вузах. Может быть использован лицами с техническим образованием, желающими самостоятельно совершенствовать свои навыки владения английским языком.

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Оригинал-макет данного издания является собственностью издательства «Высшая школа», и его репродуцирование (воспроизведение) любым способом без согласия издательства запрещается.

СТУДЕНТАМ ОТ АВТОРОВ

Изменения, происходящие в нашей стране, поставили многих выпускников технических вузов перед необходимостью владения иностранным языком. Обучение по предлагаемому Вашему вниманию учебнику подготовит Вас к общению на английском языке как в профессиональной деятельности, так и в повседневной жизни. К учебнику прилагаются две кассеты, на которых Вы найдете тексты, диалоги и слова, начитанные для Вас носителями языка. Это даст Вам возможность познакомиться с образцами британского и американского вариантов произношения.

Общение между людьми осуществляется разными способами: мы произносим речи, участвуем в беседах, разговариваем по телефону, пишем письма и статьи, слушаем своих собеседников, читаем книги, газеты, журналы и т. д. Эти способы общения представлены в соответствующих разделах данного учебника.

Первая часть учебника ("English in Practice") имеет следующую структуру:

1. Раздел "Language Material" («Языковой материал») поможет Вам выучить такое количество слов, которое позволит понимать 70–80% любого письменного текста и беседовать на определенные темы. Прослушивание новых слов поможет Вам освоить их правильное произношение и запомнить их значения. Вы также узнаете, как понимать новые слова, опираясь на их структуру, повторите изученный в школе материал по грамматике английского языка и изучите новые разделы грамматики.

2. "Listening Practice" («Аудирование»). На кассетах Вы найдете рассказы и сообщения для прослушивания, а также задания, предполагающие дальнейшее применение полученной информации. В текстах для прослушивания не все слова будут Вам знакомы, но, вероятно, Вы сможете понять общее содержание этих текстов.

3. "Oral Practice" («Устная речь»). Этот раздел объединяет ситуации, в которых Вы можете либо высказать свою точку зрения по различным вопросам, либо попробуете себя в общении друг с другом или с преподавателем, либо примете участие в обсуждении различных проблем. Все диалоги этого раздела Вы также найдете на кассете. Их прослушивание поможет Вам вести беседу на английском языке.

4. "Reading Practice" («Чтение»). Умение читать литературу по специальности остается для будущих инженеров чрезвычайно важным аспектом владения языком. В этом разделе представлены самые разнообразные виды текстов: познавательные тексты, знакомящие студентов с бытом

и культурой англоговорящих стран, научные статьи, инструкции к аппаратуре, реклама, отрывки из монографий и мн. др.

В зависимости от стоящей перед нами задачи мы читаем по-разному. Инженеру необходимо владеть несколькими стратегиями чтения. Так, Вы научитесь тщательно прорабатывать текст, что предполагает его полное и точное понимание, бегло просматривать материал, чтобы находить в нем необходимую информацию, читать текст с целью ознакомления с его содержанием и т. д. Для отработки техники чтения Вы можете использовать записанные на пленку фрагменты текстов А.

5. **“Writing Practice”** («Письменная речь») научит Вас готовить необходимые документы для устройства на работу на иностранной фирме в России или на учебу за рубежом, правильно заполнять различные бланки, написать открытку или короткое письмо друзьям в других странах, поздравить их с праздником.

Вторая часть учебника носит название **“English in Action”** и представляет собой три ролевые игры, в которых максимально имитируются условия реального общения. Первая ролевая игра называется **“TV Competition of Inventors”** и предполагает проведение конкурса, определяющего наиболее удачные конструкции транспортных средств. Вторая ролевая игра – **“Applying for a Job”** – даст Вам возможность познакомиться с правилами, связанными с подготовкой документов и прохождением интервью, принятыми во всем мире при устройстве на работу. Третья ролевая игра – **“Conference”** – подготовит Вас к участию в настоящей международной конференции, начиная от заполнения заявки и представления реферата своего доклада и заканчивая его представлением собранию коллег.

В учебнике имеется также раздел, адресованный непосредственно Вам – лексический и грамматический минимумы (**“Students’ Material”**). Если Вы считаете, что знания, полученные Вами ранее в школе или другом учебном заведении, недостаточны, Вы сможете самостоятельно восполнить имеющиеся у Вас пробелы, обратившись к материалам этого раздела. Кроме того, в этом разделе представлен комментарий к каждому разделу первой части, которым можно воспользоваться как справочником, если Вы пропустили занятия или хотите повторить материал к зачету.

Работая над этим учебником, авторы стремились к тому, чтобы условия общения на Ваших занятиях были максимально приближенными к Вашей будущей деятельности, чтобы в процессе общения Вы могли получить интересную и полезную информацию, имели возможность выразить собственное мнение или принять самостоятельное решение в предложенных Вам ситуациях. Мы надеемся, что приобретенные Вами знания и опыт общения на английском языке Вы сможете применить в Вашей будущей профессиональной деятельности.

Желаем Вам успехов в овладении английским языком.

ПРЕПОДАВАТЕЛЯМ ОТ АВТОРОВ

Настоящий учебник предназначен в качестве базового курса для студентов технических вузов на первом и втором этапах обучения. В основу учебника положен выдержавший не одно издание учебно-методический комплекс, состоявший из двух книг: учебника «Английский язык для технических вузов» (авторы *Е. В. Синявская, Э. С. Улановская, О. И. Тынькова*. М., Высш. шк., 1976, 1982, 1990) и учебного пособия «Английский язык в ситуациях общения» (авторы – *Е. В. Синявская, Т. Ю. Полякова, Л. А. Гальперина, Э. С. Улановская*. М., Высш. шк., 1990).

Впервые учебник издается вместе со звуковым приложением (две аудиокассеты и брошюра с записанными на них материалами).

Целью учебника в соответствии с Программой по иностранным языкам¹ является подготовка студентов к использованию иностранного языка в их будущей профессиональной деятельности, т. е. обучение как письменной, так и устной форме общения. Кроме того, полученные знания могут служить базой для дальнейшего самообразования.

В качестве одной из основных задач в неязыковом вузе остается обучение чтению. Учебник направлен на развитие четырех видов чтения – *изучающего, ознакомительного, поискового и просмотрового*, выбор которых определяется задачей, поставленной при работе с оригинальной литературой: аутентичными общенаучными статьями, монографиями, страноведческой литературой, технической документацией, материалами политехнического и научно-популярного характера, информацией, которая определяет наше поведение в повседневной жизни.

При отборе текстового материала в качестве основного критерия служила информативная ценность текстов и их соответствие интересам студентов начальных курсов технических вузов. Данные о типах текстов, представляющих определенный интерес для студентов, были получены путем анкетирования².

Большинство текстов учебника взято из оригинальной английской и американской литературы. В отдельных случаях тексты подверглись адаптации и сокращению.

¹ Программа по иностранным языкам для вузов неязыковых специальностей. М., 2000.

² *Синявская Е. В., Улановская Э. С.* К проблеме отбора и организации текстового материала в учебнике иностранного языка//Сб. Иностранные языки в высшей школе. М., 1987.

В области обучения устной речи учебник готовит обучаемых к осуществлению подготовленного монологического высказывания в виде сообщения и доклада, что, как показывают последние исследования, является наиболее типичным для сферы профессионального общения¹. Предпринята попытка подготовить студентов к участию в элементарном диалоге (знакомство, представление, выражение просьбы и т. д.) и полилоге (беседа или дискуссия), что предполагает необходимость развития умения выражать собственное мнение, одобрение или неодобрение чужих высказываний, осуществлять запрос информации и т. д. Учебник предусматривает развитие способности воспринимать на слух сообщения политехнического характера, предъявляемые в среднем темпе.

Помимо этого, учебник готовит студентов к письменному общению на английском языке. В этом плане предусмотрено формирование умений, необходимых для заполнения различных анкет и бланков, ведения неофициальной переписки и написания некоторых видов деловых писем. Наряду с этим традиционно развиваются умения фиксации информации, извлеченной из прочитанного текста (в виде аннотаций и рефератов), и перевод текстов по специальности с английского языка на русский.

Учебник рассчитан на 180 часов работы в аудиторной.

Структура учебника

Настоящий учебник состоит из пяти частей: 1. "English in Practice" (Units 1–13), 2. "English in Action", 3. "Students' Material", 4. "Teachers' Material", 5. "English-Russian Vocabulary".

Структура урока-темы

Каждый урок-тема (Unit) состоит из пяти разделов: "Language Material", "Listening Practice", "Oral Practice", "Reading Practice" и "Writing Practice". Выделение этих разделов осуществлено по основному виду речевой деятельности, однако задания каждого раздела предполагают взаимосвязанное развитие умений чтения, аудирования и говорения, что характерно для языкового общения в реальной жизни.

Первый раздел "Language Material" («Языковой материал»), как ясно из названия, предполагает работу над языковым материалом, который является средством реализации речевого общения.

Работа над языковым материалом начинается с введения и закрепления лексики ("Vocabulary"). В учебнике активизируется около 1300 слов и словосочетаний, которые относятся к наиболее частотной общенаучной лексике.

Новые слова вводятся в предложениях, а для их активизации предложены различные упражнения. Особо следует отметить двухцельные уп-

¹ Гайсина А. Я. Обучение профессиональному общению на основе текста: Дис. ... канд. пед. наук. М., 1997.

ражнения: вычитывание слова из ряда, обеспечивающее, с одной стороны, тренировку навыков быстрого чтения, а с другой – увеличение повторяемости лексического материала.

Особое внимание уделяется расширению потенциального словаря. В связи с этим в каждом разделе имеются упражнения на узнавание и верную интерпретацию интернациональных слов. Имеется серия упражнений, направленных на овладение словообразовательными элементами. Отбирая словообразовательные аффиксы, авторы опирались на результаты научных исследований¹. Включенные в учебник 19 элементов наиболее типичны для сферы профессионального общения будущих инженеров. Эта серия упражнений заканчивается микротекстом, содержащим изученные ранее производные слова, построенные по отработанным словообразовательным моделям, значение которых студент должен вывести из известных ему значений основы и аффикса.

Преподаватели найдут также в учебнике упражнения на развитие языковой догадки, на формирование навыков пользования словарем (уроки-темы 6–13), кроссворды и др. Неоднократное использование введенных и закреплённых слов в других разделах урока-темы обеспечивает повторяемость лексики, необходимую для овладения активным и пассивным словарем.

Предусмотрена в этом разделе также и работа над грамматикой (“Grammar Review”).

В основу отбора грамматического материала положены данные лингвостатистических исследований, выявляющие наиболее типичные для научно-технического стиля структуры. Студентам предоставляется возможность познакомиться со значением отобранных грамматических явлений (иллюстрирующих микротекст), с их формой (таблицы) и закрепить формируемые навыки в серии коммуникативно-направленных упражнений. Следует особо отметить, что в разделе “Students’ Material” имеется грамматический комментарий, позволяющий студенту при необходимости самостоятельно изучить или повторить то или иное грамматическое явление.

Инструкции к упражнениям этого раздела представлены на русском языке, чтобы внимание студентов было сосредоточено на изучаемом явлении.

В разделе “Listening Practice” («Аудирование») представлены задания к двум текстам, которые могут быть либо прочитаны преподавателем, либо звучать в записи. Слушание текстов предваряется краткой устано-

¹ Зеленецкая С. В. Об изучении словообразовательных механизмов английского языка с помощью лингвостатистических методов // Тез. докл. науч.-методической конф. М., 1969 и др.

вочной информацией и заданием. Установочная информация, с одной стороны, вводит студента в ситуацию, создает условия для возникновения у студентов мотивации слушания, с другой – облегчает восприятие текста на слух, так как ориентирует их на определенное содержание текста и обеспечивает необходимые языковые опоры.

Выполнение заданий к первому тексту требует, как правило, его общего понимания. Контроль понимания достигается через вопросо-ответные упражнения, причем студенты могут быть предварительно ознакомлены с вопросами. Информация, извлеченная при слушании текста, может быть использована студентами в последующих заданиях.

Задания к Тексту 2 требуют от студентов поиска определенной конкретной информации, а в некоторых случаях ее сопоставления с имеющейся. Задания этого типа предполагают заполнение студентами таблиц и составление графиков, что в значительной степени облегчает выполнение заданий и контроль понимания аудируемого текста. Этот контроль может осуществляться либо преподавателем, либо студентами в парах.

На заключительном этапе работы над текстом двум студентам предлагается прочесть прослушанный ранее текст, который приведен в разделе материалов для преподавателя ("Teachers' Material"). Это позволяет студентам удостовериться в правильности понимания текста, а также выявить непонятные фрагменты и устранить причины этого непонимания, выписав все незнакомые слова. В группах со слабой лингвистической подготовкой слушание текстов может осуществляться сразу же со зрительной опорой.

В учебнике предусмотрено постепенное усложнение языкового материала текстов для аудирования. Рекомендуется также постепенно увеличивать темп предъявления текстов.

В соответствии с современными требованиями раздел "Oral Practice" («Устная речь») предусматривает задания на развитие умений монологической речи по теме (Topic), диалогической речи (Pairwork) и ведения дискуссии с несколькими партнерами (Discussion).

В задании на развитие монологической речи определена тема сообщения и установочная информация, которая вводит студентов в определенную коммуникативную ситуацию и определяет мотив высказываний студентов. Предусмотренный перечень вопросов, которые необходимо затронуть в сообщении, определяет, с одной стороны, смысловое содержание высказывания, с другой – обеспечивает необходимые языковые опоры. Студенты могут использовать их как образцы для построения предложений. Подобный перечень вопросов обеспечивает монологическое высказывание, состоящее из 6–7 и более предложений. Следует обратить особое внимание на необходимость аргументации студентами собственного мнения. Желательно, чтобы преподаватель при этом дал всей группе

определенное задание, которое стимулировало бы слушание выступлений отдельных студентов.

При организации парной работы студентам предлагается прослушать ситуативный диалог. Этот текст рекомендуется использовать в качестве образца. Используя данные в нем речевые клише, студенты должны восстановить пропущенные части микродиалогов. Выполнение этого задания способствует формированию смыслового и языкового прогнозирования и готовит студентов к участию в диалогическом общении.

Кроме того, студенты должны придумать самые различные вопросы к предлагаемым ответам. В завершение предусмотрено задание на самостоятельное построение диалога. Оно предполагает введение в ролевую ситуацию, конкретное задание каждому из ее участников и необходимый для его реализации языковой материал. Как правило, участники диалога должны разрешить определенную проблему, что обуславливает необходимость обмена информацией.

Ситуативные диалоги включены в 8 уроков-тем, после которых основной акцент переносится на развитие неподготовленной речи, свободной беседы.

В каждом уроке-теме имеются задания, требующие от студентов участия в обсуждении определенной проблемы. Проблемы для дискуссий были отобраны с учетом тематики учебника и интересов студентов.

В организации дискуссии может быть выделено четыре этапа. Первый этап представляет собой постановку проблемы. Установочная информация предъявляется либо письменно, либо устно преподавателем. Второй этап носит подготовительный характер. Студенты знакомятся с предлагаемыми доводами, а также продумывают дополнительную аргументацию в пользу собственной точки зрения. Это – самостоятельная работа студентов, продолжающаяся 5–10 минут. На третьем этапе преподаватель делит студентов на несколько групп по 3–5 человек в каждой, в которых обсуждается заданная проблема с целью выработки единого для группы решения. В зависимости от активности студентов обсуждение может занимать от 10 до 20 минут. Желательно, чтобы преподаватель не вмешивался в работу студентов, ограничиваясь, в случае необходимости, только помощью в выборе языковых средств. По завершении обсуждения, на четвертом этапе, все группы могут участвовать в заполнении таблицы. Для этого один студент от каждой группы сообщает принятое решение и приводит основные аргументы.

В разделе “Reading Practice” («Чтение») представлено четыре текста: *A, B, C, D*, каждый из которых имеет определенную методическую задачу. Текст *A* может рассматриваться в качестве основного, и в связи с этим он имеет наиболее разработанную систему заданий.

Так, прежде всего, предусмотрено краткое введение в ситуацию, предвещающее выполнение заданий. До чтения текста студентам предлагаются задания, направленные на развитие вероятностного прогнозирования, что означает предвидение целого или элементов на основе уже воспринятого. Это предвидение выражается в учебнике в виде выдвижения гипотез о наиболее вероятном содержании текста. Для этого нередко используется механизм «множественного выбора». Развитие прогнозирования играет существенную роль в скорости приема информации, целостности восприятия, эффективности ее переработки¹.

Кроме того, эти задания создают естественный мотив для первого обращения к тексту с целью проверки собственных выдвинутых гипотез, что обеспечивает практику в быстрых видах чтения, как правило *просмотрового*, на которое отводится от двух до пяти минут.

Затем студентам дается задание обнаружить фрагменты текста определенного содержания. Как правило, эти отрывки являются наиболее насыщенными с точки зрения активизируемого языкового материала: лексики и грамматики. Для этого предполагается использовать *поисковое* чтение.

Обнаруженные фрагменты предназначены для практики в *изучающем* виде чтения, которое предусматривает полное и точное понимание текста. Средством проверки выступает устный или письменный перевод. Авторы предприняли попытку определения наиболее значимых, с их точки зрения, и подходящих отрывков текста. Однако при необходимости преподаватели могут выделить другие фрагменты для изучающего чтения, либо использовать для этой цели весь текст целиком.

Основным требованием к переводу является его адекватность оригиналу. Особое внимание следует обращать на языковые средства, оформляющие смысловые связи. Поскольку, как показывает опыт, студенты обычно задают много вопросов, касающихся качества перевода, в уроке-теме 1 (Unit 1) в разделе "Reading Practice" приводится образец письменного перевода отрывка текста.

К тексту *A* имеются также задания на определение основных смысловых частей текста (например, составление плана), что постепенно готовит студентов к написанию аннотации и реферата. Если студенты слабо владеют английским языком, можно ограничиться фиксацией информации на родном языке, однако возможность участия выпускников в международных конференциях, предполагающая представление реферата доклада на иностранном языке, требует обеспечения практики и в этом виде деятельности.

¹ Фаламкина С. К. Обучение чтению на иностранном языке в неязыковом вузе. М., Высш. шк., 1987.

Исходя из значения чтения вслух для развития навыков говорения (обучение произношению, формирование автоматизмов проговаривания и т. д.), развитию механизмов чтения уделено особое внимание в учебнике. К каждому тексту *A* предусмотрено задание на чтение фрагмента вслух. Так как чтение вслух практикуется на отрывках, которые до этого должны быть прочитаны про себя и поняты, для этой цели выбирается один из фрагментов, отобранных ранее для отработки изучающего чтения. Студентам предоставляется возможность познакомиться с образцом озвучивания этого фрагмента. Он может быть представлен преподавателем или звучать в записи. Затем студент самостоятельно решает две задачи: на первом этапе – добиться правильного чтения текста, на втором – увеличить скорость его проговаривания.

Как отмечалось ранее, в текстах *A* в наибольшей степени сконцентрирован лексический и грамматический материал. В связи с этим преподаватели могут использовать специальные упражнения, предназначенные для дальнейшего осмысления и закрепления языковых средств. Особо хотелось бы отметить задание на поиск так называемых ключевых слов, что, с одной стороны, имитирует реальную ситуацию, когда специалист стоит перед необходимостью их определения при подготовке своей статьи или доклада, а с другой – готовит студентов к написанию реферата.

Текст *B* предназначен для развития навыка «быстрого чтения» и содержит не более 3–4% неизученных слов, перевод которых приводится в скобках в самом тексте. Это дает возможность не прерывать процесс чтения и не тратить время на поиск значения слова в словаре. Предусматривается нарастание темпа чтения, начиная от 70 слов в минуту в первых уроках до 110 слов в минуту в последних.

Основная задача работы над текстом *B* – это достижение понимания основных фактов, содержащихся в тексте, что проверяется с помощью теста типа «множественного выбора» и других видов заданий.

Основной задачей работы над текстом *C* является выработка умения «вычитывать» из текста определенную информацию. Для реализации поставленной задачи текст разбит на фрагменты и снабжен предтекстовыми вопросами. Тексты *B* и *C* рекомендуются для аудиторной работы.

В разделе «Reading Practice» приведены также учебно-речевые ситуации профессионально-ориентированного чтения (тексты *D*). В них представлена определенная проблема, для решения которой студентам необходимо извлечь информацию из предлагаемых текстов. Как показывают проведенные исследования¹, подобные ситуации в наибольшей степени

¹ Полякова Т. Ю. Методика обучения чтению на старшем этапе неязыкового вуза с учетом профессиональной ориентации студентов (английский язык): Дис. ... канд. пед. наук. М., 1987.

отражают задачи профессионально-ориентированного чтения: поиск источников информации и конкретных фактических данных, а также сопоставление извлекаемой информации с уже имеющейся.

При этом, так же как и в будущей деятельности, для решения поставленной проблемы студентам придется часто работать не с одним, а с несколькими текстами. В некоторых ситуациях студенты должны будут сначала путем быстрого просмотра осуществить поиск необходимых источников информации, затем отобрать в них фрагменты, существенные для дальнейшей работы; и после этого приступить к поиску и изучению информации, требуемой для решения поставленной проблемы.

Рост международного сотрудничества привел к расширению деловых контактов, что поставило выпускников технических вузов перед необходимостью осуществления общения на иностранном языке и в письменной форме.

Поэтому, помимо развития умений написания аннотации и реферата, в каждом уроке-теме имеется раздел "Writing Practice" («Письменная речь»), в котором авторы поставили перед собой задачу подготовить студентов к заполнению наиболее распространенных анкет и бланков, написанию неофициальных писем и открыток и нескольких видов деловых документов (Application Letter, CV).

Для этой цели в каждом уроке-теме имеются коммуникативные задания. Для их успешного выполнения преподаватель дает необходимые пояснения в аудитории, либо студенты прорабатывают их самостоятельно.

В конце каждого урока-темы дан список активной лексики ("Vocabulary List"), который может быть использован либо студентами для самоконтроля, либо преподавателем для организации текущего контроля.

Во второй части учебника "English in Action" («Английский язык в общении») авторы пытались создать различные ситуации общения, максимально приближенные к реальным, в которых студенты смогли бы использовать приобретенные знания, навыки и умения. С этой целью были разработаны три ролевые игры: 1. "TV Competition of Inventors", 2. "Applying for a Job" и 3. "Conference".

Целью игры "TV Competition of Inventors" является вовлечение студентов в коммуникативную деятельность, предполагающую принятие самостоятельного решения. Она создаст условия для практики речевого общения и предполагает, что студенты обладают достаточным уровнем компетенции для их реализации.

Проведение игры требует, как правило, полутора академических часов. На первом этапе преподаватель объясняет ситуацию, осуществляет распределение ролей. При этом он может вводить всю установочную ин-

формацию устно, что потребует от студентов аудирования, либо письменно, что заставит их применять сформированные навыки чтения. Преподаватель может самостоятельно распределить роли с учетом психологических особенностей студентов и их языковой подготовки или предложить студентам распределить роли самим. В зависимости от числа студентов в группе количество ролей может варьироваться. При этом следует стремиться к тому, чтобы «изобретателей» было несколько больше, чем «членов жюри». На втором этапе студенты осуществляют самостоятельную подготовку к проведению игры. Она может проходить как в аудитории, так и вне ее. При необходимости на этом этапе преподаватель проводит консультации. Третий этап игры – проведение конкурса. В группах с более высокой языковой подготовкой преподаватель не участвует в игре и оказывает помощь играющим только в случае необходимости. В группах со слабой подготовкой преподаватель может осуществлять полное или частичное ведение игры, избрав для этого роль председателя жюри или не предусмотренную сценарием роль ведущего передачи. При этом преподаватель фиксирует ошибки, допускаемые студентами, и исправляет те из них, которые препятствуют пониманию. Последний, четвертый этап игры – это ее разбор, осуществляемый преподавателем совместно со студентами. После этого преподаватель может организовать работу по исправлению типичных ошибок.

Появление второй игры – “Applying for a Job” («Прием на работу») – было вызвано повышением интереса студентов к правилам и процедурам устройства на работу или учебу, принятым в зарубежных фирмах или совместных предприятиях.

Цель этой игры, с одной стороны, дать возможность студентам применить сформированные навыки и умения говорения, слушания, письма и чтения, с другой – предоставить письменно дополнительную информацию экстралингвистического характера, которая поможет им справиться с подобными задачами в жизни. Этим определяется построение игры.

В ситуации устройства на работу большинство студентов при желании могут не принимать вымышленной легенды, а использовать собственные данные. Это позволяет подготовить документы на всех этапах устройства на работу или учебу: перечень изученных предметов с оценками, письмо работодателям, резюме.

Студентам также предоставляется возможность принять участие в интервью.

Третья ролевая игра – “Conference”. В технических вузах традиционно проводятся конференции, в процессе подготовки к которым студенты знакомятся с литературой по специальности и готовят сообщения по выбранной теме. Тема, предлагаемая в данном учебнике, – экология. Авторы исходили из того, что проблемы защиты окружающей среды затрагивают

будущих специалистов в самых различных областях знаний. Если студенты имеют доступ к зарубежным источникам информации, то темы докладов могут быть уточнены совместно с преподавателем иностранного языка и спецкафедры, подбор же литературы по данной проблематике осуществляется самостоятельно.

На подготовительном этапе особое внимание уделяется композиционному построению доклада, вводится необходимый языковой материал и обеспечивается его тренировка. Опираясь на опыт преподавания, авторы исходили из того, что студенты, как правило, в состоянии изложить суть интересующей их проблемы, однако испытывают серьезные трудности в использовании языковых средств, связанных со структурированием сообщения.

Собственно игра предполагает комплексное использование сформированных навыков и умений, заполнение бланка-заявки на участие в конференции, оформление аннотации, реферата, ключевых слов собственно доклада, презентацию доклада и участие в дискуссии.

Данный раздел имеет особое значение, так как дает возможность студентам приобрести уверенность в способности использовать на практике полученные на занятиях знания, навыки и умения.

Раздел учебника "Students' Material" («Материалы для студента») адресован, как следует из его названия, прежде всего студентам. Здесь они могут получить сведения, которые могут дополнить, восполнить или заменить объяснения преподавателя на занятиях в аудитории. Это делает возможным использование этой части в качестве справочника на разных этапах работы с учебником.

Поскольку курс английского языка, организуемый с помощью настоящего учебника, опирается на знания, полученные в школе, в этой части учебника была предпринята попытка определить минимум знаний студентов, без которых невозможно использование учебника, в частности выделен лексический и грамматический минимум¹. Лексический минимум включает 355 единиц и составляет так называемое ядро школьной лексики, которое попадает в наиболее частотный слой научно-технического стиля речи. Грамматический минимум определяет основные понятия, необходимые для дальнейшей работы над этим аспектом английского языка, которые, как показывает практика, к сожалению, недостаточно сформированы у выпускников школ, ориентирующихся на поступление в технический вуз.

Кроме того, в этой части учебника студенты найдут поурочный комментарий, основу которого составляет грамматический справочник,

¹ *Берман И.М., Синявская Е.В.* Исследование ядра школьной лексики в плане преемственности обучения в средней школе и вузе. ИЯВШ. Вып. 6. М., 1971.

а также другие сведения (например, правила составления реферата и аннотации).

Часть учебника “Teachers’ Material” («Материалы для преподавателя») включает прежде всего тексты для аудирования, дополнительный материал для проведения игры “Word-Bingo”, ключи к некоторым упражнениям.

В конце учебника имеется англо-русский словарь, включающий активную лексику с указанием номеров уроков-тем (Units), в которых они впервые вводятся (кроме урока-темы 13, посвященного проблемам экономики).

Данное издание учебника, переработанное и дополненное по сравнению с предыдущими, подготовлено коллективом авторов – преподавателей Московского государственного автомобильно-дорожного института (Технического университета). Авторы выражают искреннюю благодарность рецензентам рукописи – кафедре иностранных языков Московского государственного технического университета им. Н. Э. Баумана и канд. филол. наук, проф. Л. П. Зайцевой за полезные замечания.

PART I

ENGLISH IN PRACTICE

UNIT I

THE VALUE OF EDUCATION

LANGUAGE MATERIAL

VOCABULARY

1. Прочитайте вслух новые слова, познакомьтесь с их русскими эквивалентами. Определите их значения в данных предложениях.

1. EDUCATION

образование

He got a good education at Oxford.

2. LANGUAGE

язык

What language does this man speak?

3. TO INTRODUCE

вводить

The teacher introduced a new grammar rule at the lesson.

4. SHOP

цех, мастерская

There are many shops at this factory.

5. STATE

государство

Railways in Russia belong to the state.

6. PRIMARY

1) начальный

1) There was only a primary school in the village.

2) основной, первоначальный

2) This question is of primary importance.

7. NEVERTHELESS

все же, тем не менее

She was very tired, nevertheless she continued working.

8. ENTRANCE

1) поступление

1) Entrance to the institute is by examination only.

2) вход

2) There were many people at the entrance to the theatre.

TO ENTER

1) поступать

1) He entered the institute last year.

| | |
|---------------------------------|---|
| 2) входить | 2) The students entered the classroom. |
| 9. AGE | |
| 1) возраст | 1) I have a brother of your age. |
| 2) век | 2) We live in the atomic age. |
| 10. SUBJECT | That's an interesting subject of conversation. |
| предмет | |
| 11. HIGHER EDUCATION | His parents don't have a higher education. |
| высшее образование | |
| 12. SECONDARY EDUCATION | After she got her secondary education she started working as a secretary. |
| среднее образование | |
| 13. TO ATTEND | All children of the village attend school. |
| посещать | |
| 14. AFTER | After school the boys played tennis. |
| после | |
| 15. TO LEAVE (LEFT) | They leave Moscow in summer. |
| оставить, уехать | |
| 16. TO PASS AN EXAMINATION | The pupils of the 10th form passed all their examinations well. |
| сдать экзамен | |
| 17. TO RECEIVE | Did you receive a letter from your friend last week? |
| получать | |
| 18. TO FAIL (IN) AN EXAMINATION | He isn't very good at physics, he may fail in his examination. |
| не выдержать экзамен | |
| 19. TO TAKE AN EXAMINATION | Our students will take their examinations in January. |
| держать экзамен | |
| 20. TERM | The first term at the institute lasts four months. |
| семестр | |
| 21. ALMOST | She has almost finished her homework. |
| почти | |
| 22. AIM | The aim of the new methods was to improve the quality of teaching. |
| цель | My brother aims to become a doctor. |
| TO AIM | |
| стремиться | |
| 23. BROAD | This river is 30 metres broad. |
| широкий | |
| 24. GENERATION | Several generations of their family were musicians. |
| поколение | |
| 25. COURSE | Next term they will have a course of lectures in construction mechanics. |
| курс | |

26. FOREIGN
иностранный
27. TO TAKE PLACE (TOOK,
TAKEN)
происходить, случаться
28. TO EQUIP
оборудовать, оснащать
29. LATEST
новейший, последний
30. TO REQUIRE
1) требовать
2) нуждаться
31. DURING
в течение, во время
32. USUALLY
обычно
33. TO LAST
продолжаться, длиться
34. GRADUATION
окончание высшего учебного
заведения
TO GRADUATE (FROM)
окончить высшее учебное заве-
дение
35. TO RETURN
возвращаться
36. FIELD
1) поле
2) область, сфера деятельности
37. FORMER
прежний, предшествующий
38. BETWEEN
между
39. TO REALIZE
1) понимать, осознавать
2) осуществлять
40. TO COMPLETE
заканчивать, завершать

All pupils study a foreign language a school.

The meeting took place after the lectures.

They will equip the laboratories with new apparatus.

Which is the latest book by this writer?

1) The situation requires my presence.

2) They require our help.
We speak English during the lesson.

What do you usually do on Sunday?

The lesson at school lasts 45 minutes.

After graduation some of the students will work at automobile plants.

My friend graduated from the institute last year.

Yesterday he returned home late.

1) There were a lot of flowers in the fields.

2) This man works in the field of mathematics.

She often wrote letters to her former teacher of literature.

Our house is between the hotel and the hospital.

1) She didn't realize her mistake.

2) Peter's friends helped him to realize his plans.

When will they complete the construction of the road?

41. COMMON

общий

42. KIND

род, сорт, вид

43. WISH

желание

44. TOWARDS

1) к, по отношению к

2) по направлению к

45. IMPORTANT

важный

They were good friends because they had common interests and hobbies.

There are different kinds of books in our library.

We have no wish to go to this concert.

1) The group felt friendly towards the new student.

2) First they were moving towards the north but then changed direction.

It's important to learn to speak English.

2. Прочтите следующие интернациональные слова вслух и, основываясь на значениях слов русского языка, определите их значения:

accumulation [ə.kju:mju'leɪʃn]

phenomena [fɪ'nɒmɪnə]

centre ['sentə]

theoretical [θiə'retɪkl]

manuscript ['mænjuskɪpt]

literature ['lɪtərɪtʃə]

geography [dʒɪ'ɒgrəfi]

mathematics [ˌmæθɪ'mættɪks]

physics ['fɪzɪks]

logic ['lɒdʒɪk]

national ['næʃənəl]

system ['sɪstəm]

democratic [ˌdemə'krætɪk]

reform [rɪ'fɔ:m]

technology [tek'nɒlədʒɪ]

technological [ˌtek'nɒ'lɒdʒɪkl]

economic [ˌi:kə'nɒmɪk]

information [ˌɪnfə'meɪʃn]

computer [kəm'pjju:tə]

ethics ['eθɪks]

psychology [saɪ'kɒlədʒɪ]

3. Подберите пары слов, имеющих противоположные значения.

A. 1. to complete

2. after

3. to leave

4. to pass an examination

5. to ask

6. much

7. tomorrow

8. here

9. to graduate (from)

10. evening

11. to receive

12. south

Б. 1. to return

2. to fail in an examination

3. to begin

4. before

5. yesterday

6. little

7. to answer

8. to enter

9. morning

10. there

11. bad

12. north

- 13. good
- 14. to open
- 15. black

- 13. to give
- 14. white
- 15. close

4. Найдите в каждом ряду слово, имеющее наиболее общее значение.

- 1. a) February, b) November, c) March, d) month, e) July
- 2. a) colour, b) brown, c) white, d) green, e) black
- 3. a) year, b) time, c) month, d) week, e) day
- 4. a) man, b) woman, c) boy, d) girl, e) person
- 5. a) tennis, b) football, c) sport, d) hockey, e) chess
- 6. a) bus, b) transport, c) plane, d) train, e) car
- 7. a) engineer, b) doctor, c) teacher, d) specialist, e) pilot
- 8. a) winter, b) summer, c) season, d) autumn, e) spring
- 9. a) body, b) arm, c) leg, d) head, e) hand
- 10. a) nose, b) mouth, c) eyes, d) head, e) hair

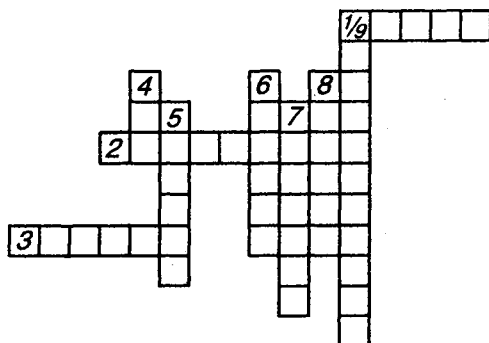
5. Образуйте возможные словосочетания из слов в обеих колонках.

- | | | |
|---------------------------|------------------|---------------------|
| 1. to pass school | 2. short school | 3. laboratory state |
| to attend a letter | foreign street | long equipment |
| to receive an examination | primary language | great letter |

6. Прочитайте и переведите на русский язык следующие словосочетания:

- | | |
|--|--------------------------------------|
| important work | to return the book |
| his last wish | in the field of physics |
| not to attend school | during the term |
| before and after the conference | big shops of the factory |
| school age | to equip a laboratory |
| a complete course of lectures in history | the latest news |
| to introduce new methods of teaching | at the beginning of the term |
| a foreign language | to receive a grant |
| to leave the country | to complete important work |
| to enter the room | primary and secondary education |
| it takes place in the field of economy | to take an examination in literature |
| the course of the ship | to realize a new plan |
| usually in time | common interests |
| to last longer | to require much time |
| to graduate from Moscow State University | the young generation |
| | the former school teacher |
| | between two houses |
| | the aim of his life |
| | to realize his mistake |

7. Решите кроссворд.



- | | |
|---|--|
| 1. A period of time which usually lasts 30-31 days | 6. A season |
| 2. A student who studies in the same group | 7. Father and mother |
| 3. The place where pupils study for 11 years | 8. An adjective denoting a town where you were born |
| 4. An automobile | 9. One of the main subjects taught at schools and colleges |
| 5. The place where students from different towns live | |

WORD-BUILDING

8. а) Проанализируйте модели образования слов, прочтите и переведите слова, созданные на их основе. б) Затем прочтите текст и найдите в нем слова, имеющие общий корень со словами перед текстом. Определите, к какой части речи они относятся и каковы их значения. Переведите текст.

A.

МОДЕЛЬ 1

основа глагола + -tion, -sion, -ion → существительное

- | | |
|-----------------------------|-----------------------|
| to include — включать | inclusion — включение |
| to continue — продолжать | continuation — _____ |
| to produce — производить | production — _____ |
| to absorb — поглощать | absorption — _____ |
| to consider — рассматривать | consideration — _____ |

МОДЕЛЬ 2

основа глагола + -er/-or → существительное со значением лица, производящего действия, или орудия действия

- | | |
|------------------------------|-----------------------|
| to generate — генерировать | generator — генератор |
| to distribute — распределять | distributor — _____ |
| to cool — охлаждать | cooler — _____ |
| to operate — оперировать | operator — _____ |
| to consume — потреблять | consumer — _____ |

B.

to converse – разговаривать
to speak – говорить

to hear – слышать
to pronounce – произносить

When you speak the sound waves (звуковые волны) travel through the air at the rate of 1200 feet per second. In a normal conversation the hearer really hears only about 50% of the sounds produced by the speaker. That explains why foreign languages are often easier to speak than to understand. Recording instruments show that no two native speakers of a language pronounce any word or sound of that language alike (одинаково). There is always some difference between your pronunciation and that of another speaker and this enables (давать возможность) us to recognize (узнавать) a person by his pronunciation.

GRAMMAR REVIEW

9. а) Проанализируйте формы глагола *to be*, приведенные в таблице. б) Ответьте события, о которых идет речь ниже, сначала к будущему, затем к прошлому, используя Past и Future Indefinite глагола *to be* и соответствующие обстоятельства времени: *yesterday, tomorrow, next week, last month, next year, at 5 o'clock* и т.д.

Глагол to be в Indefinite Active

| Present | Past | Future |
|---|-----------------------------------|------------------------------|
| am (I) is (he, she, it) are (we, you, they) | was (ед. ч.) were (мн. ч.) | shall be (1-е л.) will be |

- | | |
|-----------------------------------|--|
| 1. Victor is free in the evening. | 7. The expedition is in Africa. |
| 2. John is in America. | 8. The new film is long. |
| 3. I am very busy. | 9. My mother is at home. |
| 4. She is at the lecture. | 10. The workers are at the factory. |
| 5. The child is 10 years old. | 11. The children are at school. |
| 6. This work is interesting. | 12. The students are at the Institute. |

10. Дайте краткие ответы на вопросы, следуя образцу.

ОБРАЗЕЦ: Is Kovalev present at the lesson?

Yes, he is. No, he is not.

1. Is Tverskaya Street long?
2. Was it cold last winter?
3. Are your friend's sisters beautiful?
4. Is it hot today?
5. Is it Sunday today?

6. Is the clock on the wall?
7. Are you twenty years old?
8. Will you be at home in the evening?
9. Are the trees green now?
10. Is your house in the centre of the city?
11. Will your mother be at home at five o'clock?
12. Were you free yesterday?
13. Is his answer good?
14. Will you be in town on Sunday?
15. Is mathematics difficult for you?
16. Are your summer plans interesting?
17. Is your institute large?

11. а) Проанализируйте формы глагола *to have*, приведенные в таблице. б) Затем отнесите события, о которых идет речь ниже, сначала к будущему, затем к прошлому, используя Past и Future Indefinite глагола *to have*.

Глагол *to have* в Indefinite Active

| Present | Past | Future |
|-------------------|------------|-------------------|
| have (got) | had | shall have |
| has (got) | | will have |

1. They have a big house in the country.
2. My friend has many interesting books.
3. His mother has a nice garden.
4. She has a good map of London.
5. We have a good dog.
6. I have a beautiful picture.
7. These students have five examinations.
8. His parents have a comfortable flat.
9. John had good work.
10. These pupils have four lessons every day.

12. а) Проанализируйте формы оборота *there is/are*, приведенные в таблице. б) Затем прочтите и переведите текст.

Оборот *there + to be* в Indefinite Active

| Present | Past | Future |
|--------------------------|---------------------------|----------------------|
| there is (ед.ч.) | there was (ед.ч.) | there will be |
| there are (мн.ч.) | there were (мн.ч.) | |

My name is Natasha. I am Russian. Now I study English in London. There are six students in my class. I have friends among them. My friend Nicole is French. She is 20 years old. She is from France. She has a big family in Paris. George is Greek. He is from Greece. He is 18 years old. His parents are rich. They have a bank. George thinks he will be a banker too. I like my new life. I visited many places. I was in Oxford and Cambridge. My friends and I were in Scotland. We had a very good time. There were many interesting things to see there.

13. Отнесите факты, о которых идет речь, сначала к будущему, затем к прошлому, используя соответствующие формы глагола *to be*.

1. There are twelve students in our group.
2. There is a beautiful garden near the house.
3. There is a big blackboard in the classroom.
4. There is a letter for him on the table.
5. There are two lifts in the house.
6. There are 300 pages in the book.
7. There is a new stadium in the town.
8. There is a table in the middle of the room.
9. There is a hospital in the village.
10. Are there many sentences in this exercise?
11. Is there much work to do at home?
12. There are no pictures in the book.
13. There is no theatre in the town.
14. There are no maps on the walls of the classroom.

14. Перефразируйте, используя соответствующие формы глагола *to have*.

ОБРАЗЕЦ: There are no books in his bag.

He has no books in his bag.

1. There is no TV-set in his room.
2. There are no mistakes in his dictation.
3. There is no garden near his house.
4. There are no pictures in her room.
5. There are no French books in her library.
6. There is no English newspaper on her table.
7. There is no coffee in my cup.
8. There is no telephone in my flat.
9. There are no maps on the walls of our classroom.
10. There is no sugar in Peter's tea.

15. а) Проанализируйте степени сравнения прилагательных, приведенные в таблице.
б) Затем прочтите и переведите тексты а) и б).

Степени сравнения прилагательных

| | Положительная | Сравнительная | Превосходная |
|-----|-------------------------------------|---------------------------------|--|
| I | long easy | longer easier | (the) longest (the) easiest |
| II | interesting | more interesting | (the) most interesting |
| III | good bad much, many little | better worse more less | (the) best (the) worst (the) most (the) least |

a) Wise people said:

“We have two ears and only one tongue in order that we may hear *more* and speak *less*.” (*Diogenes*)

“Few sons are like their father, many are *worse*, Few, indeed, are *better* than the father.” (*Homer*)

b) The Taylor family lived in Newport for many years, but last year they moved to Liverpool. They like their new city. It is much *nicer* and *more interesting* than Newport. In Liverpool the streets are *cleaner*. The parks are *safer*. The bus system is *more reliable*, and the schools are *better*. But the Taylors think that the people in Newport were *nicer*, *more polite* and *more hospitable* than the people in Liverpool.

16. Измените данные словосочетания, используя сравнительную и превосходную степени прилагательных.

| | | |
|----------------------|--------------------|---------------|
| a short story | an old book | a good friend |
| a large garden | late news | much snow |
| a beautiful flower | a comfortable flat | bad weather |
| a big table | an easy question | little time |
| a high building | clean water | many cars |
| a difficult exercise | thin ice | few mistakes |
| a new dress | a thick dictionary | |

17. Прочтите предложения, употребив нужную форму прилагательного по смыслу.

1. Moscow is (*large*) than Petersburg.
2. John is (*short*) than William.
3. Henry is (*tall*) of all.
4. This summer is (*hot*) than last summer.
5. December 22 is (*short*) day of the year.
6. This is (*beautiful*) house in the city.
7. He is (*good*) student in the group.
8. Which is (*large*) city in your country?

9. Mathematics is (*difficult*) for him than physics.
10. The Volga is one of the (*long*) rivers in the world.
11. January is (*cold*) than March.
12. Agatha Christie is one of (*famous*) English writers.
13. There were (*many*) students at the lecture today than yesterday.
14. The Assembly Hall is (*large*) room in the Institute.
15. Yesterday our team played football very badly. I think it was their (*bad*) match.
16. Their house in the country is (*little*) comfortable than their flat in the town.

18. Дайте полные ответы на следующие вопросы.

1. Who is the youngest in your family?
2. Who is the oldest in your family?
3. Is your father older than your mother?
4. Are you as young as your friend?
5. Which is the most difficult subject for you?
6. Which is the easiest subject for you?
7. Is mathematics more difficult for you than English?
8. Is English easier for you than physics?
9. Is chemistry as difficult for you as physics?
10. Which is the most interesting subject for you?
11. Which is the longest day of the year?
12. Which is the shortest month of the year?
13. Is Washington bigger than New York?
14. Which is the largest city in the world?
15. Which is the highest mountain peak in the world?
16. Who is the most famous Russian singer now?
17. Is it warmer today than it was yesterday?
18. Do you have more or less free time now than you had last year?

19. Найдите в каждом ряду прилагательное в сравнительной степени.

- | | |
|------------------------------|-----------------------------|
| 1. father, foreigner, faster | 8. larger, mother, dinner |
| 2. receiver, summer, richer | 9. letter, last, less |
| 3. better, brother, farmer | 10. their, longer, her |
| 4. word, worse, worker | 11. smaller, worker, paper |
| 5. colder, corner, car | 12. floor, answer, more |
| 6. door, daughter, darker | 13. older, poor, brother |
| 7. water, teacher, higher | 14. sister, shorter, summer |

20. а) Ознакомьтесь с союзами сравнения и их значениями. б) Переведите предложения и словосочетания на русский язык.

as ... as – так же (такой же) ... как

not as ... as, not so ... as – не так (не такой) ... как

the ... the – чем ..., тем
 than – чем

1. It was not so warm as it is today.
2. I do not get up so early on Sunday as on weekdays.
3. Lesson One is not so difficult as Lesson Three.
4. She does not work at her English as much as she did last year.
5. Chemistry is not so interesting to him as mathematics.
6. As black as coal (уголь).
7. As heavy as lead (свинец).
8. As light as a feather (перо).
9. As wet as a fish.
10. He knows English better than you.
11. This book is more interesting than yours.
12. English is easier than Russian.
13. This flat is less comfortable than ours.
14. The more we study, the more we know.
 The more we know, the more we forget.
 The more we forget, the less we know.
 The less we know, the less we forget.
 The less we forget, the more we know.
 So why study?

21. а) Проанализируйте формы глаголов во временах Indefinite Active, приведенные в таблице. б) Затем прочитайте и переведите текст.

Времена группы Indefinite Active

| Present | | Past | | Future | |
|-------------------------|---------------|---------|----------------|---------|--------------------------|
| I | } work, go | I | } worked, went | I | } shall/will work, go |
| you | | you | | you | |
| we | | he, she | | he, she | |
| they | | we | | they | |
| he, she, it works, goes | | they | | they | |

“If you refuse me,” said the young man to his girl, “I shall die.”
 She refused him.
 And he died ... sixty years later.

22. Укажите номера предложений, в которых сказуемое выражено формой глагола: а) в прошедшем времени, б) в настоящем времени, в) в будущем времени.

1. My friend entered the Medical Institute last year.
2. All students take exams in winter.
3. The delegation will leave Tomsk on Monday.
4. Do you receive letters from your friends?

5. The students of our group attend all the lectures.
6. Some students failed their entrance exams.
7. The lecture will last two hours.
8. Shall we go to the disco in the evening?
9. He was good at mathematics, but he failed in physics.

23. **Перефразируйте следующие предложения в единственном числе, изменив соответственно форму сказуемого.**

ОБРАЗЕЦ: My sisters work at the factory.

My sister works at the factory.

1. My friends work in summer.
2. These girls go to the theatre in the evening.
3. These apples are very green.
4. My friends do not like fish.
5. His brothers work hard all day long.
6. They get new books from the library every week.
7. They have breakfast at eight o'clock.
8. The postman brings letters three times a day.
9. They want to buy some toys, because their sons have a birthday tomorrow.

24. **Отнесите события, о которых идет речь, сначала к будущему, затем к прошлому, используя соответствующие формы глаголов. Предварительно повторите формы неправильных глаголов *come, go, have, read, take, begin, leave, swim, tell, know*.**

1. I come to the Institute at 9.
2. He goes to the Institute by Metro.
3. We have dinner at 3.
4. They read newspapers in the morning.
5. My friend takes books from the library.
6. I know many English words.
7. The lectures begin at 8.30.
8. The plane leaves Minsk for Moscow at 11.05.
9. I play tennis in summer.
10. The boy tells us everything.
11. He swims well.
12. He helps me in my work.
13. The students repeat new words before the lesson.
14. She does her homework in the evening.
15. The little boy skates well.
16. We listen to the radio in the morning.

25. Прочтите предложения, поставив глаголы, данные в скобках, в соответствующем времени.

1. My friend (*to work*) at the factory.
2. This group (*to go*) to the theatre next month.
3. We (*to get*) books from the library last week.
4. I (*to come*) home later than usual yesterday.
5. This student (*to answer*) well at the last lesson.
6. They (*to translate*) text two tomorrow.
7. He (*to read*) the book about Robinson Crusoe in his childhood.
8. We (*to want*) to live in peace.
9. Schoolchildren (*to have*) the longest holidays in summer.
10. The great Russian poet Pushkin (*to be born*) in 1799.
11. I (*to speak*) with my teacher tomorrow after classes.
12. The farmer (*to like*) to work in his garden every day.
13. The child always (*to wash*) his hands before dinner.
14. The teacher (*to ask*) the new grammar rule at the next lesson.
15. Last Sunday his little sister (*to sleep*) till ten o'clock.

26. Прочитайте следующие предложения, заполнив пропуски глаголами *to be*, *to have* в соответствующих формах. Переведите предложения.

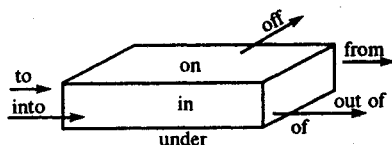
1. I know that his father ... many books in different foreign languages.
2. Usually he ... at home on Sunday.
3. Next year there ... new equipment in our school laboratory.
4. Tomorrow I ... either at the Institute or at home.
5. Now there ... a beautiful garden near the house.
6. Ten years ago there ... only a primary school in our village.
7. Now his parents ... a comfortable flat.
8. I.V. Kurchatov ... a well-known Russian physicist.
9. There ... two terms in the academic year.

27. а) Повторите предлоги времени, места и направления. б) Затем прочитайте текст, употребляя предлоги по смыслу.

ПРЕДЛОГИ ВРЕМЕНИ

- IN (с названиями месяцев) - in
September/May
(с названиями времен года) - in
summer/autumn
(с названиями частей дня) - in the
morning/evening
(с обозначением года) - in 1999
ON (с названиями дней недели, датами) - on Tuesday, on the first day at
school
AT (с обозначениями времени) - at 3
o'clock

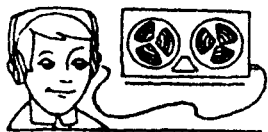
ПРЕДЛОГИ МЕСТА И НАПРАВЛЕНИЯ



Перед следующими сочетаниями предлоги не употребляются:

| | | |
|------|---|-------------------|
| last | } | week, month, year |
| this | | |
| next | | |

We are students ... the morning we go ... the Institute. Our lectures begin ... 9 o'clock. We have no lectures ... Sunday. We take examinations ... January and June. We do not study ... summer. We come ... the classroom and sit down ... the tables. We take our books and notebooks ... the bags and put them ... the table. Our pens are ... the table too. Our bags are usually ... the tables. Sometimes they are ... the table ... the floor. During the lesson we go ... the blackboard and write sentences ... it. When the lessons are over we go ... the classroom and go home. We usually come back ... the Institute ... 3 o'clock ... the afternoon.



LISTENING PRACTICE

1. We come to know the origin of many words when studying English. Some of them have a very interesting history. The word *sandwich* is one of them. *Sandwich* is an English word but now it is used in many other languages.

a) Listen to the story "Sandwich" about the origin of the word. Be ready to answer the questions below.

1. What do we call a sandwich?
2. What sort of sandwiches do you know?
3. When do people in England eat sandwiches?
4. What is the origin of the word *sandwich*?
5. What was the Earl of Sandwich famous for?
6. What other facts about the man do we know?
7. When did he first make a sandwich?
8. Do you like sandwiches? If so, what sort of sandwich would you like for your lunch?

b) You are the Earl of Sandwich's grandson/granddaughter. Tell your friends about your (grand)father and his "invention".

2. In Great Britain when a boy or a girl reaches the age of fifteen he or she can either stay at school or leave it and start work. Two teenagers called William Parker and Margaret Weber also had to make their choice.

a) Listen to the text "To Leave School or Not to Leave". When hearing the facts concerning the teenagers' life after school place ticks in the corresponding boxes of the chart.

| | | William Parker | Margaret Weber |
|-------------------------------------|---------------------|----------------|----------------|
| The city they live in | London | | |
| | Birmingham | | |
| | Glasgow | | |
| The institution they study at | a university | | |
| | a technical college | | |
| | a school | | |
| The place they work in | a shop | | |
| | a library | | |
| | an engineering firm | | |
| The occupation they are trained for | a secretary | | |
| | an electrician | | |
| | a typist | | |

b) Check your ticks with your teacher or groupmates.

c) Read the transcript of the text on p. 419. Look up the words you do not know in your dictionary.



ORAL PRACTICE

1. Topic. *The school I went to.*

Now you are first-year students. You passed your entrance exams thanks to the knowledge you gained at school, at a vocational school or at a technical college. Say a few words about the educational institution you studied at before entering the institute. Give information about:

- 1) the type of school you studied at;
- 2) the place where it is situated;
- 3) the age at which you began to attend it;
- 4) compulsory and optional courses there were at your school (chemistry, drawing, history, geography, etc.);
- 5) how many times a week you had your lessons of English;
- 6) your favourite subjects;

- 7) the entrance exams you passed before entering the institute;
- 8) what you liked and what you didn't like about your school.

2. **Pairwork.** Two girls are having breakfast in the institute coffee-bar. A tall boy comes up to their table.

a) Listen to their conversation.

PAUL: Excuse me, is anybody sitting here?

ANN: No, no. Oh! I'll just move my bag.

PAUL: Thanks a lot. And could you tell me the time? I am afraid I may be late for my English lesson.

ANN: I hope we have a few minutes left.

PAUL: That's fine. Are you first-year students? I think we've met before. I'm Paul. I think we live in the same hostel.

ANN: Yes, you're right. My name is Ann. This is my friend Julia. She is from Moscow.

PAUL: Nice to meet you. The bell's ringing! I hope to see you both in our video-club tonight. A new film is on. See you later.

ANN: So long.

JULIA: So long.

b) Complete the dialogues.

1. *A.:*

B.: It's 10 minutes to 10.

A.:

3. *A.:*

B.: Oh, no. Sit down, please. I'll just move my bag.

2. *A.:* I'm afraid we may be late for our lesson.

B.:

A.: That's fine.

4. *A.:* Meet my friend Helen.

B.: ... My name is ...

A.:

B.: No, I'm not. I am from Novgorod. I live in a hostel.

3. Think of some questions for the following answers. The answers needn't be true.

1. Almost all the students.

2. Between you and me.

3. During the lecture.

4. Either today or tomorrow.

5. Very difficult.

6. Foreign.

7. My friends.

8. I don't think so.

9. In the institute.

10. Never.

4. You want to know something about your groupmates. Think of the questions you would like to ask them (their family, native town,

favourite subjects at school and at the institute, hobbies, sports, TV, cinema, books, friends, future plans, etc.).

5. a) Helen (Peter) is having coffee during her (his) morning break. Another first-year student comes in and sits next to her (him). Student A takes the part of Helen (Peter). Student B takes the part of the other student.

Helen (Peter) introduces herself (himself) and tries to find out as much as she (he) can about her (his) groupmate, asking questions.

The other student introduces himself (herself).

They ask and answer questions in turn.

- b) When everyone has finished, tell the whole class the most interesting things you have found out about your partner.

6. Discussion. Now you begin an institute course of English. It is very important to know what you think about it. Is it necessary for a future engineer to study a foreign language?

- a) Read pros and cons given below. Think of some more which are important in your opinion.

| For | Against |
|--|---|
| 1. I can read scientific journals in English as soon as they are published | 1. It takes a lot of time to learn a foreign language. |
| 2. I can speak to foreign colleagues if necessary. | 2. It is impossible to learn a foreign language. |
| 3. I can read English books. | 3. I can read interesting articles when they are translated into Russian. |
| 4. I can find out more about the world. | 4. I think it is very difficult to learn a foreign language. |

- b) Discuss the problem in groups of 3-5 students. You may find the following expressions helpful:

to express your opinion

I think ...

Speaking for myself ...

I believe ...

I suppose ...

I'm sure ...

In my opinion ...

to agree with somebody

Yes, I agree (with you)

That's true

I think so too

You are quite right

to disagree with somebody

On the other hand ...
I don't agree (with you)

It's not (entirely) true
I don't think so

c) Fill in the chart and give your reasons for your decision.

| | Group 1 | Group 2 | Group 3 | Group 4 |
|---|---------|---------|---------|---------|
| It is necessary for a future engineer to study a foreign language. | | | + | |
| It's not necessary for a future engineer to study a foreign language. | | - | | |



READING PRACTICE

- As soon as we are born we begin to learn. We go to kindergartens, schools, colleges, institutes, universities. These make up a system of education. The system of education in Russia has a long history. Below you will find the text "Education in Russia".
- Before reading the text try to predict what information you will find in it, choosing the statements from the list below.
 - The education in ancient Europe.
 - The education in Byzantine.
 - The education and the Russian Orthodox Church.
 - The greatest teachers of Russia.
 - The foundation of the first universities in the world.
 - The changes in education to prepare young people for modern life.
 - The types of schools in Russia before the revolution.
 - The system of education in the Soviet Union.
 - The system of education in Russia today.
- Read the text rapidly to find out if you are right.

TEXT 1A

EDUCATION IN RUSSIA

1. Ancient Rus was one of the early feudal states and held a leading place in the world history.

The Slavonic written language came to Rus from Bulgaria in the 9th century. Towards the end of this century the replacement of religious books in Greek for those in the Slavonic language began.

Between the 10th and 13th centuries Russians developed a high civilization, which formed the foundation of the Russian culture in the following centuries. During this period numerous cultural treasures were accumulated. The written works of the time show that the level of knowledge on most natural phenomena was as high as that of Ancient Greece.

Monasteries were cultural and educational centres. They had large libraries and well-equipped book-making shops, in which not only church manuscripts were copied and translated but original books were written. Today we can confidently say that Ancient Rus was a state of high culture and knowledge.

2. In pre-revolutionary Russia there was a network of primary schools for common people. Nevertheless illiteracy among common people was very high. Well-off people taught their children in grammar schools,¹ commercial schools or secondary schools teaching no classics.²

There were also schools for nobles only. Entrance to those schools was limited. For example, at lycée where A.S. Pushkin studied the number of pupils ranged from thirty to one hundred. Only boys at the age of 10 or 12 from noble families of high rank were admitted and studied there for six years. They were taught many different subjects. The most important were Russian literature, history, geography, mathematics, physics, logic, law, rhetoric and such foreign languages as French, English, German and Latin. Great attention was paid to different arts and physical training: riding, swimming, fencing and dancing. The aim of this school was to bring up intelligent people in the broad sense of the word. Those who graduated from such educational institutions usually entered the service of their country to realize their abilities and knowledge to the benefit of their state.

3. The history of higher education in Russia goes back to 1755 when the first University was founded in Moscow on the initiative of M.V. Lomonosov and in accordance with his plan. Later, universities were opened in many other big cities of the country.

4. After the revolution in 1917, education was guaranteed to Soviet citizens by the Constitution and was free of charge, including higher education. Teaching at schools was conducted in almost all national languages. The system of education was the same throughout the country.

School attendance was compulsory for those between 7 and 15. Those who completed their secondary education and passed entrance examinations to higher education establishments received monthly grants if they did not

fail the examinations that they took at the end of each term. Higher education lasted five years.

5. In 1991 the former fifteen republics of the Soviet Union became independent states. The Russian Federation, the biggest and the most powerful of them began to develop as a democratic state. From the very start democratic reforms began to take place in many fields of life. The latest changes in political, economic and social conditions required changes in the system of education. Its aim is to prepare the growing generation for independent life and work in new conditions.

New curriculums were introduced in schools such as "The World Around Us" for younger students and "Fundamentals of Information Science and Computer Engineering", "Ethics and Psychology of Family Life" for senior students. Along with state schools where education is free of charge there appeared many private schools, colleges, lycées,³ gymnasiums and different courses where students can study sciences and humanities including foreign languages.

6. At some schools the leavers are sent abroad to continue their education at Sorbonne in Paris, at the Universities of Great Britain, Germany, USA and other countries.

After graduating from those Universities they return to their country to work in different fields of national economy.

A former student of a Russian school said on his return home:

"I was surprised how much there is in common between Russian and Western young people – their love for entertainments and the same kind of music and their wish to know everything new. I hope there will be time when young people from abroad will also come to our country to study.

Such exchanges of students will undoubtedly result in better understanding among people which in its turn will bring greater stability to the whole world."

NOTES TO THE TEXT

¹ grammar schools – эд. гимназии

² secondary school teaching no classics – реальные училища (в дореволюционной России)

³ lycée – лицей

c) Read the translation of the first two paragraphs given below. Compare it with the original and say if everything is right.

Древняя Русь была одним из ранних феодальных государств и занимала одно из ведущих мест в мировой истории. Старославянская письменность была заимствована из Болгарии в IX веке. К концу этого века началась замена церковных книг на древнегреческом языке книгами на старославянском.

Между X и XIII столетиями русские создали высокую культуру, послужившую основой развития в последующих столетиях. В течение этого периода шло

накопление культурных сокровищ. Письменные памятники этого периода показывают, что уровень понимания многих естественных явлений был так же высок, как и в древней Греции.

- d) Find in the text passages about the system of education in the Soviet Union and the subjects which were taught at schools before the revolution and translate them into Russian.
 - e) Choose a passage from those you've translated and read it aloud. (The approximate time of reading is 1-2 minutes.)
 - f) Find in the text and put down 10-12 words or word combinations which can be used to speak about the history of higher education in Russia.
2. a) Skim* the text below and time your reading. It is good if you can read it for 6 minutes (70 words per minute).

TEXT 1B HISTORY REPEATS ITSELF

If you go on an excursion to the Pavlov Biological Station at Pavlovo near St. Petersburg, you will see a very interesting monument there. It is a monument to the dog. The dog, as you know, played a very important part (роль) in all Pavlov's experiments. Pavlov wanted to thank the dog, so this monument was set up (установлен).

Then, if you go to see Pavlov's room in which great scientist worked for so many years, you will see another dog, a toy one, standing on the bookcase. This toy dog has a very interesting history. It comes from Cambridge, one of the oldest universities in the world.

Once a group of students stopped before the window of a toyshop (игрушечный магазин) in Cambridge and looked at the toy dogs there. "There's the thing we want," said one of them, and he pointed to a white dog in the shop window. They entered the shop and soon came out with the big white dog they had seen in the window. Then laughing (смеясь) and talking they went to their professor and showed the dog to him.

The professor did not understand what it was all about until one of the students told him about their plan to give Pavlov the present (подарок) of the toy dog.

"Where did you get the idea from?" asked the professor. "I think it's an excellent (отличная) one."

"We got it from the grandson of Charles Darwin, who is now a student here," they answered. "When Darwin got his doctor's degree (степень) at Cambridge, the students gave him a toy monkey (обезьянка). That was how they showed that they supported (поддерживать) his theory of the origin of man."

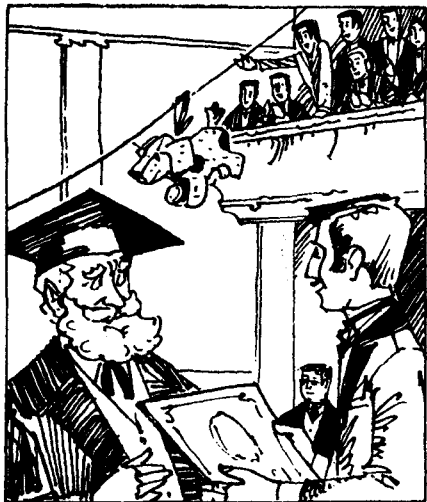
The next day was a great holiday at Cambridge. Thousands of students came to the University to see the foreign scientists receive their diplomas. The students watched the ceremony from the gallery.

* to skim – быстро прочитать текст, чтобы понять его основное содержание

It was Pavlov's turn (очередь) to receive his diploma. As he was going forward under the gallery, the students let the dog right down into his arms. He looked up, saw all the young smiling faces above him and understood that they wanted to show him that they supported his theory.

At that moment an old professor on the other side of the hall said to his friend: "Look, the students are giving Pavlov a toy dog. Did you see Darwin get his diploma? So you remember (помнить) him standing there with a toy monkey in his hands nearly forty years ago? History repeats itself, doesn't it?"

b) Arrange the pictures illustrating the contents of the text in the right order.



3. a) Read the text to find answers to the given questions.

TEXT 1C

SCHOOLING IN ENGLAND

1. How many days a week is school open?

Every child in Great Britain between the ages of five and sixteen years must attend school. There are three main types of educational institutions: primary schools, secondary schools and universities. State schools are free (бесплатный) and attendance is compulsory. Morning school begins at nine o'clock and lasts for three hours until twelve o'clock noon. Afternoon school begins at two o'clock and lasts for two and a half hours until half-past four. School is open five days a week. On Saturdays and Sundays there are no lessons.

2. What subjects do children learn in the Junior school?

In the primary schools, where children study from five to eleven years, the first two years are mainly taken up with learning to read, write and do simple arithmetic. In addition, the children draw, paint, model and sing. The first two years of the primary school are called the Infant school (школа для малышей).

At seven the pupils are transferred to the Junior school (начальная школа для детей от 7 до 11 лет) which is usually situated in another section of the same building. At this age level the following subjects appear in the study programme: English, history, geography, nature study, music and others. At the age of eleven the pupils finish the primary school and continue their education at one of the secondary schools.

3. What kind of secondary schools are there in England?

There are different types of secondary schools in England. This system of secondary education has developed since the Act of 1944 according to which on leaving the primary school a pupil may go either to a secondary Modern, Technical, Grammar or Comprehensive school.

The Secondary Modern School (средняя современная школа) is attended by pupils between the ages of eleven and sixteen. It is a state school which has a practical trend. Such courses as secretarial, trade and commerce, agriculture, gardening, cooking are taught there. These schools are usually well equipped with workshops for woodwork, metalwork, cooking, etc.

On leaving this school the pupils who wish to continue their education may attend evening classes which prepare them for entering a college or a university.

4. In what fields of national economy do the leavers of the Secondary Technical School work?

The Secondary Technical School gives a general technical education. It is attended by those pupils who are more mechanically inclined (склонный). The pupils have the opportunity to try their hand at the machines in the workshops. More time is given to such subjects as mathematics and science (естественные науки). In other words, this school gives a good foundation to work in the fields of industry and agriculture.

5. What do the pupils receive on finishing the Grammar School?

The Secondary Grammar school (классическая школа) is attended by the pupils between the ages of eleven and sixteen or eighteen. Some of them are state schools and some are private or independent schools. Most of them have two sides: a classical side, specializing in ancient languages (Greek and Latin), history and philosophy, and a modern side, specializing in modern languages, natural science and geography. The leavers of this school receive the General Certificate of Education (аттестат зрелости). On receiving this certificate a pupil may either leave the school or continue his studies for another two years in what is called the "Sixth Form" to receive the same certificate but at the advanced level (продвинутый уровень). In order to enter a university a boy or a girl must pass examinations in five subjects, two of which must at least be at the advanced level.

Among the private schools there are some very old and famous ones, such as Eton, Harrow, Rugby, etc. The fees at these schools are rather high, so usually rich parents send their children there.

6. Till what age do the pupils study according to the general programme?

Comprehensive schools (единая средняя школа) are state schools which combine three types of schools: grammar school, secondary modern school and technical school. The pupils study there according to the general programme till the age of thirteen or fifteen, after that they have special courses depending on their inclination. The number of comprehensive schools is rather great and it is constantly growing.

b) Look through the text again to find two facts which were quite new to you and two facts which were already known to you.

4. Your friend, an engineer, wants to brush up his English. His work requires regular reading of scientific journals. Here are the titles of textbooks and some information about them. Read them and recommend to your friend which of the textbooks to choose.

TEXTS 1D

Games for Language Learning

Playing games is a highly efficient language learning method, adaptable to most learners' needs. Some of the games of this book are familiar, with new variants, but many are completely original, such as "Climbing through a postcard". They offer a lot of varied practice for listening, speaking, reading and writing.

Language learning is hard work; these games make that hard work both enjoyable and efficient.

The Key to English

There is great interest in letter writing among students of English in various countries, and this manual is intended to supply them with the information they need to make their letters conform to the practices that are standard in English-speaking countries. The essential rules for writing good letters do not differ much, of course, from one country to another; it is in the outward form and in formulas of courtesy that the most striking differences exist, and those are the things emphasized here.

Numerous sample letters that the student can use as models are included, and there are check-up questions and some letter-writing problems at the end.

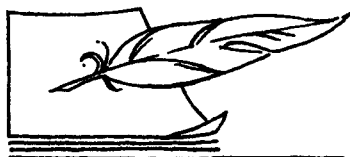
Discourse in Action

"Discourse in Action" is a course in reading comprehension for students of English as a foreign language. It is based on the belief that a special kind of course is required for students of English whose main need is to gain access to information through English. The course has been designed for a wide range of learners whose need can be described as "English for Academic Purposes" — secondary school pupils, students in universities and other tertiary institutions, adults whose profession requires them to make use of material in English. It is therefore intended to help students and others read textbooks, works of reference and general academic interest, source books and journals in English.

Approaches

"Approaches" is designed for students interested in using language rather than learning more about structure. It teaches you how to communicate effectively in English: to meet people, to ask for things, to say what you want and how you feel. It also gives essential information about life in Britain. The emphasis is on speaking, but listening, reading and writing are also practiced, and the focus is always on how people actually use the language.

The cassette which accompanies the book is an integral part of the course. It is also designed specially for you to take home after your course to consolidate the material of the book.



WRITING PRACTICE

You've earned some money and want to go to a language school in Dreamland for two weeks to brush up your English. You have already filled in the form with the required information but something went wrong with the computer.

a) Read the form and try to restore the text using the word combinations given below.

19 years; 10 August, 1999; 2 weeks, Peter Ivanov, student; 3 hours; Russian; 15 Apt., 10 Bld., Tverskaya St., Moscow, Russia.

| Registration Form | |
|---------------------------------|-------------------|
| Name ¹ _____ | Age _____ |
| Occupation _____ | Nationality _____ |
| Home address ² _____ | |
| Length of course _____ | |
| Number of hours per day _____ | |
| Course starting date _____ | |
| Accommodation required _____ | |
| not required | |
| Signature _____ | |

¹ Сначала укажите имя - *first name*, затем - фамилию - *family name* (например: Tom Palmer, Boris Petrov). Транслитерация русских имен, т.е. передача их буквами английского языка, может вызвать у вас затруднения. Руководствуйтесь приведенными ниже соответствиями:

| Русские буквы | Английские буквы | Русские буквы | Английские буквы |
|---------------|--------------------------------|---------------|----------------------|
| е, ё → | e, yo (Semyenov) | ч → | ch (Chekhov) |
| ж → | zh (Zhukov) | ш → | sh (Shukshin) |
| з → | z или s (Vosnesenskiy, Kuzmin) | щ → | sch (Khrushov) |
| й → | ei, iy или ai (Chaikovsky) | ы → | y (Bykov) |
| х → | kh или h (Khrushov) | ь → | ' (Belen'kiy) |
| ц → | ts (Tsokov) | ю → | iu или yu (Yurkin) |
| | | я → | ia или ya (Yakovlev) |

² Порядок написания элементов *адреса* противоположен принятому в России. Сначала указывается квартира, дом, улица, а затем город и страна. Здесь возможны сокращения: *Apt* (apartment), *Ave* (avenue), *Bld* (building), *Sq* (Square), *St.* (Street).

Например: Victor Sokolov, Apt 56, 27 Suvorova St, Moscow, Russia.

b) Your friend wants to go to this language school for a month. He is going to attend classes which are four hours a day. Help him to fill in the form. You will find the information about him below:

Яковлев Юрий Петрович, 20 лет.

Адрес: Россия, Самара, ул. Пушкинская, д. 4, кв. 3.

VOCABULARY LIST

- | | | |
|------------------------------------|--|-----------------------------------|
| 1. after (<i>prp</i>) | 16. field (<i>n</i>) | 31. primary (<i>a</i>) |
| 2. age (<i>n</i>) | 17. foreign (<i>a</i>) | 32. realize (<i>v</i>) |
| 3. aim (<i>n, v</i>) | 18. former (<i>a</i>) | 33. receive (<i>v</i>) |
| 4. almost (<i>adv</i>) | 19. generation (<i>n</i>) | 34. require (<i>v</i>) |
| 5. attend (<i>v</i>) | 20. graduate (<i>v</i>) | 35. return (<i>v</i>) |
| 6. between (<i>prp</i>) | 21. higher (<i>a</i>) | 36. secondary education |
| 7. broad (<i>a</i>) | 22. important (<i>a</i>) | 37. shop (<i>n</i>) |
| 8. common (<i>a</i>) | 23. introduce (<i>v</i>) | 38. state (<i>n</i>) |
| 9. complete (<i>a, v</i>) | 24. kind (<i>n</i>) | 39. subject (<i>n</i>) |
| 10. course (<i>n</i>) | 25. language (<i>n</i>) | 40. take an examination |
| 11. during (<i>prp</i>) | 26. last (<i>v</i>) | 41. take place |
| 12. education (<i>n</i>) | 27. latest (<i>a</i>) | 42. term (<i>n</i>) |
| 13. entrance (<i>n</i>) | 28. leave (<i>v</i>) | 43. towards (<i>prp</i>) |
| 14. equip (<i>v</i>) | 29. nevertheless (<i>adv</i>) | 44. usually (<i>adv</i>) |
| 15. fail (<i>v</i>) | 30. pass an examination | 45. wish (<i>n</i>) |

UNIT 2

LIVE AND LEARN

LANGUAGE MATERIAL

VOCABULARY

1. Прочитайте новые слова вслух, познакомьтесь с их русскими эквивалентами. Определите их значения в данных предложениях.

- | | |
|---|---|
| 1. AS LONG AS пока; до тех пор пока | You may have this book as long as you want it. We shall stay in the country as long as the weather is fine. |
| 2. TO TEACH (TAUGHT) преподавать, обучать, учить | This young woman teaches mathematics at our Institute. |
| 3. ESSENTIAL существенный, важный, необходимый | At every lecture students learn some essential facts from different fields of science. |
| 4. TO SHOW (SHOWED, SHOWN) показывать | She showed me her pictures. |
| 5. SO THAT чтобы; для того чтобы | Take the book home so that you can read it in the evening. |
| 6. TO FIND (FOUND) находить | She couldn't find her book. She had lost it. |
| 7. TO FIND OUT выяснять, обнаруживать | Please find out when the train leaves. |
| 8. OTHER другой | She bought some interesting books, pictures and many other things for her little children. |
| 9. EARLY рано | Come as early as possible. |
| 10. TO THINK (THOUGHT) думать | First think and then speak. |

11. INVENTION
изобретение
12. NECESSARY
необходимый, нужный
13. QUITE
вполне, совсем, совершенно
14. TO USE
пользоваться, применять
15. POSSIBLE
возможный
16. KNOWLEDGE
знание, знания
17. TO GROW (GREW, GROWN)
1) расти, выращивать
2) становиться
18. EACH
каждый
19. THEREFORE
поэтому
20. TO NEED
нуждаться в чем-л.
21. ONLY
1) только
2) THE ONLY
единственный
22. BEHAVIOUR
поведение
23. TO DECIDE
решать
24. UNTIL
1) до тех пор пока (не), пока (не)
2) до
25. ACCORDING TO
согласно, соответственно
26. TO CONSIST (OF)
состоять (из)
27. WAY
1) путь

Television is one of the greatest inventions of the twentieth century.

The secretary will give you all the necessary information.

It is quite dark at five o'clock in winter.

If you don't know some of the words, you may use a dictionary.

It is possible to go there by Metro.

His knowledge of English is very good.

1) Many beautiful flowers grow in our garden.

2) The music grew louder.

The teacher gave each student a dictionary.

I think, therefore I exist.

I need two more days to finish my work.

1) He came only yesterday.

2) She is the only child in the family.

The teacher did not like the behaviour of his two pupils – they talked with each other during the lesson.

I can't decide which book to read.

1) Wait here until I come.

2) It rained until four o'clock.

According to the program we shall have this subject next year.

Water (H₂O) consists of hydrogen and oxygen.

1) Which is the shortest way to the university?

- 2) способ
3) образ
28. EVEN
даже
29. TO PRODUCE
производить
30. HARD
1) твердый
2) трудный

3) суровый
4) упорно, много
31. TO SEND (SENT)
посылать
32. TO KEEP (KEPT)
держат, сохранять
33. TO BUILD (BUILT)
строить, создавать
34. TO DEVELOP
развивать
35. SIDE
сторона
36. AS WELL AS
так же как, также
37. TO THROW (THREW,
THROWN)
бросать
38. TO PAY (PAID)
ATTENTION (TO)
обращать внимание на что-л.,
на кого-л.
39. ALWAYS
всегда
40. TO TRY
стараться, пытаться
41. TO INCLUDE
включать
42. TO INFLUENCE
влиять

- 2) This is the best way to do it.
3) He didn't like their way of living.
It is hot in India even in winter.

This factory produces apparatuses for laboratories.

- 1) Glass is harder than wood.
2) It's a subject that is hard to understand.
3) He had hard times in his childhood.
4) He worked hard at his English.
The child was ill, and his mother sent for the doctor.
Where do you keep your books? Can you keep a secret?
They will build a new school here.

They do exercises to develop their muscles. We must develop the natural resources of our country.
One side of this box is black.

We shall travel at night as well as by day.
The boy threw the ball up in the air.

You must pay attention to what the teacher tells you.

I always come to the Institute on time.

I don't think I can do it, but I'll try.

The program includes many theoretical subjects.

George Bernard Shaw was greatly influenced by Russian literature.

43. ESPECIALLY
особенно, в особенности
44. TO PROVIDE (FOR)
обеспечивать, снабжать
45. FREE

It is very pleasant to be near the river,
especially when it is hot.

He has a large family to provide for.

- 1) свободный
2) бесплатный

- 1) I have very little free time.
2) School education is free of charge in
Russia.

2. Прочтите следующие интернациональные слова вслух и, основываясь на значениях соответствующих русских слов, определите их значения.

history ['hɪstəri]
fact [fækt]
sort [sɔ:t]
start [stɑ:t]
special ['speʃəl]
physical ['fɪzɪkl]
organize ['ɔ:gənaɪz]
social ['səʊʃəl]
military ['mɪlɪtəri]
group [gru:p]

discipline ['dɪsɪplɪn]
liberal ['lɪbərəl]
nature ['neɪtʃə]
discuss [dɪs'kʌs]
arithmetic [ə'riθmətɪk]
politics ['pɒlɪtɪks]
service ['sɜ:vɪs]
rhetoric ['retərɪk]
public ['pʌblɪk]

3. Найдите в левой колонке английские эквиваленты русских слов.

A. as long as
therefore
always
but
according to
as well as
again
until
here
only
against
around
or

Б. против
вокруг
поэтому
снова
или
до тех пор пока (не)
здесь
только
пока
но
согласно
всегда
также

4. Найдите в каждом ряду слово, противоположное по значению первому слову ряда.

- | | |
|-----------|--|
| 1. always | a) because, b) never, c) almost, d) again |
| 2. early | a) complete, b) finally, c) late, d) quite |
| 3. free | a) young, b) fail, c) rich, d) busy |
| 4. hard | a) light, b) warm, c) easy, d) soft |

- | | |
|----------------|---|
| 5. to fail | a) to require, b) to pass, c) to thank, d) to study |
| 6. possible | a) special, b) necessary, c) free, d) impossible |
| 7. to send | a) to try, b) to think, c) to receive, d) to use |
| 8. to return | a) to stand, b) to live, c) to repeat, d) to leave |
| 9. to graduate | a) to enter, b) to take, c) to last, d) to return |
| 10. after | a) between, b) before, c) next, d) almost |

5. Подберите пары слов, имеющих сходное значение.

A. to complete

to take an examination

to attend a lecture

important

to receive

to return

usually

wish

to leave

to grow

to need

each

to consist of

way

to make

hard

to build

state

Б. will

to go out

to become

to require

every

always

to include

to come back

to get

road

essential

to come to the lecture

to produce

difficult

to construct

to have an examination

to finish

country

6. Прочитайте и переведите на русский язык следующие словосочетания.

an essential part of his work

to divide into parts

necessary knowledge

hard day

hard material

the best way of life

the other side of the street

other inventions

early in the morning

to make it possible

to send for a doctor

to teach English

to grow warm

good behaviour

to keep one's word

to decide where to go

to produce different things

hard work

to work hard

to build a new road

to develop national economy

the shortest way to the centre of the city

to grow fruit

quite a child

each day

always ready

according to the plan

to show a new film

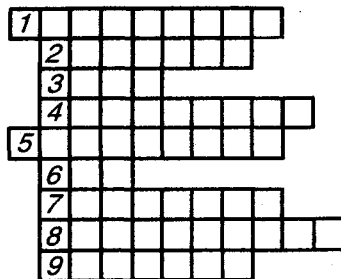
to find an old dictionary

to need money
 to include many details
 especially important
 free time
 a free (of charge) education

to use my father's library
 to build a factory
 to pay attention to your mistakes
 to try for the second time
 to be provided with good material

7. Решите кроссворд.

1. Food is ... for life.
2. A branch of knowledge studied in a system of education.
3. Cars keep to the left ... of the road in England.
4. The process of teaching and training of mind and character.
5. The result of education.
6. 1000 kg = 1 ...
7. The person who produced something for the first time.
8. The science of numbers.
9. One of the teaching methods in institutes and universities.



WORD-BUILDING

8. а) Проанализируйте модели образования слов, прочтите и переведите слова и словосочетания, созданные на их основе. б) Затем переведите словосочетания в разделе Б (правый столбец).

A.

МОДЕЛЬ 3

основа прилагательного + -ly → наречие

| | |
|----------------------|-------------------|
| free — свободный | freely — свободно |
| possible — возможный | possibly — _____ |
| deep — глубокий | deeply — _____ |
| safe — безопасный | safely — _____ |
| easy — легкий | easily — _____ |
| simple — простой | simply — _____ |

МОДЕЛЬ 4

основа существительного + -ic → прилагательное

| | |
|------------------------|---------------------|
| cube — куб | cubic — кубический |
| atmosphere — атмосфера | atmospheric — _____ |
| history — история | historic — _____ |

metal – металл
base – основа

metallic – _____
basic – _____

МОДЕЛЬ 5

основа глагола + -ment → существительное

to attach – прикреплять
to assess – оценивать
to move – двигать
to establish – устанавливать
to replace – заменять
to develop – развивать
to punish – наказывать

attachment – прикрепление
assessment – _____
movement – _____
establishment – _____
replacement – _____
development – _____
punishment – _____

Б.

to engage – зацеплять
to manage – руководить
to invest – вносить вклад
to improve – улучшать
to embellish – приукрашивать
to displace – смещать
to align – выравнивать
considerable – значительный
correct – правильный
successful – успешный
easy – легкий
exact – точный
real – реальный
system – система
loud – громкий
to cut – резать

engagement of parts
good management
large investments
great improvement
embellishment of facts
displacement of parts
alignment of machine elements
to change considerably
to speak correctly
to pass an examination successfully
to find easily
to know exactly
realistic approach (подход)
systematic work
to speak loudly
metal cutter

9. Найдите в тексте слова, имеющие общий корень со словами перед текстом. Определите, какими частями речи они являются и каковы их значения. Затем прочтите и переведите текст.

to sleep – спать
particular – особенный
energy – энергия

The data (данные) show that just as too little sleep is detrimental (вредный) to human organism, too much sleep is detrimental as well, particularly if one sleeps two hours more. People who sleep six hours or less a day are more energetic. Those who require 9 hours are slow movers. The long sleepers are passive. Long sleepers and short sleepers spend about

equal amounts of time (равное количество времени) in deep sleep, but the long sleepers dream (видеть сны) much more.

GRAMMAR REVIEW

10. Проанализируйте формы глагола Indefinite Passive, приведенные в таблице. Затем прочтите текст и скажите, в каких предложениях употреблены формы Indefinite Passive.

| Времена группы Indefinite Passive | |
|-----------------------------------|--|
| to be + Participle II | |
| Infinitive | to be written to be translated |
| Present | The letter is written/translated. |
| Past | The letter was written/translated. |
| Future | The letter will be written/translated. |

Moscow University is one of the oldest buildings in Moscow. It is situated in the centre of Moscow opposite the Kremlin. It was designed by the Russian architect Kazakov and built from 1782 to 1793. In 1812 it was completely destroyed by fire and restored in 1817-1819 by the Russian architect Zhilyardi (Жиллярди). Now the building is officially registered as an old monument of Russian architecture and is protected by the Government.

11. Сравните следующие пары предложений и переведите их на русский язык.

1. The teacher asks the students a lot of questions. The students are asked a lot of questions.
2. He told them an interesting story. He was told an interesting story.
3. She visited her friends. She was visited by her friends.
4. I will give you a good book. I will be given a good book.
5. The rector will receive you at 3 o'clock. You will be received on Wednesday.
6. They will show us a new film tomorrow. They will be shown a new film tomorrow.

12. Переведите следующие предложения на русский язык, обращая внимание на сказуемое в страдательном залоге.

1. The books were borrowed from the central library.
2. An interesting problem was discussed at the lecture.
3. The newspapers are usually brought in the morning.
4. When was the Moscow University founded?
5. All the work will be done by automatic machinery.

6. New houses are built everywhere: in cities, towns, and villages.
7. The experiments will be completed by the end of the week.
8. The young workers are trained to use the new equipment.
9. A lot of time is given to the study of the new methods of work.
10. The lectures on mathematics were attended by all the students.
11. English sportsmen will be met by the students of the Institute of Physical Culture.

- B.**
1. Usually the students are examined in room 41.
 2. At the Institute the students are taught many different subjects.
 3. The academic year is divided into two terms.
 4. The children of Sparta were given a military education.
 5. In Athens special attention was paid to reading, writing and literature.
 6. The boy was told to be back at home at 6 o'clock.
 7. This road was built last year.
 8. The electric lamp was invented by Yablochkov.
 9. The telegram will be sent tomorrow.
 10. This building will be completed very soon.
 11. A new library will be opened in our district next week.

13. **Переведите следующие предложения на русский язык, обращая внимание на глаголы, требующие после себя определенных предлогов.**

to look at – смотреть на

to look for – искать что-л., кого-л.

to look after – присматривать

to look through – просматривать

to work on – работать над

to wait for – ждать кого-л.

to pay attention to – обращать внимание на

to listen to – слушать что-л.

to speak to smb about smth – говорить с кем-л. о чем-л.

to take care of – заботиться о ком-л.

to send for – посылать за кем-л.

to refer to – ссылаться на что-л.

1. He was listened to with great attention.
2. The documents were sent for a week ago.
3. This poet is much spoken about.
4. The child was looked for everywhere.
5. Her children will be taken care of.
6. You are always waited for.
7. The picture was attentively looked at.
8. This book is often referred to.
9. The work of this student was paid attention to.
10. He worked hard on his new novel.
11. She looked after her little sister when her mother was at work.
12. He looked through the morning newspapers at breakfast.

14. а) Ознакомьтесь с формами модальных глаголов, их эквивалентами и постарайтесь запомнить их. б) Затем прочтите тексты А и Б и постарайтесь определить, в каких случаях употребляется выделенная форма глагола.

| Модальные глаголы и их эквиваленты | |
|------------------------------------|--------------------------------------|
| долженствование | – must, should, to have to, to be to |
| физическая возможность | – can, could, to be able to |
| разрешение | – may, might, to be allowed to |

A. My TV set broke yesterday. I called a TV repair man. But he could not come yesterday. He can't come today either. He is too busy. He says he will not be able to come tomorrow, because tomorrow is Sunday, and he does not work on Sunday.

Б. Maria had to make an important decision recently. She lost her job as a bookkeeper when her company went bankrupt, and she had to decide what to do. She could find another job as a bookkeeper, but she decided to study computer programming. Maria thinks she made the right decision.

15. Заполните пропуски модальными глаголами *can, may, must, should*.

1. Nina is ill. She ... stay in bed.
2. Drivers ... stop when they see the red light.
3. Betty asked: "... I open the window?"
4. Betty asked her father: "... I go to the concert tonight?" Her father said, "Yes, you ... go."
5. Mary is free tonight. She ... go to the dance.
6. Alec will have an English lesson tomorrow. He ... study tonight.
7. Mark is a good student. He ... speak English well.
8. There is no ink in my pen. ... I write with a pencil?
9. My friend gave me an interesting book to read. She said, "You ... keep it for seven days."
10. You ... do what the doctor says.
11. You ... study much if you want to pass the examination well.
12. You ... not smoke in the dining-room.
13. Little children ... go to bed early.
14. If you are ill, you ... consult a doctor.

16. Отнесите информацию, о которой идет речь, к будущему и прошлому, используя соответствующую форму модального глагола или его эквивалент.

ОБРАЗЕЦ А: He must learn the new words regularly.

He had to learn the new words regularly.

He will have to learn the new words regularly.

1. We must pass the examination in physics.
2. He must leave early in the morning.

3. You must read the text again.
4. They must begin their work at 9 o'clock.
5. She must go there at once.

ОБРАЗЕЦ B: He can skate well.

He could skate well.

He will be able to skate well.

1. He can continue his studies at the evening department.
2. I can meet you at the Metro station.
3. His father can help him in his studies.
4. I can translate this text without a dictionary.
5. She can play tennis after work.

ОБРАЗЕЦ B: You may open the window.

You were allowed to open the window.

You will be allowed to open the window.

1. You may go home after classes.
2. They may continue the experiment.
3. The students may use dictionaries at the translation test.
4. He may take my pen.
5. The tourists may attend the sitting of the Parliament.

17. Переведите следующие предложения, обращая внимание на перевод модальных глаголов и их эквивалентов.

1. Who can translate this sentence?
2. You can go to Vologda by train or by airplane.
3. Could you speak English a year ago?
4. I hope they will be able to reach the village before it grows dark.
5. You may go away now, I shall finish the work myself.
6. Every engineer must know at least one foreign language.
7. Your son must stay in bed because he is still ill.
8. You should take a taxi if you don't want to be late for the concert.
9. Students are not allowed to smoke in the classrooms.
10. He was not allowed to enter the concert hall after the third bell.
11. As he received a bad mark, he had to go over the material again.
12. We were to meet at the station at six.
13. He was to stay at the office until the report was ready.
14. You will have to repeat the material of the lectures before the examination.
15. We were to send his letter of recommendation by air mail.
16. You should try to find out all the essential facts connected with his work in the Antarctic.

17. The team of experts is to study the present situation in the country.
18. Do you know the student who is to make a report at our next meeting?
19. You should influence your friend. He is not studying the way he should.

18. Прочитайте следующие предложения и переведите их на русский язык, обращая внимание на сказуемое.

1. In this lesson special attention is paid to the translation of passive constructions.

2. I am often helped by my younger brother.
3. The letter will be answered at once.
4. If I am not mistaken, this book is often referred to.
5. The secretary was sent for.
6. The students will be shown a new film on the development of automobile industry in Russia.
7. He had much work to do yesterday.
8. You must not cross the street on the red light.
9. The new words should be repeated as often as possible.
10. I shall have to tell him everything.
11. He is to come at 5.
12. You may open the window, it is hot here.
13. They were to meet at the station.
14. The experiment should be finished today.
15. Children under 16 are not allowed to see this film.
16. Can you tell me where she lives?
17. He could not show me the way to the nearest Metro station.

19. Прочитайте предложения, употребив глаголы, данные в скобках, в требуемых по смыслу формах.

1. At the Institute the students (*to be taught*) many different subjects.
2. The children of Sparta (*to be given*) military education.
3. In Athens special attention (*to be paid*) to reading, writing and literature.
4. Next year a new school (*to be built*) near our house.
5. Jack will be free tomorrow, therefore we (*to be able*) to play football as long as we want.
6. Mother didn't like Pete's behaviour and (*not to allow*) him to go to the cinema.
7. Yesterday we (*have to*) come to school at 8 o'clock but Nina came only at 9.

8. At the factory the young workers (*to-be trained*) to use the new equipment.

9. Take the book home so that you (*to be able*) to read it in the evening.

20. Переведите следующие предложения на русский язык, обращая внимание на степени сравнения прилагательных и наречий.

1. It is better to go there by plane. It is much quicker than by train.

2. The physics laboratory of this Institute has the best apparatus for the experiment.

3. The road became worse as we went along.

4. The more you experiment, the better.

5. He begins to work much earlier than I do.

6. He was given the most difficult task.

7. The last report at the conference was the most interesting.

8. Edison could work at his experiments for days and weeks. Sometimes he slept less than five hours a day.

9. The work has to be done in the least possible time.

10. It is the least you could do for her.



LISTENING PRACTICE

1. Is it possible to tell the character and behaviour of a person by his or her handwriting?

a) Listen to a story about a writer who thought he understood handwriting. Be ready to answer the questions below.

1. Who is the story about?

2. What do you know about Balzac?

3. What feature of his character was he proud of?

4. Why did a woman friend of Balzac come to him one day?

5. How could Balzac tell the character and behaviour of a person?

6. What did Balzac say to his friend?

7. What do you think of a person's ability to tell a character and behaviour by handwriting?

b) You are the woman who showed the exercise-book to Balzac. Tell your friends about the episode.

2. People have always been concerned about their children's education. In the 19th century Americans also discussed this problem. There were three groups of people who had different ideas.

- a) Listen to the text "The Story of American Schools". Formulate your ideas about the problems in the chart and place ticks in its corresponding boxes.

| The children should | Group 1 | Group 2 | Group 3 |
|-------------------------------|---------|---------|---------|
| learn to read, to write, etc. | | | |
| work at factories | | | |
| know the Bible | | | |
| help their families at home | | | |
| The winners of the debate | | | |

- b) Check your answers with the teacher or your groupmates.
 c) Read the tapescript of the text on p. 421. Look up the words you do not know in your dictionary.



ORAL PRACTICE

1. Topic. *My Institute.*

1. A delegation of students and teachers from Cambridge are on a visit at your institute. You are asked to tell the guests about the institute. Present information on:

- 1) the name of your institute;
- 2) its location;
- 3) the departments at your institute (day-time, evening or correspondence);
- 4) how long the complete course lasts;
- 5) the number of students at the institute;
- 6) the subjects you study (humanities, technical subjects, sciences);
- 7) the equipment the institute is provided with;
- 8) the examinations you take and the grants you receive;
- 9) the students' hostels;
- 10) what you like and what you don't like about your institute.

2. Pairwork. Paul rings up Julia to invite her to the cinema.

- a) Listen to their telephone conversation.

PAUL: Hello! Can I speak to Julia?

JULIA: That's me.

PAUL: It's Paul speaking. How are you?

JULIA: Fine. Thank you. How are things with you?

PAUL: Not bad. I was thinking of going to the cinema this evening. Would you like to come?

JULIA: That'd be lovely. But I'm busy tonight. My parents are expecting some visitors and I've promised to help them. Perhaps some other time.

PAUL: What about tomorrow? I'll try to buy tickets and give you a ring.

JULIA: That's a good idea.

PAUL: Settled then. Bye-bye.

JULIA: Bye-bye.

b) Complete the dialogues.

1. **A.:**

B.: That's me.

A.:

B.: Fine, thank you. ...

A.: Not bad.

2. **A.:**

B.: That'd be lovely, but ...

A.:

B.: I'll give you a ring.

3. **A.:** I was thinking of going to the country. What about Sunday?

B.:

A.: Settled.

B.:

c) Think of some good questions for the following answers. The answers needn't be true.

1. As long as I live.

2. Early in the morning.

3. Quite possible.

4. Only you and me.

5. Always.

6. Especially for me.

7. My parents.

8. The teacher.

9. Physical training.

10. Inside.

3. Helen and Peter are friends. They often spend their free time together. Now they are discussing their plans for next week. Student *A* takes the part of Helen. Student *B* takes the part of Peter.

HELEN: Here is your diary for next week. If you are free, accept your friend's invitation. If you are not free, you must say why.

| | |
|-----------|--|
| Monday | 9 a.m.-2 p.m. - classes 7 p.m. - shaping |
| Tuesday | 9 a.m.-3 p.m. - classes |
| Wednesday | 9 a.m.-3 p.m. - classes 5 p.m. - Disco club |
| Thursday | 9 a.m.-3 p.m. - classes 7 p.m. - shaping |
| Friday | 9 a.m.-2 p.m. - classes shopping |
| Saturday | 9 a.m.-2 p.m. - classes |
| Sunday | |

PETER: You want Helen to go to the cinema with you on Wednesday. You also want to invite her to go to the country with your friends either on Saturday or on Sunday.

4. Discussion. Your friend who is 20 years old works as a car mechanic. He wants to continue his education in order to become an engineer. He doesn't know which department to choose, day-time or evening. Help him to solve his problem. Give your reasons.

a) Your friend has already made up a list of pros and cons. Look through it and think of some more.

| <i>Day-time institute</i> | <i>Evening institute</i> |
|---|--|
| For | For |
| 1. The course is a year shorter. 2. You have more time for self-study and entertainment. 3. You study more subjects and become a better specialist in your field. | 1. Your practical experience makes it easier for you to study special subjects. 2. You have prospects of promotion. 3. You no longer depend financially on your parents. |

b) Discuss the problem in groups of 3-5 students in order to make a decision.

c) Fill in the chart and give your reasons.

| | Group 1 | Group 2 | Group 3 |
|--------------------|---------|---------|---------|
| Day-time institute | | | |
| Evening institute | | | |



READING PRACTICE

1. a) Education is extremely important for our civilization. Some countries contributed greatly to the development of educational systems. Read the text

“The History of Education” and complete the table containing some information about systems of education in different countries.

| The name of the country | Who was taught | What was taught |
|-------------------------|--------------------|---|
| Egypt | The sons of nobles | Reading, physical education, good behaviour |
| Ancient India | | |
| China | | |
| Sparta | | |
| Athens | | |
| Roman State | | |
| Great Britain | | |

TEXT 2A

THE HISTORY OF EDUCATION

1. As long as we live we continue to learn, and the education we receive when we are young helps us to continue learning. We are taught to read and write, and are taught many of the essential facts about the world and shown how to sort them out¹ so that later in life, we shall be able to find out things ourselves and not to ask other people.

The first teachers were fathers and mothers, but very early in the history of man children began to be taught by people other than their fathers and mothers. It is thought that schools first started in Egypt 5,000 to 6,000 years ago, and that it was the invention of writing which made them necessary. Reading and writing were quite different from the skills used in everyday life, and writing made it possible to store up knowledge which grew with each generation. Specially trained people were therefore needed to teach it.

2. Only the sons of nobles² attended the first Egyptian schools, which taught reading, physical education and good behaviour. In ancient India the priestly caste³ decided what should be taught to each of the four castes, or groups, into which people were divided.

Only the priestly caste was allowed to learn the Hindu scriptures. In China, until the 19th century, education was organized according to social classes, and consisted largely of learning the scriptures by heart.

3. A clear example of the way in which even neighbouring peoples produce different types of education comes from ancient Greece. Sparta and Athens were two Greek states. The Spartans, hard and warlike people, gave a purely military education to their children. At the age of seven all boys of

noble families were taken from their homes and sent to live in schools. They were kept under a very strict discipline and were taught hunting, military scouting, swimming and the use of weapons. The Spartans despised literature, and some people think they could not even read.

At the very same time, also for the nobles only, the Athenians were building what we call a liberal education¹ – one that helps a man to develop all sides of his nature, helps him to make and appreciate beautiful things and helps him to find the best way of life. They thought it important to educate the body as well as the mind, and had a programme of physical training which consisted of running, jumping, wrestling and throwing the discus. As time went on Athenian education paid special attention to reading, writing and literature and these were taught by a special teacher, known as the “grammatist”. Common people were not educated; they were trained in craftsmanship, workmanship and trades.

Greek philosophers, or thinkers, always discussed what education should try to do and what it should include. Plato wrote a book called *The Republic*, which is one of the best books ever written on education, and since those days Greek ideas have influenced European education, especially secondary and university education.

4. The Romans were very good at organizing, and they were the first people to have schools run by the government² free of charge. Throughout their great empire there was a network of these schools which provided for three stages of education.

At six or seven all boys (and some girls) went to the primary school, where they learned “three R’s”: reading, writing, and arithmetic. Most children were not taught more than this, but at 12 or 13, boys of the rich families went on to the “grammar” school to study the Greek and Latin languages and literatures, that is, what had been written in those languages. At 16, young nobles who wanted to enter politics or the service of their country went to the schools of rhetoric to be trained in rhetoric, or public speaking.

5. In Great Britain the first teachers we read about were craftsmen. They taught children to read, write and count, to cook and mend their own shoes. In the early 19th century the main system of teaching was the “Monitor” system.³ The teacher could manage a class of 100 or more by using older pupils or “monitors” to help him. The schools had long desks which were sometimes arranged in tiers so that the teacher could see every child in a large class.

NOTES TO THE TEXT

¹ to sort out – отбирать, распределять (по сортам)

² nobles – знать; знатные, богатые люди

- ³ the priestly caste – привилегированная каста духовенства
⁴ a liberal education – гуманитарное образование
⁵ schools run by the government – школы, находящиеся в ведении государства
⁶ the "Monitor" system (of teaching) – Ланкастерская система образования, при которой старшие ученики следят за младшими

- b) Find in the text passages describing the organization of education in ancient Egypt, India and China and compare them with the Russian translation below. Try to find five or more mistakes in the translation.

Только сыновья из знатных семей посещали первую египетскую школу, где их учили чтению, физической культуре и хорошим манерам. В древней Индии только каста жрецов определяла что будут изучать четыре касты или группы, на которые были разделены люди.

Только касте жрецов разрешалось изучать священные книги. В Китае начиная с 19 века обучение было организовано социальными классами и заключалось в заучивании наизусть религиозных текстов.

- c) Find the passage describing the difference in education between Sparta and Athens and translate it orally into Russian.
d) Read aloud the passage about education in Athens. (Approximate time of reading is one minute.)
e) Try to find in the text sentences with Passive Voice. (10 sentences are a good result, but maybe you can find more.)
f) Find in the text and put down key words to speak about education in Roman Empire and Great Britain.

attend school, government schools, ...

2. a) Skim the text, trying to understand what it is about. Time your reading. It is good if you can read it for five minutes (70 words per minute).

TEXT 2B

THE OXFORD AND CAMBRIDGE BOAT RACE

Sporting activities at Oxford and Cambridge are varied and numerous. There are different competitions (соревнование) between the colleges. One of the most popular sports is rowing (гребля). At the end of the term long, narrow, light boats, rowed by eight men, compete in the races. Boats start at short intervals one after another and try to knock the boat in front. Those who are able to do it move one place in a table (таблица) and the college at the top of the table is known as the "Head of the River".

Rowing has a long history in England. Rowing a boat with eight oars (весло) or with four oars was first started in England in the 18th century.

At that time the boats took part in festivals and processions on the River Thames.

In the 19th century people started to use the boats for racing, not only in London on the Thames but also in the universities of Oxford and Cambridge. The first Boat Race between Oxford and Cambridge was held in 1829.

Nearly every year since then there has been a Boat Race between these two Universities. It is held in London on the Thames, during the Easter vacation, at the end of March or the beginning of April.

The course, from Putney to Mortlake, is 4 1/4 miles long. It has many turns, and the crews usually row the 4 1/4 miles in 20 minutes.

The crews of the boats, chosen from the members of the college Boat Clubs, train together for twelve weeks before the race, first in Oxford or Cambridge and finally in London. In each boat there are eight oarsmen and a coxswain (рулевой), usually called a "cox". The cox, who is much lighter than the others, sets the speed and the rhythm, and steers.

On Boat Race Saturday the banks and bridges of the Thames are thick with people who have come to watch. Some wear dark blue ribbons (лента) for Oxford, and some wear pale blue ones for Cambridge.

b) Choose the statements which correspond to the contents of the text.

1. Students of Oxford and Cambridge compete only in rowing and swimming.

2. Boats rowed by eight and four men take part in the competition between the Universities now.

3. Two centuries ago people could see boats with eight and four men taking part in festivals.

4. The first boat competition was organized in the 19th century.

5. The weather is usually very hot at the period of Boat Race.

6. The sportsmen prepare for the competition together in Oxford, Cambridge and London.

7. On the day of the competition people who come to see the race have ribbons of a special colour to show what University they support.

3. Read the text to find answers to the given questions.

TEXT 2C

STUDENTS' LIFE

1. What tradition is popular among the students at Cambridge?

In two weeks I shall finish my first year at Cambridge. Let me tell you something about students' life and my impressions of it.

The students are mainly English, but there are many others, particularly so in the block of rooms in which I live, for my neighbours include a Chinese studying law, an Indian studying English, a Canadian studying history and a Frenchman studying science.

The rooms have a pleasant outlook over the College gardens. There is a very small gas-stove on which we make coffee or tea. It is a popular tradition here to invite friends in the afternoon for tea and hot buttered toast¹ and jam. To each room there is a man-servant who with a woman-servant, known as a "bedder",² keep it clean.

2. What are students "sconced" (штрафоваться) for?

In the old days when Colleges were religious institutions the students were clergymen (священник), and their life was much more strict and disciplined than now. Friendship with young ladies was not allowed and the only women inside the college were washerwomen. The legend is that these had to be "old and ugly" (уродливые).

The students eat their meals in the College dining-hall. At some Colleges there is an interesting tradition. It is known as "sconcing".³ If a student comes late to dinner or he is not correctly dressed, or if he breaks one of the laws (закон) of behaviour, then the senior student orders him to be "sconced".

A large silver cup, known as "sconce cup", filled with beer is brought and placed in front of him and he must drink it in one attempt without taking the cup from his lips (it holds two and a half pints, or 1.5 litres). If he can do it, then the senior student pays for it, if not, the cup is passed round and the student who has been "sconced" must pay for it. In general the discipline is not strict.

3. What do the so-called "Bulldogs" do if a student whom they come up to runs away?

The students can stay out till twelve o'clock. Each evening a Proctor⁴ with two assistants, called "Bulldogs", walks about the town keeping an eye on the students' behaviour. If he sees a student breaking a rule he will come up to him and say, "Are you a member of the University, sir?", and if a student runs away, then the "Bulldogs" run after him, and if they catch him (they are chosen, it is said, because they are good runners), fine (штрафовать) him.

Apart from fines a student may be dismissed (исключать) from the University for one term.

4. What students' societies are there at Cambridge and which is the most popular one?

We attend our lectures in the morning and in the afternoon we are free. I usually work in my room or play some sport. The most popular sport is rowing.

There are over a hundred societies and clubs. There are religious societies and a society for those who don't believe, political, sporting and dramatic societies. There is even one for people with beards. Perhaps the most popular is the Debating Society at which students debate political and other questions with famous politicians and writers.

The walks into the country, the talks, the games and the work, the traditions and the customs — all are part of the students' life which would be poorer if any of them was lost.

NOTES TO THE TEXT

¹ hot buttered toast – нарезанный ломтиками и подрумяненный хлеб с маслом

² a bedder – горничная в университетских общежитиях

³ sconcing – наложение штрафа на студентов за нарушение правил

⁴ a Proctor – административное лицо в университете, в чьи обязанности входит надзор за поведением студентов и наложение дисциплинарных взысканий

4. Can a young man who is 26 years old get the job advertised below? It is known that the man graduated from the Michigan University took his Master's degree in civil engineering. He has worked as an assistant at the University for three years.

TEXT 2D

TRAFFIC ENGINEER NEEDED AT COUNCIL

The National Safety Council is seeking a qualified traffic engineer to join its team of safety experts at its Chicago headquarters. The person selected will develop safety programs and provide traffic and highway safety services to national and international groups that are leaders in the field.

The qualified candidate must possess a minimum of five years' experience in traffic engineering operations with emphasis on field experience. A Bachelor of science degree in civil engineering is required, and a Master's degree is preferred, as is experience in traffic records.

The Council offers a competitive starting salary and a full-fringe benefit package.

Please send résumé in confidence to: F. Cook, Personnel Department, National Safety Council, Michigan Ave., Chicago.



WRITING PRACTICE

On your arrival to foreign countries you are asked to fill in either a landing card or an entry card. You have arrived in Dreamland and received an entry card. Look it through, find the part to fill in and complete it following the instructions given.

| ENTRY CARD | | | |
|---|-------|------------|--|
| Please complete clearly in BLOCK CAPITALS .* | | | |
| Family name _____ | | | |
| Forenames _____ | | | |
| Date of birth _____ | | | |
| Day | Month | Year | |
| Nationality _____ | | | |
| Place of birth _____ | | | |
| Sex: 1 - Male | | 2 - Female | |
| Occupation _____ | | | |
| Passport No. _____ | | | |
| Date of issue _____ | | | |
| Purpose of entry: 1 - Employment | | | |
| 2 - Residence | | | |
| 3 - Visit | | | |
| 4 - Transit | | | |
| 5 - Special Permit | | | |
| 6 - Tourism | | | |
| 7 - Study | | | |
| Address in Dreamland _____ | | | |
| Signature _____ | | | |
| For official use only: | | | |
| Date of entry | | | |
| No. of Visa | | | |
| Date of Issue | | | |
| File No. | | | |
| Flight No. | | | |
| Signature Passport Officer | | | |

* Если требуется заполнить бланк in "block capitals" (letters), это значит, что необходимо писать печатными буквами. В графе "Nationality" нужно указать страну проживания *Russia* или указать национальность *Russian*. В графе "Sex" – *male* (мужчина), *female* (женщина). "Date of issue" – дата выдачи заграничного паспорта.

VOCABULARY LIST

- | | | |
|--------------------------------|----------------------------|------------------------------|
| 1. according to (<i>prp</i>) | 16. find out (<i>v</i>) | 31. produce (<i>v</i>) |
| 2. always (<i>adv</i>) | 17. free (<i>a</i>) | 32. provide (<i>v</i>) |
| 3. as long as (<i>cj</i>) | 18. grow (<i>v</i>) | 33. quite (<i>adv</i>) |
| 4. as well as (<i>cj</i>) | 19. hard (<i>a</i>) | 34. send (<i>v</i>) |
| 5. behaviour (<i>n</i>) | 20. include (<i>v</i>) | 35. show (<i>v</i>) |
| 6. build (<i>v</i>) | 21. influence (<i>n</i>) | 36. side (<i>n</i>) |
| 7. consist (of) (<i>v</i>) | 22. invention (<i>n</i>) | 37. so that (<i>cj</i>) |
| 8. decide (<i>v</i>) | 23. keep (<i>v</i>) | 38. teach (<i>v</i>) |
| 9. develop (<i>v</i>) | 24. knowledge (<i>n</i>) | 39. therefore (<i>adv</i>) |
| 10. each (<i>pron</i>) | 25. necessary (<i>a</i>) | 40. think (<i>v</i>) |
| 11. early (<i>adv</i>) | 26. need (<i>v</i>) | 41. throw (<i>v</i>) |
| 12. especially (<i>adv</i>) | 27. only (<i>adv</i>) | 42. try (<i>v</i>) |
| 13. essential (<i>a</i>) | 28. other (<i>a</i>) | 43. until (<i>prp, cj</i>) |
| 14. even (<i>adv</i>) | 29. to pay attention | 44. use (<i>v</i>) |
| 15. find (<i>v</i>) | 30. possible (<i>a</i>) | 45. way (<i>n</i>) |

UNIT 3
CITY TRAFFIC
LANGUAGE MATERIAL
VOCABULARY

1. Прочитайте новые слова вслух, познакомьтесь с их русскими эквивалентами. Определите их значения в данных предложениях.

1. ACHIEVEMENT

достижение, успешное выполнение

Television is one of the greatest achievements of the twentieth century.

2. RAILWAY

железная дорога

There is a railway between the two cities.

3. WORLD

мир, вселенная

English is spoken all over the world.

4. TO CARRY

1) нести

1) School children carry their books and notebooks in bags.

2) перевозить

2) In the subway, people are carried up and down by escalators.

5. TOTAL

1) общее количество

1) There was a total of 30,000 books in the school library.

2) целый, полный

2) The total sum was very small.

6. TO DRIVE (DROVE, DRIVEN)

1) приводить в движение

1) Electricity is used to drive machinery.

2) водить автомобиль

2) He drove me to the station.

7. STEAM

пар

Steam can be used to drive machinery.

8. TO BURN (BURNT)

гореть, сжигать

Wood burns easily.

9. COAL

уголь

Coal is burnt to warm the houses.

10. TO CONSIDER

1) считать, полагать

1) Everybody considers this book interesting.

2) рассматривать

2) They had to consider a very important problem.

11. OUTSIDE

снаружи

The box is red inside and black outside.

12. DRY

сухой

That summer was dry and hot.

13. AIR

воздух

In summer he always sleeps in the open air.

14. DEEP

глубокий

Baikal is the deepest lake in the world.

15. LEVEL

уровень

This city is 1,500 metres above the sea level.

16. TUBE

1) труба

1) They had to use metal tube to complete the experiments.

2) метро (в Лондоне)

2) The London Tube was built in 1863.

17. TO TUNNEL

прокладывать туннель

They tunnelled a tube under the river.

18. THROUGH

1) через, сквозь

1) They were constructing a tunnel through the mountain.

2) вследствие, из-за

2) It was all through you that we were late.

19. CLAY

глина

Bricks (кирпичи) are made of clay.

20. SAND

песок

Never build anything on sand.

21. EASY

легкий

He says that the task was easy.

22. EXPERIENCE

опыт (жизненный опыт)

We all learn by experience.

23. TO BRING
(BROUGHT)

приносить, привозить

Bring me a cup of tea, please.

Father brought me a very interesting book from London.

24. **ANOTHER**
другой, еще один
25. **NUMEROUS**
многочисленный
26. **TRAFFIC**
движение, транспорт
27. **TO MOVE**
1) двигать(ся)
2) проезжать
28. **TO INSTALL**
устанавливать
29. **FOOT (pl. FEET)**
1) фут
2) нога
30. **SPEED**
скорость
31. **TO CHANGE**
менять(ся)
CHANGEABLE
переменный
32. **FULL**
полный
33. **EMPTY**
пустой
34. **SAFETY**
безопасность
35. **MAIN**
основной, главный
36. **IN SPITE OF**
несмотря на
37. **OFTEN**
часто
38. **TO FOLLOW**
следовать за, идти за
39. **ACCIDENT**
несчастный случай, катастрофа
40. **TO HAPPEN**
происходить, случаться
41. **WEAKNESS**
слабость

Give me another book. I don't like books about animals.

All his numerous friends were at the party.

Street traffic was stopped.

1) The Moon moves around the Earth.

2) We are moving next week.

A new apparatus was installed in our laboratory.

1) One foot is about 30.5 centimetres.

2) The shoes were large for his feet.

The speed of the car is very high.

The plan must be completely changed.

The weather is changeable in autumn.

The garden is full of flowers.

The box is empty; there is nothing in it.

Road safety is very important for traffic.

What is the main problem for road safety?

In spite of bad weather we went for a walk.

He often returns home late.

I'll go first and you'll follow me.

Lesson One is followed by Lesson Two.

There was an accident in the street – a taxi ran into a trolley-bus.

It happened ten years ago.

He has a weakness for detective stories.

- | | |
|---|--|
| 42. ENTIRELY всецело, совершенно | Entirely new machinery was installed at the factory. |
| 43. TO TEST проверять, испытывать | The ore was tested for gold. |
| 44. TO MAINTAIN поддерживать; осуществлять техническое обслуживание | This road is well maintained. Where is your car maintained? |
| 45. DEGREE 1) градус 2) степень | 1) Water boils at 100 degrees C. 2) The degree of safety is high. |

2. Прочтите следующие интернациональные слова вслух и, основываясь на значениях соответствующих русских слов, определите их значения.

| | |
|----------------------------|--------------------------|
| flag [flæg] | transport ['trænsɔ:t] |
| gentleman ['dʒentlmən] | signal ['sɪgnəl] |
| historic [hɪs'tɔ:rɪk] | automatic [ˌɔ:tə'mætɪk] |
| million ['mɪljən] | programme ['prɒgræm] |
| locomotive [ˌləʊkə'məʊtɪv] | machine [mə'ʃi:n] |
| atmosphere ['ætməsfɪə] | control [kən'trəʊl] |
| electric [ɪ'lektrɪk] | impulse ['ɪmpʌls] |
| method ['meθəd] | temperature ['temprɪtʃə] |
| escalator ['eskəleɪtə] | platform ['plætfɔ:m] |
| maximum ['mæksɪməm] | |

3. Найдите в каждом ряду слово, перевод которого дан в начале ряда.

- | | |
|------------------|--|
| 1. главный | a) empty, b) main, c) often, d) weak |
| 2. слабость | a) way, b) steam, c) weakness, d) influence |
| 3. испытывать | a) to maintain, b) to test, c) to happen, d) to carry |
| 4. транспорт | a) weakness, b) experience, c) level, d) traffic |
| 5. часто | a) often, b) entirely, c) outside, d) always |
| 6. происходить | a) to test, b) to maintain, c) to happen, d) to follow |
| 7. опыт | a) weakness, b) exercise, c) degree, d) experience |
| 8. несмотря на | a) until, b) in spite of, c) as well as, d) according to |
| 9. всецело | a) entirely, b) often, c) mainly, d) quite |
| 10. безопасность | a) accident, b) weakness, c) safety, d) influence |
| 11. пустой | a) main, b) empty, c) deep, d) total |
| 12. следовать за | a) to leave, b) to follow, c) to happen, d) to bring |

4. Найдите в правой колонке английские эквиваленты русских слов.

- | | |
|---------------|-------------|
| A. достижение | B. numerous |
| слабость | steam |

пар
снаружи
глина
песок
многочисленный
градус
происходить
пустой
поддерживать, сохранять
следовать за

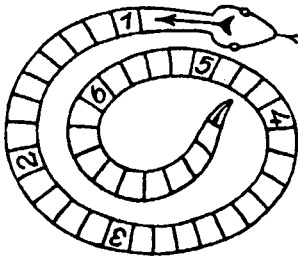
empty
clay
to follow
to happen
achievement
degree
to maintain
weakness
outside
sand

5. Прочитайте и переведите на русский язык следующие словосочетания.

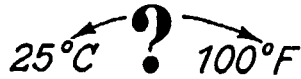
underground railway
in a different way
through the forest
the tube under the river
according to a total sum
youth of the world
steam and electricity
dry sand
great achievement
to achieve better results
in the open air
cold air
high level
inside the house
outside the college
to burn coal
to drive a car
dry air
to use clay and sand
deep knowledge
to carry a child
to carry passengers
to consider a problem
a distance of almost 25 miles
three thousand two hundred
and twenty
to maintain the road
a total of four million roubles
reduced fares
senior citizens

three hundred and fifty-six
passengers
almost seven thousand five hundred
kilometers
to use numerous ways
at full speed
in spite of the fact „
essential changes
to maintain the railway
an easy examination
traffic safety
a car accident
two feet long
to install new equipment
ten degrees above zero
an empty box
an entirely automatic signal
changeable speed
no accident can happen
to test a system
to change the plan
to bring another record
to move at a maximum speed
to consider a question
to tunnel through the mountain
to follow the boy
to maintain a car
20 degrees of cold
people with disabilities
fare for a round trip

6. Решите чайнворд.



1. Car, ship, tram, etc. – ?
2. An underground passage through the mountain.
3. Engines which drive trains.
4. The distance divided by the time of travel.
- 5.



6. Knowledge which comes from practice.

WORD-BUILDING

7. а) Проанализируйте модели образования слов, прочтите и переведите слова и словосочетания, созданные на их основе. б) Затем переведите словосочетания в Б и В.

МОДЕЛЬ 6

основа прилагательного + -(i)ty → существительное

A.

regular – регулярный
similar – сходный
popular – популярный
viscose – вязкий
stable – устойчивый

regularity – регулярность
similarity – _____
popularity – _____
viscosity – _____
stability – _____

МОДЕЛЬ 7

основа глагола + -ive → прилагательное

to communicate – общаться
to imitate – подражать
to regulate – регулировать
to illustrate – иллюстрировать
to demonstrate – демонстрировать
to attract – привлекать

communicative – общительный
imitative – _____
regulative – _____
illustrative – _____
demonstrative – _____
attractive – _____

МОДЕЛЬ 8

основа существительного + -al → прилагательное

centre – центр
culture – культура

central – центральный
cultural – _____

form – форма
intellect – интеллект
post – почта
globe – земной шар

formal – _____
intellectual – _____
postal – _____
global – _____

Б.

necessity of education
to leave no possibility
complete safety
decisive influence
productive forces

progressive people
preparative work
to solve global problems
orbital laboratory
educational institution

В.

to prevent – предотвращать
cruel – жестокий
curious – любопытный
to defend – обороняться
region – область, район
to use – пользоваться
to lecture – читать лекцию

preventive measure
cruelty of war
to show no curiosity
defensive forces
regional centre
users of the road
lecture on mathematics

8. а) Найдите в тексте слова, имеющие общий корень со словами, данными перед текстом. Определите, к какой части речи они относятся и каковы их значения. б) Затем прочтите и переведите текст.

evidence – очевидность
distinctly – явно
possible – возможный
entire – целый
automation – автоматизация

probable – возможный
to operate – работать
to act – действовать
to drive – водить поезд, машину

It is evident that trains without drivers are a distinct possibility. For some period a railway deep down under London was working entirely without drivers. Above ground London transport was experimenting with a train which had a driver but made its stops by automatic control. The success of the experiment proved that in all probability the trains on many lines would have the same automatic operation without active drivers.

GRAMMAR REVIEW

9. а) Ознакомьтесь со способами обозначения чисел и дат.

Числительные

| | |
|--------------|---|
| Числа | 23 – twenty-three 247 – two hundred and forty-seven 3,200 – three thousand two hundred 2,045, 328 – two million forty-five thousand three hundred and twenty-eight |
| Даты | in 1972 – in nineteen seventy-two May 9, 1945 – May the ninth, nineteen forty-five in 1905 – in nineteen o [ou] five in 2000 – in two thousand |
| Дроби | 1/2 kilometre – half a kilometre 1/3 ton – one third of a ton 0.5 – point five 3.152 – three point one five two |

б) Назовите по-английски.

а) 5; 15; 3; 13; 30; 51; 18; 11; 12; 20; 74; 112; 201; 946; 698; 10,575; 576,276; 7,000,000; 1.022; 0.85; 5.3; 1/2; 1/4; 2/3; 1 1/2; 2 5/6

б) 1,005 magazines; 506 students; 4,790 specialists; 5,400,000 books; 675 miles; 1,431 kilometres; 627 roubles; on page 733; by bus 9; by tram 27; in room 218; on the 12th day

в) on the 1st of May; on January 18th, 1967; on November 7th, 1947; at the end of 1789; 1903; at the beginning of 1999

г) 5.4 tons; 2/3 of a kilometre; 0.2 mile; 2.75 tons

в) Переведите на английский язык.

а) 9 мая 1945 года; 23 февраля 1917 года; 12 февраля 1962 года; к 31 января 1971; в ноябре 1957; к 27 ноября 1947; 9 января 1905; в 1812; 1941; в 2004 году

б) 25 км; 175 тысяч рублей; 20 миллионов людей; 3,500 студентов; 8,750 книг; 375,285 машин; 17 слов; 75 портфелей; 13 лошадей; 30 часов; 19 комнат; 90 страниц; 3,5 мили; 3/4 пути; 0,5 кг

10. Сыграйте в лото, изучив инструкцию.

Number Bingo

Look at the numbers given below. Write down any five of the numbers. Listen to the teacher calling out the numbers in random order (наугад). If you hear one of your numbers, cross it out. The first student to cross out all five of his numbers calls out "Bingo" and reads out the numbers to prove his claim.

3; 11; 7; 17; 19; 90; 87; 73; 12; 41; 70; 100; 1000; 99; 77; 20; 21; 107; 119; 9.9; 2/5; 5.5; 50; 15; 55; 5; 0.5; 2/3; 23; 3/8; 38; 88; 1,356; 2,785; 10,418; 30,480; 1,007; 1021; 112; 33; 13; 48; 84; 0.005

11. а) Проанализируйте способы образования времен группы Continuous активного и пассивного залога. б) Затем прочтите текст и проанализируйте случаи использования времен группы Continuous.

| Времена группы Continuous | | |
|---------------------------|--|--|
| | Active | Passive |
| | to be + Participle I | to be + being + Participle II |
| Present | 1. They are discussing a new plan now. | 1. A new plan is being discussed now. |
| Past | 2. They were discussing a new plan when we came. | 2. A new plan was being discussed when we came. |
| Future | 3. They will be discussing a new plan tomorrow at five o'clock. | <i>He will be discussing.</i> |

Two Busy People

The captain of the ship was looking for the ship's boy for half an hour but could not find him. At last he looked into the hold (трюм) and called out, "Who is below?" "It's me, Billy, sir," answered the ship's boy. "What are you doing there, Billy?" "I am doing... nothing, sir." "Is Tom there?" "Yes, sir, here I am." "What are you doing there?" "I am helping Billy, sir."

12. Сравните пары предложений и переведите их.

1. She always **does** her homework in the evening. She **is doing** her homework.
2. She **did** her homework well yesterday. She **was doing** her homework when we came to see her.
3. She is tired, she **will do** her homework tomorrow. She **will be doing** her homework all the evening tomorrow.
4. The work **is done** well every day. The work **is being done** now and soon it will be finished.
5. The work **was done** two days ago. The work **was being done** all the day yesterday.

13. Найдите в каждом ряду глагол во времени группы Continuous.

1. a) was burning, b) burnt, c) are burnt
2. a) brings, b) was brought, c) are going to bring
3. a) were being carried, b) carried, c) will be carried

4. a) were driven, b) is driving, c) drives
5. a) considers, b) will be considered, c) is going to consider
6. a) was being shown, b) were shown, c) showed
7. a) tunnelled, b) were tunnelling, c) have tunnelled
8. a) develops, b) are developed, c) is being developed
9. a) are taught, b) are teaching, c) teaches
10. a) are being built, b) will be built, c) was built

14. Выберите правильный перевод выделенных слов.

1. It was his brother who **brought** me the letter yesterday. a) приносит; б) принес; в) был принесен
2. Numerous questions were being **discussed** by the commission. a) обсуждались; б) были обсуждены; в) обсудили
3. The new equipment **will be tested** on Monday. a) было испытано; б) будет испытываться; в) испытывали
4. They **burnt** coal to warm the house. a) сжигали; б) сожгут; в) был сожжен
5. In spite of all the difficulties the people were **saved**. a) спаслись; б) буду спасены; в) были спасены
6. The tube **will be tunnelled** through the mountain. a) будут проложены; б) будет проложена; в) прокладываются
7. Passenger transport **becomes** quite a problem in all large cities of the world. a) становится; б) станет; в) стал

15. Переведите следующие предложения на русский язык, обращая внимание на время и залог сказуемого.

1. a) The work on the apparatus is almost finished.
b) The work on the apparatus is being finished.
c) The staff of the laboratory is finishing the work on the apparatus.
2. a) The plans are usually discussed at the beginning of the year.
b) They are discussing the plans of the next year.
c) The plans of the next year are being discussed at the meeting.
3. a) While he was having dinner, his car was being cleaned (to clean – чистить).
b) Do you know who was cleaning the car?
c) Was your car cleaned well?

16. Переведите на русский язык следующие предложения.

- A. 1. When I came to Baku in 1962 the first Metro line was being built there.

2. What questions are being discussed now?
3. They are organizing this kind of work at their laboratory.
4. He was being told the news when I entered the room.
5. I can't understand what he is saying.
6. Professor N. was being listened to with great attention.
7. Who is being examined now?
8. I don't know what book he is reading.
9. The experiments were still being conducted in some laboratories when the new term began.
10. Can you tell me who is sitting next to you?
11. All the way home he was being followed by a strange-looking man.
12. A new deep-level tunnel was being completed in London.
13. At the end of May the students will be preparing for their examinations.

B. 1. New Metro lines are being built in different parts of Moscow.

2. The article will be translated at the lesson.
3. You mustn't cross the street on the red light.
4. You will have to find out where he is now.
5. They were to prepare all necessary information by Friday.
6. The document was looked for everywhere.
7. John had to drive all the time at the speed of 90 km per hour.
8. Ted doesn't like to be asked about his work.
9. On Thursday the foreign students were being shown lecture halls and laboratories of Moscow University.
10. You can keep the book as long as you need it.
11. He couldn't bring me the magazine on Monday.
12. The report will be followed by a discussion.
13. The temperature in the Underground is maintained at 70°F.
14. A totally new safety system is being installed.
15. You will be able to get a grant if you pass all your exams well.
16. It was on April 26, 1755 that the opening of Moscow University took place.

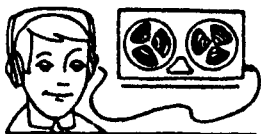
17. Ознакомьтесь со структурой усилительной конструкции и переведите предложения на русский язык.

| Усилительная конструкция | |
|--------------------------|---------------|
| It is (was) ... | { who that |

ОБРАЗЕЦ: It was Popov who invented the radio.

Именно Попов изобрел радио.

1. It is with the help of the radio that we receive most of the information from the satellites.
2. It was in 1869 that Mendeleev published his Periodic Table.
3. It was the Russian scientist Lodygin who invented the electric lamp.
4. It was in April that the equipment was brought to the laboratory.
5. It was yesterday that we discussed the plan of work at the International Club.
6. It was Yuri Gagarin, a citizen of the Soviet Union, who started the era of cosmic flights.
7. It is the gravitation that makes the satellites move round the Earth.



LISTENING PRACTICE

1. We always want to know what the weather will be like in the near future.

a) Listen to the story "Weather Forecast" and be ready to answer the questions that follow.

1. Where did the men travel?
2. Whom did they meet there?
3. What was the old Indian doing when they met him?
4. What did they speak to him about?
5. How did he know everything about the weather?
6. How do you think the weather forecasts are made up now?

b) Retell the story.

c) You are the Indian. Tell your friends about the incident.

2. As a rule in a large city there are different means of transport such as trams, buses, trolley-buses, taxis, sometimes underground.

Not long ago a new quite different means of transport was introduced in New York. They called it "a New York tram" or "a street-car in the sky", an aerial car.

a) Listen to the story "New York Tram" and fill in the chart.

| total length (m) | speed (km/h) | height (m) | time of working | intervals during rush hours/during the rest of the day | terminal stations | passenger capacity (per 1 car) |
|---------------------|-----------------|---------------|--------------------|--|----------------------|--------------------------------------|
|---------------------|-----------------|---------------|--------------------|--|----------------------|--------------------------------------|

- b) Check your answers with the teacher or groupmates.
c) Read the transcript of the text on p. 422. Look up the words you do not know in your dictionary.



ORAL PRACTICE

1. Topic. *City traffic of future.*

You are invited to a conference of town planners to speak on city traffic of future. You are supposed to describe in detail one means of transport. Present information on:

- 1) the forms of city traffic which will be eliminated in the future;
- 2) the kinds of traffic which will appear in the streets;
- 3) the vehicle you think the people will use mostly in their everyday life;
- 4) the kind of fuel it will run on;
- 5) the speed it will go;
- 6) the passenger capacity this vehicle will have;
- 7) how often it will operate;
- 8) the accessories it will have;
- 9) the advantages it will have.

2. Pairwork.

Julia and Paul are in the street. They couldn't buy tickets to the cinema. So they decided to visit a picture exhibition but they don't know the way to the Exhibition Hall and Paul asks a passer-by for help.

a) Listen to their conversation.

PAUL: Excuse me, please.

PASSER-BY: Yes?

PAUL: Could you tell us how to get to the Exhibition Hall?

PASSER-BY: Oh, well, let me see. Walk down the road. Take the first turn to the right and walk straight until you come to the river.

PAUL: River?

PASSER-BY: Yes, you can't quite see it clearly from here. When you come to it, there is a bridge. Just walk across it.

PAUL: Down the road, turn to the right, then straight again and across the bridge. Am I right? Thank you very much.

PASSER-BY: Not at all.

JULIA: Is it very far? I mean how long it will take us to walk there?

PASSER-BY: About 15 minutes, if you walk quickly.

PAUL: Thank you.

PASSER-BY: Don't mention it.

b) Complete the dialogues.

1. A.:

B.: Yes?

A.: ... the Central Stadium?

B.: ... Well, go down the street and then take the second turn to the left.

A.:

2. A.: The library?

B.:

A.: Is it far from here? ...

B.:

3. A.:

B.: About 10 minutes.

A.: Thank you.

B.:

4. A.: Excuse me, could you

B.: ... the road, ... turn, straight. ... across the bridge.

A.: Thank you very much.

B.:

c) Think of some good questions for the following answers. The answers needn't be true.

1. Outside.

2. Clay and sand.

3. It's easy for me.

4. Only 6 feet.

5. Empty.

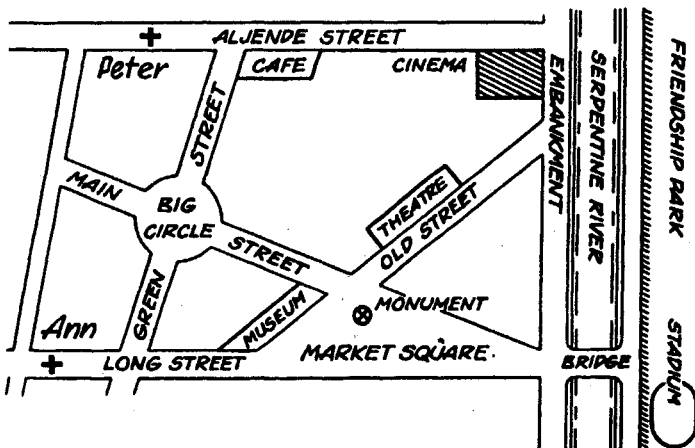
6. 100 degrees.

7. A gentleman.

8. Numerous.

9. Through the tunnel.

10. Very often.



3. Ann and Peter are lost in the city. They are going to ask a passer-by to show them the way (see figure, p. 81).

ANN: You are in Long Street. You are going to the cinema. Ask a passer-by to show you the way.

PETER: You are in Aljende Street. You are going to a football match. Ask a passer-by to show you the way to the stadium.

PASSER-BY: Give directions to the person who asks you to show him or her the way.

4. Discussion. A new town is to be built in the European part of Russia in the near future. Choose three of the following means of city transport which you think should be introduced first of all in this town:

a tram; a trolley-bus; a taxi; a new means of transport; a bus; an underground; a local train

a) Read the factors you should take into consideration during your discussion:

1) the duration of construction (*it takes a lot of little time to construct...*);

2) the price of construction (*it costs a lot of money/less, more...*);

3) the number of passengers it carries;

4) the conveniences for passengers;

5) the speed it goes at;

6) noise/air pollution.

b) Inform the class of your decision and give your reasons.



READING PRACTICE

1. a) A metro is defined as an underground railway system in which trains run in tubes under the earth. In America it is known as *the subway*, in Britain as *the tube* or *the underground*, in France and Russia as *Metro*.

1. Have you ever travelled by Metro?

2. Which country was the first to introduce the Metro?

(America, France, Spain, Russia, Italy, Great Britain, Japan)

b) What do you know about the London underground? Read the statements given below and if you think the statement is true agree to it saying "That's right". If you think it is not true, disagree saying "That's wrong" and make the necessary corrections.

1. The first underground travel in the world took place in London 100 years ago.

2. In the early days underground trains were driven by electricity.
3. The first escalator was installed in 1911.
4. Now the temperature in the London underground is maintained at 40°F.
5. The deep-level tubes came in 1890.
6. The air in the Underground is changed every two hours.

c) Read the text and say if you are right or wrong.

TEXT 3A

LONDON'S UNDERGROUND

1. Bands were playing and the gentlemen in hats were preparing to make speeches about their great achievement. They made the first underground railway travel in the world – a distance of almost four miles.

It was the year 1863 and on that first historic day 30,000 Londoners used this new and strange way of travel. Now more than a hundred years later the London Underground carries more than a million passengers every day. The total number of passengers carried by the London Underground each year is enormous, and it is constantly growing.

2. In the early days the trains were driven by steam locomotives which burnt coal.

It is said that the train staff and porters asked permission to grow beards and moustaches – as an early form of smog mask.

Now the atmosphere “underground” is considered even better than that outside as germs cannot grow in the dry air – and the trains, of course, are electric.

3. The deep tunnelling came later, in 1890. Tunnelling a tube through miles of clay, and sometimes sand and gravel is no easy task, and it was James Henry Greathead who developed the method which was to make most of London's tube tunnels possible.

London transport's experience with tunnels brought them another record. One of the longest continuous railway tunnels in the world is the 17 1/2 mile tunnel on the Northern line.

4. There are numerous escalators which help to keep the traffic moving. The first was installed in 1911. One of them at Leicester Square is over 80 feet in length. On long escalators the speed is changeable. The “up” escalator runs at full speed when carrying passengers, but when empty it runs at half speed. Many of the new escalators have automatic control making a more frequent service throughout the day possible.

5. Safety was always one of the main concerns of London transport. In spite of the fact that trains often follow each other within seconds, it is said that the London Underground is the safest form of transport in the world.

Automatic signalling is operated by the trains themselves. A programme machine controls routes: if changes are necessary, they are made automatically and with lightning speed. No accidents can happen through human error.

New automatic driving systems are now being used. The air in the Underground is changed every quarter of an hour, and the temperature all year round is maintained at 69-79 degrees Fahrenheit.

6. Though the quality of service is high there is still significant overcrowding on certain lines at peak periods. This problem is being discussed and additional improvement of service is planned for the future.

A number of station modernization schemes are being completed. The aim is to provide a more attractive environment for the passengers. The usage of modern materials makes maintenance easier. This modernization is coordinated with the renewal of lifts and escalators and the introduction of new ticketing machines. The fare in the Underground depends on the distance, but the lowest is 50 pence.

The Underground is becoming much cleaner and brighter and therefore more pleasant to use, carrying more passengers than at any time in its long history.

Crime levels in London are generally reflected by crime levels on London's transport. According to the statistics the crime level in the Underground is rather high. To ensure safety of passengers and the staff the transport authorities added more police officers to the Underground System to guarantee as much protection as possible.

- d) Find the passage describing experience with deep tunnelling, translate it into Russian.
 - e) Read aloud the passage concerning safety problem in London Underground. (Approximate time of reading 45 seconds.)
 - f) Find in the text and put down key words that can be used to speak about the underground.
2. a) Skim the text to understand what it is about. Time your reading. It is good if you can read this text for 6 minutes (70 words per minute).

TEXT 3B

METRO POCKET GUIDE

Washington Metropolitan Area Transit Authority

Metro System Schedule and Fare Information

Metrorail

Each passenger needs a farecard to ride Metrorail except children under 5. Up to two children under age 5 travel free with a paying customer.

Farecard machines are in every station. Small bills are recommended. There are no change machines in stations.

Fares are based on when and how far you travel. Peak fares are in effect weekdays 5:30-9:30 a.m. and 3-8 p.m. Off-peak fares are in effect at all other times.

At each station mezzanine, you'll find large color-coded maps showing fares and travel times. If you are unsure about your route or fare, ask the station manager or call Metro Information, 202-637-7000 (TDD 202-638-3780).

Farecard machines provide up to \$4.95 in change. Your change will be in coins. For convenience, buy fare for a round trip. Even better, buy a farecard for \$20 or more and earn a 10% bonus. For example, pay \$20 and get a farecard worth \$22.

Metrobus

Fares are based on when and how far you travel. You must have *exact change* for the fare. Metrobus operators do not carry cash and cannot make change. The base fare for most trips is \$1.10. Traveling interstate costs more. Surcharges and transfer charges may apply. To find out your fare in advance, call Metro information.

Passes

For a full day of Metrorail rides, buy the Metrorail \$5 One Day Pass. Ride from 9:30 a.m. until closing on weekdays, or all day on any Saturday, Sunday or federal holiday. The Metrorail \$5 One Day Pass is available at Metro Center, the Pentagon, Metro Headquarters, most Safeway, Giant and SuperFresh stores, Commuter Centers at Ballston, Crystal City, Rosslyn and White Flint and through TicketMaster.

Other Metro passes are also available – the \$65 Bus/Rail Super Pass, the \$50 Metrorail Fast Pass, the \$35 Metrorail Short Trip Pass, the \$100 28-Day Metrorail Pass and a variety of Metrobus Flash Passes.

Reduced fares are available for Medicare card holders and senior citizens and people with disabilities who have Metro ID cards.

To find out more about Metro passes, call 202-637-7000 (TDD 202-638-3780). Help is available seven days a week, weekdays 6 a.m.-10:30 p.m., weekends 8 a.m.-10:30 p.m.

Metrorail Hours of Operation

| | |
|----------------|--------------------------|
| Weekdays | 5:30 a.m. until midnight |
| Weekends..... | 8 a.m. until midnight |

Last trains leave some stations prior to midnight. See last train times posted in stations.

b) Answer the following questions. If necessary, look through the text again.

1. Can three children under five travel with you free of charge?
2. Can you find change machines in every station?
3. Is the fare in Washington Metro the same for any distance?
4. If one person goes by Metro on Monday at eight o'clock in the morning and the other one goes to the same place but three hours later, will they pay the same fare?
5. How much money should you usually have to travel by Metrobus?
6. Can you buy One Day Pass in the stations?

c) Look through the text once more and find rules which are different from those in the Metro in Moscow.

3. Read the text to find answers to the given questions.

TEXT 3C

TOMORROW'S TRANSPORT

1. Will the strips move at the same or at different speeds?

What will cities of the future look like? Town planners are thinking of new methods of construction and transportation.

What will city transport be like in 20 or 30 years? The moving pavement is one possibility. It consists of several strips (полоса) moving along at different speeds. These escalators are moving in both directions along all streets. On reaching his destination (место назначения) the passenger steps over the slower strip and there to terra firma (неподвижная земля).

For convenience these moving pavements may be supplied with chairs, benches, vending machines selling soft drinks, ice-cream, candy and so on.

2. What kind of transport will be forced out?

The first lines of such moving pavements should appear in the streets which have the heaviest traffic and are the most dangerous for pedestrians (пешеходы). In the beginning they will replace the older forms of city traffic only in certain streets, but then they will appear in a single system serving the centre of the city. Buses, trolley-buses and motor-cars will be forced out as the trams are forced out of the centre of many cities now.

3. What kind of cars shall we have in future?

What will the car of the future be like? It probably won't be red. Our response to colours isn't always the same. If you want people to stop when

they see a car in front of them, yellow is probably the best. When you go for a drive in the car of tomorrow you will certainly know more about the road in front of you. Your car radio will tell you about the next corner before you can see it. It will pick this up from a wire under the road. When you stop quickly, the light that tells the man behind you to be careful will spread across the car. At the same time a bag in front of you will fill up with air to stop you hitting your head on the window. What will the car of the future run on? Not petrol, which is dirty and noisy. In future we'll probably have electric cars. As a rule the electric car can only make a short journey before going back to the garage. Or steam cars. That too would be quiet and clean. But in England there is a farmer who has invented a car that runs on manure (навоз) and he drives to London in it every week.

4. What are the advantages (преимущества) of a tube system?

Trains of the Future. What about long-distance travel? Consider the "tube-train" suspended (подвешенный) and propelled by compressed air. It may carry passengers on trips at 350 miles an hour. This idea is materialised in a 12-foot long model of a strange new aluminium torpedo train. The full-size train will run through an 18 foot-diameter metal tube, while big propellers pump the air from the front to the rear. A tube system has many advantages: a tube train makes little noise (шум); the tube can be suspended, buried (зд. подземный) or even run through buildings; maintenance cost of this train will be low and passengers will be protected from bad weather.

4. The following texts about air bags were published in 1983. At the moment of crashing a bag in front of the driver fills up with air and prevents the driver from hitting his head on the window. Are these bags widely used now in Russia? in the USA? You are asked to make a short report on the problem of introducing air bags in the USA. Use the following articles and present information on:

- 1) public opinion;
- 2) the attitude of the government;
- 3) the price of air bags;
- 4) the number of cars purchased;
- 5) the experiments which are going on.

TEXT 3D

AIR BAGS IN POLICE CARS

Police departments in six states have agreed to participate in a program that will retrofit existing police cars with driver-side air bags, reports the National Highway Traffic Safety Administration. Beginning this fall, some 500 restraint systems will be installed in police vehicles in Arizona, Wisconsin, Maryland, Ohio, California, and Mississippi. The states will be

required to furnish NHTSA with air-bag maintenance records and accident data.

"This represents the key in our effort to test the feasibility of retrofitting air bags into existing cars," says NHTSA deputy administrator Diane K. Steed. "This actual fleet usage affords us the opportunity to dispel the 1970s myths about air bags, pro and con, and to reintroduce the public to air-bag technology. We hope ultimately that this project will lead to the commercial availability of a retrofit air-bag system for every consumer who wants one."

Air-bag retrofit kits produced by Romeo-Kojyo Co. Inc. will soon be installed in state police cars.

The state of Arizona has agreed to modify and equip 130 of its fleet of late-model Ford LTDs with air bags. Arizona plans to maintain records on vehicle performance in accidents.

DOT also has entered into an agreement with the General Service Administration to purchase 5,000 compact cars equipped with driver-side air bags. The goal of this project is to make available to large fleet buyers – and eventually the public – an affordable domestic car equipped with an air bag.

Safety Opinions

The enormous attention recently given to drunk driving in the news media may have caused many Americans to become more concerned about the hazards of driving and more attentive to safety measures, according to the American Institute of Public Opinion in Princeton, NJ, conductor of the Gallup Poll. Recent surveys show that increasing numbers of drivers say that they used safety belts the last time they got in their cars – 25 per cent in a survey this summer as opposed to 17 per cent in a 1982 survey. Most drivers – 65 per cent – still would oppose a mandatory belt use law with a \$50 fine, but support is 11 points higher than in 1982. Asked about passive restraints, 60 per cent said they would favor an air bag requirements, while 50 per cent support automatic seat belts.

Air Bag Purchase

The General Services Administration (GSA), the purchasing department of the federal government, announced in late February that it would buy 5,000 Ford automobiles equipped with air bags. The cost is about \$7,000 each, of which \$1,050 is for the air bags and other safety equipment. According to GSA, the purchase was part of the government's effort to encourage car-makers to offer competitively priced safety improvements so the public can purchase them.



DEPARTMENT OF THE TREASURY
UNITED STATES CUSTOMS SERVICE

CUSTOMS DECLARATION

PRESENT TO THE IMMIGRATION AND CUSTOMS INSPECTORS

FORM APPROVED
OMB NO. 48-0036B

EACH ARRIVING TRAVELER OR HEAD OF A FAMILY MUST WRITE IN THE FOLLOWING INFORMATION. PLEASE PRINT

1. FAMILY NAME GIVEN NAME MIDDLE INITIAL

2. DATE OF BIRTH (Mo./Day/Yr.) 3. VESSEL, OR AIRLINE & FLT. NO.

4. CITIZEN OF (Country) 5. RESIDENT OF (Country)

6. PERMANENT ADDRESS

7. ADDRESS WHILE IN THE UNITED STATES

8. NAME AND RELATIONSHIP OF ACCOMPANYING FAMILY MEMBERS

9. Are you or anyone in your party carrying any fruits, plants, meats, other plant or animal products, birds, snails, or other live organisms of any kind? YES NO

10. Have you or anyone in your party been on a farm or ranch outside the U.S.A. in the last 30 days? YES NO

11. Are you or any family member carrying over \$5000.00 (or the equivalent value in any currency) in monetary instruments such as coin, currency, traveler's checks, money orders, or negotiable instruments in bearer form? *If yes, you must file a report on Form 4790, as required by law.* *Note: It is not illegal to transport over \$5000 in monetary instruments; however, it must be reported.* YES NO

12. I certify that I have declared all items acquired abroad as required herein and that all oral and written statements which I have made are true, correct and complete.

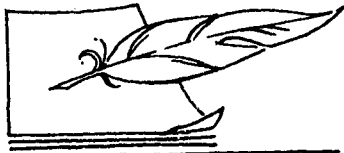
SIGNATURE:

NON-CITIZENS ONLY >

13. U.S. VISA ISSUED AT (Place)

14. VISA DATE (Mo./Day/Yr.)

The laws of the United States require that you declare ALL articles acquired abroad (whether worn or used, whether dutiable or not, and whether obtained by purchase, as a gift, or otherwise) which are in your or your family's possession at the time of arrival. Repairs made abroad also must be declared.



WRITING PRACTICE

At the Customs you meet a nice girl from Omsk who is very nervous. She does not know how to fill in her Customs Declaration.

Ask her questions to help her to fill it in.

VOCABULARY LIST

- | | | |
|------------------------------------|-------------------------------------|-----------------------------------|
| 1. accident (<i>n</i>) | 16. easy (<i>a</i>) | 31. outside (<i>adv</i>) |
| 2. achievement (<i>n</i>) | 17. empty (<i>a</i>) | 32. railway (<i>n</i>) |
| 3. air (<i>n</i>) | 18. entirely (<i>adv</i>) | 33. safety (<i>n</i>) |
| 4. another (<i>pron</i>) | 19. experience (<i>n</i>) | 34. sand (<i>n</i>) |
| 5. bring (<i>v</i>) | 20. follow (<i>v</i>) | 35. speed (<i>n</i>) |
| 6. burn (<i>v</i>) | 21. foot (feet) (<i>n</i>) | 36. in spite of |
| 7. carry (<i>v</i>) | 22. full (<i>a</i>) | 37. steam (<i>n</i>) |
| 8. change (<i>v</i>) | 23. happen (<i>v</i>) | 38. test (<i>v</i>) |
| 9. clay (<i>n</i>) | 24. install (<i>v</i>) | 39. through (<i>prp</i>) |
| 10. coal (<i>n</i>) | 25. level (<i>n</i>) | 40. total (<i>a</i>) |
| 11. consider (<i>v</i>) | 26. main (<i>a</i>) | 41. tube (<i>n</i>) |
| 12. deep (<i>a</i>) | 27. maintain (<i>v</i>) | 42. traffic (<i>n</i>) |
| 13. degree (<i>n</i>) | 28. move (<i>v</i>) | 43. tunnel (<i>v</i>) |
| 14. drive (<i>v</i>) | 29. numerous (<i>a</i>) | 44. weakness (<i>n</i>) |
| 15. dry (<i>a</i>) | 30. often (<i>adv</i>) | 45. world (<i>n</i>) |

SCIENTISTS

LANGUAGE MATERIAL

VOCABULARY

1. Прочитайте вслух новые слова, познакомьтесь с их русскими эквивалентами. Определите их значения в данных предложениях.

1. SCIENCE

наука

Lomonosov gave his whole life to the development of Russian science.

2. LAND

земля, страна

He visited many lands and saw a lot of people.

3. SIMPLE

простой

The book is written in simple English.

4. TO DETERMINE

1) определять

1) He had to determine the temperature of the air in the container.

2) решать

2) They determined to continue their work.

5. TWICE

1) два раза, дважды

1) Read this story twice.

2) вдвое

2) I am twice as old as you are.

6. ORDINARY

обычный

I've got an ordinary sort of car, nothing special.

7. SCARCELY

едва, с трудом

He is ten, but he can scarcely read.

8. ENOUGH

достаточно, достаточное количество

I have not got enough time to do this work.

Sedov had scarcely enough money to organize the expedition.

9. TO GET (GOT)

1) приходить, добираться

1) We got to the village very late.

2) становиться

2) It was getting dark when we finished our work.

3) получать

3) He got a letter from his sister.

10. TO FURNISH

1) обставлять мебелью

2) снабжать

11. STEADILY

непрерывно

12. THOUGH

хотя

13. TO TURN

повернуть(ся)

14. AMONG

среди, между

15. TO MEET (MET)

встречать(ся)

16. THROUGHOUT

повсюду, везде

17. DISCOVERY

открытие

TO DISCOVER

открывать

18. TO REFUSE

отказывать(ся)

19. RESEARCH

исследование

20. BOTH

оба

21. ELSE

еще

22. SOON

скоро, вскоре

23. CLOSE

близкий, тесный

24. TO OBTAIN

получать, доставать

25. TO OFFER

предлагать

26. TO ADD

прибавлять, добавлять

27. TO BE INTERESTED IN

интересоваться чем-л.

1) At the hotel they were offered two well-furnished rooms.

2) Our company can furnish you with all the necessary information.

He worked steadily for hours.

Though it was hard work, I liked it.

He turned his head and looked back.

He knew that he was among friends.

They spoke French among themselves.

I met him in the street.

We met every Sunday.

Tolstoy's books are read throughout the world.

1492 is the date of the discovery of America.

Who discovered America?

He refused to help her.

He did his research with the help of electronic machines.

They are both good engineers.

What else can you say?

Soon we shall have to take examinations.

He is a close friend of mine.

They worked in a close contact.

He obtained his knowledge by studying hard.

Offer some coffee to the guests.

If you add ten to twenty you get thirty.

Add some milk to your coffee.

He is interested in mathematics.

28. RAY
луч
29. MARK
1) отметка
2) оценка
30. TO CAUSE
вызывать, являться причиной
31. STRONG
сильный, прочный
32. TO CARRY OUT
выполнить, завершить; про-
вести
33. TO STORE
хранить, запасать
STORE-ROOM
кладовая
34. PROPER
надлежащий, правильный
35. SPACE
1) пространство, место
2) космос
36. SUBSTANCE
вещество
37. SIMILAR
подобный, похожий
38. ONCE
однажды, один раз
39. POWERFUL
могущий
40. SO FAR AS
насколько
41. TO SPLIT (SPLIT)
расщеплять
42. TO CONTAIN
содержать, вмещать
43. TO POINT OUT
указывать

The rays of the sun come in through the window.

1) Who made those pencil marks in your new book?

2) What mark did you get in physics? What caused his death?

A strong wind was blowing all day yesterday.

The tea is too strong.

He carried out his plan.

The tests were carried out immediately.

Some animals store food for the winter.

They kept many things in the store-room.

The roads must be maintained in a proper way.

1) The piano takes up too much space.

2) The satellite has been in space for a year.

A new substance was produced in the laboratory after many years of hard work.

They obtained similar results in all the experiments.

We have the lecture on physics once a week.

Ancient Greece was a powerful state.

So far as I know he attended a specialized English school.

This kind of wood splits easily.

This book contains all the information you need.

The teacher pointed out our mistakes on the test.

44. EXPLANATION

объяснение

Can you understand this rule without any explanation?

45. PROPERTY

свойство

The chemical and physical properties of uranium are well known now.

2. Прочтите следующие интернациональные слова вслух и, основываясь на значениях соответствующих русских слов, определите их значения.

apparatus [ˌæpə'reɪtəs]

chemical [ˈkemɪkl]

experiment [ɪks'perɪmənt]

mineral ['mɪnərəl]

element ['elɪmənt]

radioactivity [ˌreɪdɪəʊæk'tɪvɪti]

radium ['reɪdɪəm]

tragic [ˈtrædʒɪkl]

doctor ['dɒktə]

magnetism ['mæɡnɪtɪzəm]

France [frɑːns]

constant ['kɒnstənt]

problem ['prɒbləm]

metal ['metl]

uranium [ju'reɪniəm]

photographic [ˌfəʊtə'græfɪk]

3. Найдите в правой колонке английские эквиваленты данных русских слов.

A. пространство

обставлять, снабжать

свойство

предлагать

среди

надлежащий, правильный

запасать

едва

достаточно

однажды

определять

подобный

B. among

to store

space

similar

scarcely

to furnish

once

to offer

to determine

proper

enough

property

4. а) Найдите в каждом ряду слово, противоположное по значению первому слову ряда.

1. free

a) each, b) busy, c) essential, d) complete

2. similar

a) different, b) simple, c) both, d) according

3. to offer

a) to cause, b) to mark, c) to require, d) to split

4. ordinary

a) proper, b) another, c) total, d) unusual

5. strong

a) weak, b) far, c) total, d) close

6. easy

a) dry, b) proper, c) hard, d) final

7. empty

a) strong, b) full, c) deep, d) higher

8. outside

a) once, b) throughout, c) quite, d) inside

9. always

a) among, b) else, c) never, d) almost

10. early

a) late, b) scarcely, c) entirely, d) once

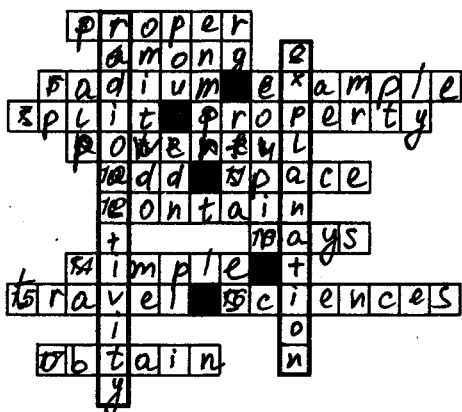
б) Найдите в каждом ряду слово, перевод которого дан в начале ряда.

1. запастись 1) to cause, **b)** to store, c) to install, d) to use
2. пространство a) property, b) substance, c) level, **d)** space
3. насколько a) so far as, b) as long as, c) as well as, d) according to
as far as
4. хотя a) through, **b)** though, c) to think, d) therefore
5. дважды a) once, b) else, c) close, **d)** twice
6. указывать a) to be interested, b) to contain, **c)** to point out, d) to follow
7. едва **a)** scarcely, b) steadily, c) among, d) only
8. расщеплять(ся) a) to obtain, b) to maintain, **c)** to split, d) to store
9. подобный a) strong, **b)** similar, c) both, d) ordinary
10. непрерывно a) entirely, b) therefore, c) even, **d)** steadily

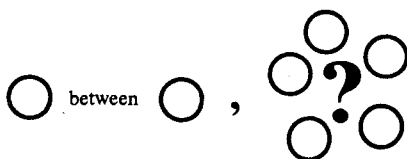
5. Прочитайте и переведите на русский язык следующие словосочетания.

- | | |
|--|---|
| to carry out research | to have enough money |
| to have proper knowledge for research work | to have more than enough |
| a famous scientist | he could scarcely read |
| Russian science | what else |
| scientific achievement | add ten to twenty |
| scientific discovery | to cause powerful radiation |
| twice a week | chemical substance |
| throughout the country | to split into parts |
| to obtain good results | powerful state |
| to refuse help | similar elements |
| to offer help | to find explanation |
| to return soon | a space of ten feet |
| to be close friends | to determine |
| among friends | to discover a new element |
| ordinary work | similar properties |
| simple question | to furnish with |
| in simple English | to store food |
| both ends | to get bad marks |
| to take a Master's degree in physics | to get to the Institute |
| to fall in love with each other | to get interested in smth |
| researches on steel | to emit rays |
| investigations on the physics of crystals | the property of giving out such rays |
| to receive the Nobel Prize in Chemistry | to contain some unknown element |
| the second prize went to | to examine every known chemical element |
| to die tragically in a traffic accident | |

6. Решите кроссворд.



1. The process of emission of X-rays.
2. The scientists will give ... to this strange phenomenon.
3. Right, suitable, correct.
- 4.



5. A radioactive, metallic element.
6. A fact that illustrates a general rule, a law, etc.
7. To divide into separate parts.

8. Quality, power or effect that belongs naturally to some object, substance, etc.
9. Able to produce great physical force.
10. To put one thing to another.
11. Yury Gagarin was the first man to fly into ...
12. A container is a box designed to ... something.
13. Mrs. Curie discovered that some chemical substances emitted ...
14. Something easy to understand or to do.
15. To go from one place to another.
16. Mathematics, biology, physics are ...
17. To get something.

WORD-BUILDING

7. а) Проанализируйте модели образования слов, прочтите и переведите слова и словосочетания, созданные на их основе. б) Затем переведите словосочетания из Б и В.

А.

МОДЕЛЬ 9

un-, in-, ir-, il-, im- + основа прилагательного → прилагательное
с отрицательным значением

known – известный
common – обычный
dependent – зависимый

unknown – неизвестный
uncommon – _____
independent – _____

accessible – доступный
regular – регулярный
possible – возможный

inaccessible – _____
irregular – _____
impossible – _____

МОДЕЛЬ 10

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

to reproduce – воспроизводить

reproducible – то, что можно
воспроизвести, воспроизво-
димый

to permit – разрешать

permissible – _____

to interchange – заменять

interchangeable – _____

to break – ломать

breakable – _____

to bear – терпеть

bearable – _____

to profit – приносить выгоду

profitable – _____

МОДЕЛЬ 11

основа глагола + -ure, -ture → существительное

to create – создавать

creature – создание

to depart – уезжать

departure – _____

to mix – смешивать

mixture – _____

to please – доставлять
удовольствие

pleasure – _____

to press – давить

pressure – _____

to sign – подписывать

signature – _____

to seize – захватывать

seizure – _____

Б.

to accept – принимать

acceptable conditions – приемле-
мые условия

to eat

inacceptable conditions – _____

to drink

eatable fruit – _____

to recommend

drinkable water – _____

to change

recommendable methods – _____

to solve

changeable conditions – _____

solvable problem – _____

В.

incomplete group

improper behaviour

unimportant problem

irresponsible person

unnecessary work

fuel-air mixture

impossible task
ordinary person

the departure of the ship
the signature of the manager

8. а) Найдите в тексте слова, имеющие общий корень со словами перед текстом. Определите, к какой части речи они относятся и каковы их значения. б) Затем прочтите и переведите текст.

to foresee – предвидеть
to research – исследовать
to achieve – достигать

to profit – приносить пользу
orbit – орбита

In the foreseeable future we may have long-term (долгосрочный) orbital stations and laboratories with researchers. Passenger rockets will be different from present-day spaceships (космические корабли). At present passenger rockets carrying people to her planets are still a dream (мечта). It might happen that the achievement of supersonic (сверхзвуковой) aviation will make the passenger rocket unprofitable and only mail and cargo rockets will be used on the Earth routes but these rockets will be used when travelling to orbital laboratories and stations on other planets.

GRAMMAR REVIEW

9. а) Проанализируйте формы глагола Perfect Active и Passive, приведенные в таблице. б) Затем прочтите текст и проанализируйте случаи употребления времен группы Perfect.

| Времена группы Perfect | | |
|------------------------|--|--|
| | Active | Passive |
| | to have + Participle II | to have + been + Participle II |
| Present | He has received a letter. | The letter has been received . |
| Past | He had received a letter by yesterday evening. | The letter had been received by yesterday evening. |
| Future | He will have received a letter by tomorrow evening. | The letter will have been received by tomorrow evening. |

An Active Generation

SON: Mummy, do you remember that old vase that has been handed down from generation to generation in our family?

MOTHER: Yes, dear, what about it?

SON: Well, it has been broken by this generation.

10. Найдите в каждом ряду глагол во времени группы Perfect.

1. a) are determining, b) determined, c) has been determined
2. a) have furnished, b) is being furnished, c) furnish
3. a) turn, b) were turning, c) has turned

4. a) is meeting, **b)** will have met, c) are being met
5. **a)** had refused, b) refused, c) refuse
6. **a)** obtain, **b)** have been obtained, c) is being obtained
7. **a)** had been offered, b) offered, c) shall offer
8. a) will be added, b) are added, **c)** has added
9. a) was discovered, **b)** has been discovered, c) discovers
10. a) are following, b) will follow, **c)** had been followed

11. Сравните пары предложений и переведите их.

- | | |
|---|--|
| 1 Sometimes he comes by car. | He has just come by car. |
| 2 Every day the students translated one page. | The students have translated the text. |
| 3 I knew him in the 70s. | I have known him since 1970. |
| 4 They were having lunch when I came into the room. | They had already had lunch when I came into the room. |
| 5 We'll finish the work tomorrow. | We'll have finished the work by 5 o'clock tomorrow. |
| 6 The experiment was completed two days ago. | He said that the experiment had been completed by the end of last month. |

12. а) Повторите основные формы следующих глаголов.

| | |
|--------------------------|----------------------|
| to write, wrote, written | to give, gave, given |
| to speak, spoke, spoken | to leave, left, left |
| to go, went, gone | to read, read, read |
| to see, saw, seen | to meet, met, met |
| to be, was (were), been | |

б) Найдите соответствующие формы глагола во второй и третьей колонках.

| | | |
|--------------|----------|----------|
| to write | gave | written |
| to speak | met | left |
| to go | left | read [e] |
| to see | read [e] | given |
| to be | went | met |
| to give | saw | spoken |
| to leave | spoke | gone |
| to read [i:] | wrote | been |
| to meet | was/were | seen |

13. Поставьте следующие предложения в Present Perfect Tense, употребив обстоятельства времени, данные в скобках.

ОБРАЗЕЦ: I am writing a letter. (*already*)

I have already written a letter.

1 John spoke to me. (*already*)

2 He was reading a book. (*already*)

3. They will go home. (*just*)

4. I saw him. (*just*)

ОБРАЗЕЦ: I was in Novgorod last year. (*never*)

I have never been to Novgorod.

5. He is in London. (*never*)

6. They gave me the book. (*never*)

7. I saw this film. (*never*)

8. She was in Siberia. (*never*)

ОБРАЗЕЦ: I lived in Moscow in 1972. (*since*)

I have lived in Moscow since 1972.

9. I did not meet you in Moscow in 1976. (*since*)

10. They did not speak English last year. (*since*)

11. I did not see her there in September. (*since*)

12. She did not read this book in her childhood. (*since*)

ОБРАЗЕЦ: Nick is trying to learn driving. (*this year*)

Nick has tried to learn driving this year.

13. Your friends are writing a letter to you. (*this week*)

14. He is leaving for Moscow. (*this month*)

15. I am learning grammar rules. (*today*)

16. They are finishing their work. (*this year*)

14. Проанализируйте функции глаголов *to be* и *to have* и переведите их на русский язык.

a) 1. These experiments are regularly carried out in our lab.

2. This experiment was successfully carried out a few years ago.

3. The experiment will be carried out in December.

b) 4. According to the information we have, the experiment is being carried out in our lab.

5. The experiment has been carried out successfully, and the results will soon be published.

6. The experiment has to be carried out twice.

7. The experiment is to be carried out in December.

15. Переведите предложения на русский язык, обращая внимание на время, в котором стоит сказуемое.

1. I have attended lectures on history since May.

2. I attended lectures on history in May.

3. He has entered the Institute this year.

4. He entered the Institute last year.

5. Have you passed your examination?

6. Did you pass your examination on Friday well?

7. He has already returned to Moscow.
8. He returned to Moscow five days ago.
9. They haven't received any good results.
10. They didn't receive any good results when they worked with this type of equipment.
11. The temperature has been maintained at the point of 20 degrees since the beginning of the experiment.
12. During the experiment the temperature was maintained at the point of 20 degrees.
13. Has the new apparatus been already installed in the laboratory?
14. When was the new apparatus installed in the laboratory?
15. The new apparatus had already been installed when the delegation arrived.

16. Употребите глагол в скобках в нужном времени активного или пассивного залога. Затем переведите предложения.

1. He ... (*to be interested*) in history since his childhood.
2. The positive results ... (*to be obtained*) until a more powerful apparatus was installed.
3. They ... (*to determine*) the main properties of the substance.
4. The explanation of these strange facts ... (*to be given*) yet.
5. He ... (*to be offered*) a very interesting job at that Institute.
6. All the necessary information ... (*to be stored*) in the computer.
7. After careful consideration your report ... (*to be published*) in one of the forthcoming issues of the journal.
8. The problem of the future of human civilization on the Earth is ... (*to be studied*) by the scientists throughout the world.



LISTENING PRACTICE

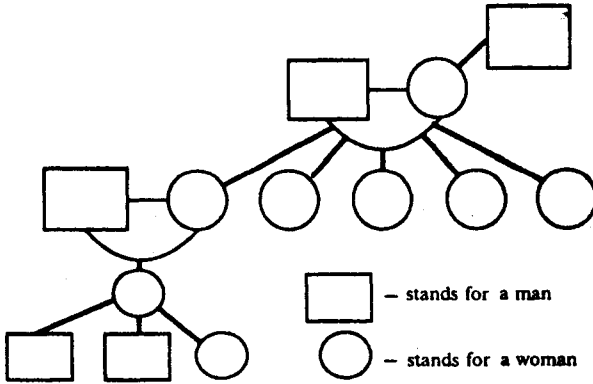
1. a) Listen to the story "Uncle Philip" and be ready to answer the following questions.
 1. Who was uncle Philip? What did uncle Philip do for a living?
 2. What was he famous for?
 3. Who did he send for when he was dying?
 4. What did he say to Tom?
 5. What was written in the letter?
 6. Why did uncle Philip decide to act in this way?
 7. Can you think of any plan for opening the box?

b) Retell the story.

c) You are Tom. Tell us what you know about your uncle and his decision to leave his fortune to you.

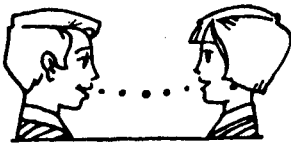
2. You know there are whole families who devoted their lives to science. The people this story is about worked in different fields of science and perhaps some of the names are familiar to you, but you may not know that all of them were relatives.

a) Listen to the text "A Family of Scientists" and fill in the chart.



b) Check your answers with the teacher or your groupmates.

c) Read the transcript on p. 424. Look up the words you do not know in your dictionary.



ORAL PRACTICE

1. Topic. *The scientist I'd like a new street to be named after.*

In a new district of your town a new street has just been built. The people of the town are now discussing what name should be given to it. You believe that the street should be named after a scientist. Try to convince the jury. In your speech present information on:

- 1) the name of the scientist you would like the street to be named after;
- 2) where and when he/she was born and worked;
- 3) the field of science the scientist worked in;
- 4) the discovery or invention he/she made;

- 5) where the results of his/her work are used now;
- 6) why you have chosen this scientist.

2. **Pairwork.** On his way to the institute Paul meets Michael, one of his friends.

a) Listen to their conversation.

MICHAEL: Look here, Paul, we are going to give a party next week. Would you like to come?

PAUL: Thank you. With pleasure. Who else are you going to invite?

MICHAEL: I think Ann and Julia will come and some boys from my group. I had to invite my cousin Philip. He is such a bore, but my mother insists on it.

PAUL: Don't worry. I'm sure we're going to have a good time. I have some new pop compact discs. We'll listen to music and dance.

MICHAEL: O.K.

b) Complete the dialogues.

1. **A:**

B: Thank you. With pleasure.

A:

2. **A:**

B: Tom and Kate will come.
What are we going to do?

A:

3. **A:**

B: Don't worry.

A:

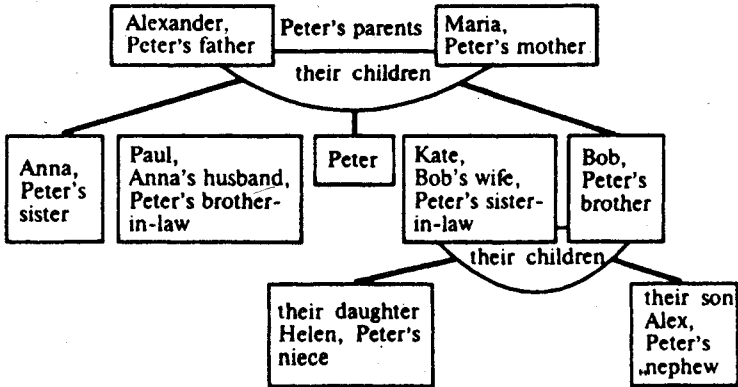
3. Think of some good questions for the following answers. The answers needn't be true.

1. Twice.
2. It's very simple.
3. It's very difficult for me.
4. Both you and me.
5. Very soon.
6. In a store-room.
7. In the space.
8. The doctor.
9. In France.
10. Throughout the world.

4. On Sunday Peter is giving a birthday party. Now he is going to discuss the list of guests with his mother (father). Student *A* takes the part of Peter and student *B* the part of Peter's mother (father).

PETER'S MOTHER (FATHER): You should see that not a single relative of yours (see the scheme below) is forgotten. At the same time you insist that not more than twelve guests would be invited.

PETER: You are eager to invite five of your friends and some relatives (see the scheme below). Discuss the list with your mother or father.



5. Discussion. You know some professions are usually preferred by women, some by men. Some people think that there are some professions which are only for men or for women. Do you agree that nowadays there are women's and men's professions?

a) Read the following arguments which support opposite points of view. Think of some more.

- | | |
|---|---|
| 1. Some professions are dangerous for women's health. | 1. Women are as clever as men and have equal rights to choose a profession. |
| 2. Some jobs can be done by men and women (a nurse, a teacher, etc.), some only by men (a spaceman, a captain of a ship, etc.). | 2. Men and women should work side by side in all walks of life. |
| 3. Some professions don't leave women time to look after children. | |

b) Discuss the problem in groups of 3-5 students to make a decision.

c) Fill in the chart and give your reasons.

| | Group 1 | Group 2 | Group 3 | Group 4 |
|---|---------|---------|---------|---------|
| There are some professions which are only for men or women. | | | | |
| There are no professions which are only for men or women. | | | | |

d) Look through the following list of professions and say a few words about each:

a plumber
 a fireman
 an officer
 a doctor
 a cook
 a poet
 a pilot
 a butcher

a book-keeper
 a shop-assistant
 a postman
 a nurse
 a secretary
 an engineer
 a teacher
 a pianist



READING PRACTICE

1. a) Read the names of the different women and say what they are famous for, matching the names on the left with the professions on the right.

Madonna
 Jane Austen
 Marie Curie
 Sofia Kovalevskaya
 Florence Nightingale
 Jane Fonda
 Valentina Tereshkova
 Margaret Thatcher

a scientist
 a mathematician
 a founder of the nursing profession
 a cosmonaut
 a writer
 a singer
 a politician
 a film star
 the creator of aerobics

b) Below is a text about one of these women — Marie Curie. Read the text and find a suitable title for each part of the text from the list below.

- Experiments with uranium.
- Marie lived to see the completion of her work on radioactivity.
- Marie and Pierre discovered a new element.

- d) Marie's youth.
- e) Student's life in Paris.
- f) Pierre Curie.
- g) Marie and Pierre get married.
- h) Experiments with pitchblende.

TEXT 4A

MARIE CURIE AND THE DISCOVERY OF RADIUM

1. Marie Curie was born in Warsaw on 7 November, 1867. Her father was a teacher of science and mathematics in a school in the town, and from him little Maria Skłodowska – which was her Polish name – learned her first lessons in science. Maria's wish was to study at the Sorbonne in Paris, and after many years of waiting she finally left her native land in 1891.

2. In Paris Maria began a course of hard study and simple living. She determined to work for two Master's degrees – one in Physics, the other in Mathematics. Thus she had to work twice as hard as the ordinary student. Yet she had scarcely enough money to live on. She lived in the poorest quarter of Paris. Night after night, after her hard day's work at the University, she got to her poorly furnished room and worked at her books steadily for hours. Sometimes she had no more than a bag of cherries. Though she was often weak and ill, she worked in this way for four years. She had chosen her course and nothing could turn her from it.

3. Among the many scientists Maria met and worked with in Paris was Pierre Curie. Pierre Curie, born in 1859 in Paris, was the son of a doctor, and from early childhood he had been fascinated by science.

At sixteen he was a Bachelor of Science, and he took his Master's degree in Physics when he was eighteen. When he met Maria Skłodowska he was thirty-five years old and was famous throughout Europe for his discoveries in magnetism. But in spite of the honour he had brought to France by his discoveries, the French Government could only give him a very small salary as a reward, and the University of Paris refused him a laboratory of his own for his research.

4. Pierre Curie and Maria Skłodowska, both of whom loved science more than anything else, very soon became the closest friends. They worked together constantly and discussed many problems of their researches. After little more than a year they fell in love with each other, and in 1895 Maria Skłodowska became Mme. Curie. Theirs was not only to be a very happy marriage but also one of the greatest scientific partnerships.

Marie had been the greatest woman-scientist of her day but she was a mother too, a very loving one. There were their two little girls, Irene and Eve.

5. By this time Mme. Curie had obtained her Master's degree in Physics and Mathematics, and was busy with researches on steel. She now wished to obtain a Doctor's degree. For this it was necessary to offer to the examiners a special study, called a thesis.²

For some time Pierre Curie had been interested in the work of a French scientist named Becquerel. There is a rare metal called uranium which, as Becquerel discovered, emits rays very much like X-rays. These rays made marks on a photographic plate when it was wrapped in black paper. The Curies got interested in these rays of uranium. What caused them? How strong were they? There were many such questions that puzzled Marie Curie and her husband. Here, they decided, was the very subject for Marie's Doctor's thesis.

6. The research was carried out under great difficulty. Mme. Curie had to use an old store-room at the University as her laboratory – she was refused a better room. It was cold, there was no proper apparatus and very little space for research work. Soon she discovered that the rays of uranium were like no other known rays.

Marie Curie wanted to find out if other chemical substances might emit similar rays. So she began to examine every known chemical substance. Once after repeating her experiments time after time she found that a mineral called pitchblende³ emitted much more powerful rays than any she had already found.

Now, an element is a chemical substance which so far as is known cannot be split up into other substances. As Mme. Curie had examined every known chemical element and none of them had emitted such powerful rays as pitchblende she could only decide that this mineral must contain some new element.

7. Scientists had declared that every element was already known to them. But all Mme. Curie's experiments pointed out that it was not so. Pitchblende must contain some new and unknown element. There was no other explanation for the powerful rays which it emitted. At that moment Pierre Curie stopped his own investigations on the physics of crystals and joined his wife in her effort to find those more active unknown chemical elements.

Scientists call the property of giving out such rays "radioactivity", and Mme. Curie decided to call the new element "radium", because it was more strongly radioactive than any known metal.

In 1903 Marie and Pierre together with Henry Becquerel were awarded the Nobel Prize in Physics.

In 1911 Marie received the Nobel Prize in Chemistry. But the second prize went to her alone for in 1906 Pierre had died tragically in a traffic accident.

Mme. Skłodowska-Curie, the leading woman-scientist, the greatest woman of her generation, has become the first person to receive a Nobel Prize twice.

8. Marie lived to see her story repeated. Her daughter Irene grew into a woman with the same interests as her mother's and she was deeply interested in her mother's work. From Marie she learned all about radiology and chose science for her career. At twenty-nine she married Frederic Joliot, a brilliant scientist at the Institute of Radium, which her parents had founded.

Together the Joliot-Curies carried on the research work that Irene's mother had begun: In 1935 Irene and her husband won the Nobel Prize for their discovery of artificial radioactivity.

So, Marie lived to see the completion of the great work, but she died on the eve of the award.

NOTES TO THE TEXT

¹ science – эд. естественные науки

² thesis – эд. диссертация

³ pitchblende – уранит (урановая смолка)

- c) Find the passages describing Pierre Curie's scientific career and Becquerel's experiments and translate them into Russian.
 - d) Read aloud the passage about Pierre Curie's career. (Approximate time of reading is one minute.)
 - e) Find in the text sentences with Perfect Tenses and explain why these tenses are used.
 - f) Find in the text the verbs which can be used to describe the main events in Marie's life.
2. a) Skim the text to understand what it is about. Time your reading. It is good if you can read it for 8 minutes. (70 words per minute.)

TEXT 4B

MADAME TUSSAUD

For over 200 years, Madame Tussaud's exhibition of wax figures has been one of Britain's most popular attractions. The exhibition has constantly developed and now visitors can see the world's public figures, including men and women who have made a lasting impact on our lives, Kings and Queens, great statesmen, religious leaders, superstars past and present who have become legends.

But the story of Madame Tussaud is as impressive as her exhibition. Two things about her are especially interesting. First, she spent her early years in the turmoil of the French Revolution and came to meet many of its characters, and perhaps more unusually, she succeeded in business at a time when women were seldom involved in the world of commerce.

Madame Tussaud whose first name is Marie was born in France in 1761. Her father, a soldier, was killed in battle two months before her birth. She lived with the mother who worked as a housekeeper for the doctor who had a wonderful skill of modelling anatomical subjects in wax. Soon Marie and her mother with the doctor Curtius moved to Paris.

France was approaching the Revolution. Dr. Curtius's house became a meeting place of philosophers, writers and revolutionaries. Marie soon discovered she had a talent for observation and remembering the details of faces.

Dr. Curtius acted as a teacher to Marie, schooling her in the techniques of wax portraits. Thanks to him she used a scientific approach in wax portraiture. She was soon allowed to model the great figures of the time. Among them were François Voltaire and the American statesman Benjamin Franklin. Dr. Curtius's exhibition was patronized by the French Royal family and Marie was invited to the Royal Court.

At the time of the revolution Marie and her mother were imprisoned for some time. Later Marie was asked to prepare the death masks of French aristocrats who had been executed – among them the King and the Queen.

The time of terror came to an end. In 1794 the doctor died and Marie inherited the business which had grown under her influence.

In the following years she married a French engineer, François Tussaud and by 1800 had given birth to three children: a daughter who died and two sons. It was difficult for the exhibition to survive in France and in 1802 Marie Tussaud made a monumental decision. She would leave her husband and baby son in Paris while she and her elder son would tour the exhibition round the British Isles.

Marie was to see neither France nor her husband again. She spent the next 33 years travelling in Great Britain. Later her other son joined her. Both of her sons were interested in the business. The travels ended in 1835 when Madame Tussaud's exhibition found a permanent home in London. Since that there have been fires and disasters but many new figures have been added to the collection. This unusual woman died in 1884 at the age of 89.

You can see her remarkable self-portrait in Museum as well.

b) Describe the pictures on pp. 110-111 using the text and the captions.

Catalogue of Madame
Tussaud's Exhibition (1897).



Madame Tussaud shown
taking a death mask from
the severed head of Marie
Antoinette.



The Market Place, Hull, 1834. Madame Tussaud's origins in Britain were as a travelling exhibition, touring the length and breadth of the British Isles.



Madame Tussaud's building since 1884 (Baker Street, London).

Jean Paul Marat (1743-93), celebrated French physician, scientist and journalist who joined the French Revolution in 1789. Assassinated by Charlotte Corday, a royalist, in his bath. This death mask was moulded by Madame Tussaud herself and is an important reminder of the origins of the exhibition.



3. Read the text to find answers to the given questions.

TEXT 4C

ERNEST RUTHERFORD

1. How did Ernest Rutherford's father earn his living?

Ernest Rutherford was born on August 30, 1871, in New Zealand, in the family of English settlers.

In 1861 gold was found in New Zealand and many foreigners came to live there. Industry began to develop, the country began to increase its export.

Ernest's father earned his living by bridge-building and other construction work required in the country at that period. At the same time he carried on small-scale farming.

2. In what subjects did Ernest distinguish himself (отличился)?

Little Ernest was the fourth child in the family. When the boy was five he was sent to primary school. After finishing primary school he went to the secondary school. He liked to read at school very much. His favourite writer was Charles Dickens. He also liked to make models of different machines. He was particularly interested in watches and cameras, he even constructed a camera himself.

At school he was good at physics, mathematics, English, French and Latin. He paid much attention to chemistry too. Ernest became the best pupil at school. At the age of 19 he finished school and entered the New Zealand University.

3. In what activities did Rutherford take part when he was a student?

At the University Ernest Rutherford was one of the most talented students. He worked hard and took an active part in the work of the Scientific Society of the University. But he was also fond of sports and took part in the students' sport competitions.

At one of the meetings of the Scientific Society he made his scientific report "The Evolution of Elements". At the same time he began his research work. For his talented scientific research he got a prize. After graduation Rutherford went to Cambridge where he continued his investigations (исследования).

4. What did Rutherford do besides research work?

Some years later Rutherford moved to Canada to continue his research work at the University in Montreal. Besides his successful researches he also lectured a lot at the leading Universities of the United States and England.

Rutherford's famous work "The Scattering (распространение) of Alpha and Beta Particles of Matter and the Structure of the Atom" proved that the atom could be bombarded so that the electrons could be thrown off, and the nucleus (ядро) itself could be broken. In the process of splitting the nucleus matter was converted into energy, which for the scientists of the 19th century seemed unbelievable.

5. In what fields of economy can atomic energy find its peaceful application?

The splitting of the atom has opened to Man a new and enormous source of energy. The most important results have been obtained by splitting the atom of uranium.

At present we are only at the beginning of the application of atomic energy and all its possible uses for peaceful purposes in power engineering, medicine and agriculture.

Ernest Rutherford paid much attention to his young pupils. After 1920 he did not make great discoveries in science, but taught young scientists who worked in the field of atomic research work. Among his favourite pupils was Pyotr Kapitsa, a famous Soviet physicist.

Ernest Rutherford died in the autumn of 1937 at the age of 66, and was buried at Westminster Abbey not far from the graves of Isaac Newton, Charles Darwin and Michael Faraday.

4. You are a guide of three specialists who arrived in Great Britain on a business trip from 12 January to 12 February. You can find the problems they are interested in in the following chart. Look through "Coming Events" and make a programme for each of them. Fill in the chart.

| Name (country) | Problem | Event | Place | Date/time |
|--------------------------------|---------------------------------------|-------|-------|-----------|
| 1. Prof. Petrov I. (Russia) | computers and micro- processors | | | |
| 2. Dr. La Roche (France) | sport cars | | | |
| 3. Dr. J. Smith (the USA) | history of automobile industry | | | |

TEXT 4D

COMING EVENTS

**CAD/CAM (Computer Aided Design/Computer Aided Manufacturing)
International Show (8-10 January)**

International show, organized by International Exhibitions to be held in Birmingham. Further information from International Exhibitions Ltd, 8 Herbal Hill, London.

Glasgow Museum of Transport (28 January)

A visit is being arranged to Museum of Transport, 25 Albert Drive, Glasgow by Scottish AD Centre. Assemble at 6 p.m. but persons wishing to attend should first contact Jim Douglas on 041 332 6811 as numbers are limited.

Henry Royce – mechanic (31 January)

Lecture to be presented by Donald Bestow at a meeting organized jointly between Western AD Centre and Western Branch to be held in the Queen's Building University of Bristol, commencing 7 p.m.

Subject to be announced (5 February)

A lecture organized by Birmingham AD Centre will be announced in Mechanical Engineering News. It is to be held at the Chamber of Industry and Commerce. Further information from R.E. Smith.

The history of the VW Beetle (11 February)

Lecture to be presented by Jonathan Wood, Automobile Historian, at a meeting organized by Derby AD Centre to be held in Room U 020, Brockington Bldg, University of Loughborough, commencing 6.15 p.m.

Microprocessors in fluid power engineering (3-4 February)

Conference organized by the institution of Mechanical Engineers to be held at the University of Bath, further information from the Conference Department.

Computer-aided design (12-14 January)

A short course for engineers and draughtsmen organized by the IMechE is to be held at the Centre of Engineering Design, Cranfield Institute of Technology. Contact the Courses Officer for further information.

Jaguar sports cars (25 January)

Lecture to be presented by Mr Randle of Jaguar Cars Ltd at a meeting organized by Luton AD Centre to be held at the Sun Hotel, Sun Street, Hitchin, commencing 8 p.m.

Robot '90s (2-5 February)

14th International Exhibition Symposium on Industrial Robots organized by the Swedish Trade Fair Foundation to be held in Gothenburg, Sweden. Further information from the Swedish Fair Foundation, Göteborg, Sweden.

Sir Henry Royce Memorial Lecture (15 February)

Lecture, organized by IMechE AD Centre at 1 Birdcage Walk, London, to be given by Ing Sergio Pininfanna at 6 p.m.

Students' Project – presentation evening (15 February)

Lecture to be given by undergraduates from local educational establishments, organized by Derby AD Centre to be held in Room U 020, Brockington Building, University of Technology, Loughborough, commencing 5.45 for 6.15 p.m. Further information from C.E. Hunter.

Racing Jaguars (16 January)

Lecture to be presented by Mr. J. Randle, Director, Product Engineering, Jaguar Cars Ltd at a meeting organized jointly between IPROD E and NM Branch NP YMS by North Eastern AD Centre to be held at the Metropole Hotel, Leeds, commencing 7.15 p.m.

Formula one motor racing (25 January)

Lecture to be presented by Mr S. Hallam of Lotus Cars at a meeting organized by Western AD Centre to be held at the Queens Buildings, University of Bristol, commencing 7 p.m.



WRITING PRACTICE

In Dreamland you decided to stay at the Royal Hotel. Complete the information on the form in order to book rooms for yourself and your friend. Think of the most suitable dates.

| | |
|--|--|
| THE ROYAL HOTEL | |
| Room Reservation Request | |
| Please reserve (insert numbers of rooms): | |
| Twin bedded <input type="checkbox"/> | Double bedded <input type="checkbox"/> |
| Single <input type="checkbox"/> | |
| From night of _____ | |
| To morning of _____ | |
| With breakfast <input type="checkbox"/> | |
| Without breakfast <input type="checkbox"/> | |
| Name _____ | |
| Address _____ | |
| Telephone No. _____ | |
| Approximate time of arrival _____ | |

VOCABULARY LIST

1. **add** (*v*)
2. **among** (*prp*)
3. **be interested** (*v*)
4. **both** (*pron*)
5. **carry out** (*v*)
6. **cause** (*v, n*)
7. **close** (*a*)
8. **contain** (*v*)
9. **determine** (*v*)
10. **discovery** (*n*)
11. **else** (*adv*)
12. **enough** (*adv*)
13. **explanation** (*n*)
14. **furnish** (*v*)
15. **get** (*v*)
16. **land** (*n*)
17. **mark** (*n*)
18. **meet** (*v*)
19. **obtain** (*v*)
20. **offer** (*v*)
21. **once** (*adv*)
22. **ordinary** (*a*)
23. **point out** (*v*)
24. **powerful** (*a*)
25. **proper** (*a*)
26. **property** (*n*)
27. **ray** (*n*)
28. **refuse** (*v*)
29. **research** (*n*)
30. **scarcely** (*adv*)
31. **science** (*n*)
32. **similar** (*a*)
33. **simple** (*a*)
34. **so far as** (*cj*)
35. **soon** (*adv*)
36. **space** (*n*)
37. **split** (*v*)
38. **steadily** (*adv*)
39. **store** (*v*)
40. **strong** (*a*)
41. **substance** (*n*)
42. **though** (*cj*)
43. **throughout** (*adv*)
44. **turn** (*v, n*)
45. **twice** (*adv*)

UNIT 5

INVENTORS AND THEIR INVENTIONS

LANGUAGE MATERIAL

VOCABULARY

1. Прочитайте новые слова вслух, познакомьтесь с их русскими эквивалентами. Определите их значения в данных предложениях.

1. SCIENTIST

ученый

Kurchatov is one of the greatest scientists of the 20th century.

2. TO CARE (FOR)

любить, заботиться о ком-л.

That a mother cares for her children is only natural.

3. TO MAKE (MADE)

1) делать; изготавливать

1) Did you make (сшила) this dress or did you buy it?

2) заставлять

2) What makes you leave town so early?

4. TO DIE

умирать

Alfred Nobel, a Swedish engineer and chemist, who invented dynamite, died in 1896 at the age of sixty-three.

5. EXPLOSIVE [s]

1) взрывчатое вещество

1) They used explosives to cut the tunnel through the mountain.

2) взрывчатый

2) The group of engineers worked on new explosive materials for industrial usage.

TO EXPLODE

взрывать(ся)

The builders had to explode the rock to construct the railway in the region.

6. MINE

шахта

The hardest work in mines is now performed by robots.

7. WAR

война

Her father fought in two wars.

8. TO KILL

убивать

Magellan, a well-known traveller, was killed on the Philippine Islands in 1521.

9. TO INJURE

повредить, ранить

During the car accident the driver and the passenger were injured.

10. USELESS

беспользны́й

He realized that without the experiment his work would be useless.

11. WHILE

1) пока (в то время как)

1) I'll finish my work while you are playing chess.

2) время (некоторое время)

2) I'm busy now, but if you wait a while, I'll help you.

12. TO AVOID

избегать

To avoid accidents the driver must strictly follow traffic rules.

13. TO EXPECT

ожидать, предполагать

I'm expecting a letter from England.

14. TO DESERVE

заслуживать

It was difficult to decide who deserved the first prize.

15. PLENTY OF

много

They will require plenty of sand for building the road.

16. GOVERNMENT

правительство

The Romans were the first people who had free schools organized by the government.

TO GOVERN

управлять

The law of gravity governs the movement of the planets.

17. THEN

затем, тогда

First they studied traffic conditions in the town and then made necessary recommendations.

18. SUDDENLY

вдруг, внезапно

The car suddenly stopped in the middle of the road.

19. BACK

назад, обратно

He looked back and saw the dog running after him.

20. TOO

1) тоже, также

1) He was at the party too.

2) слишком

2) These boots are too small for him.

21. OWN

собственный

He refused to give his own explanation of the fact.

22. TO OCCUR

1) случаться, происходить

1) The car accident occurred in the centre of the town.

- 2) **приходить на ум**
23. **EXCELLENT**
отличный, превосходный
24. **TO MASTER**
овладеть, изучить
25. **ABILITY**
способность, умение
26. **REALLY**
действительно
27. **SELDOM**
редко
28. **MEANING**
значение, смысл
29. **PROBABLY**
вероятно
30. **ABOUT**
1) о, относительно
2) вокруг
3) приблизительно, около
31. **EVERY**
каждый
32. **OPPORTUNITY**
благоприятная возможность
33. **USED TO**
имел обыкновение, бывало
34. **TIME**
1) время
2) раз
35. **TO BELIEVE**
1) верить
2) полагать
36. **TO JUSTIFY**
оправдывать
- 2) It never occurred to him that the accident happened because of his mistake.
- This student passed all his examinations with excellent marks.
- A polyglot is a person who has mastered many different languages.
- His extraordinary ability to work day and night was known to his colleagues.
- Are you really interested in this problem?
- He seldom goes out.
- He could not understand the text as he did not know the meaning of many of the words.
- She will probably be here today.
- 1) He told us about the results of his research work.
- 2) There was nobody about.
- 3) What's the time? – It's about five.
- I see my brother every day.
- We'll give you an opportunity to speak to them.
- When he was a student he used to go to the country every weekend.
- 1) I don't have much time for sports.
- 2) Pete's memory was not very good, so he had to repeat new words many times to remember them well.
- 1) I don't believe what he says.
- 2) I believe you are right.
- I believe you will justify all our hopes.

37. TO RESPECT

уважать

38. THREAT

угроза

TO THREATEN

угрожать, грозить

39. NUCLEAR

ядерный

40. TO FORM

образовать, создавать

41. AS FOLLOWS

как ниже следует, следующим образом

42. ABOLITION

отмена, упразднение

43. ENCOURAGEMENT

поощрение

44. TO CHOOSE (CHOSE, CHOSEN)

выбирать

45. TO WIN (WON)

1) победить, одержать победу

2) выиграть, получить (приз)

He is respected by everyone.

The summer was very dry and there was a threat of fires in the forests.

Did they threaten you?

He studied nuclear physics at the university.

The International Children's Fund was formed to improve the living conditions of children.

The load was distributed as follows: each lorry carried twenty tons.

The development of cars in England led to the abolition of various acts which limited the speed of the motor transport.

The encouragement of technical conferences and symposia was the aim of the international scientific committee.

There are some books on the table. You may choose any book you like.

1) The Soviet people won a great victory in 1945.

2) She won first prize in the figure-skating championship.

2. Прочтите следующие интернациональные слова вслух и, основываясь на значениях соответствующих русских слов, определите их значения.

industrialist [in'dʌstriəlɪst]

contrast ['kɒntrəst]

millionaire [ˌmɪljə'neə]

idealist [aɪ'diəlɪst]

patriotic [ˌpætri'ɒtɪk]

dynamite ['daɪnəmaɪt]

industry ['ɪndəstri]

laboratory [lə'bɒrətəri]

philosophy [fɪ'lɒsəfi]

memorial [mɪ'mɔ:riəl]

nation ['neɪʃn]

prize [praɪz]

chemistry ['kemɪstri]

physiology [ˌfɪzɪ'ɒlədʒɪ]

medicine ['medsɪn]

progressive [prə'gresɪv]

chemist [ˈkɛmɪst]
linguist [ˈlɪŋgwɪst]
financial [faɪˈnænsjəl]
company [ˈkʌmpəni]

organization [ˌɔ:ɡənəɪˈzeɪʃn]
conference [ˈkɒnfərəns]
nationality [ˌnæʃəˈnælɪti]

3. Найдите в каждом ряду слово, перевод которого дан в начале ряда.

1. способность a) opportunity, (b) ability, c) difficulty, d) property
2. значение a) understanding, b) beginning, (c) meaning, d) opening
3. повреждать (a) to injure, b) to kill, c) to explode, d) to abolish
4. избегать a) to threaten, b) to expect, (c) to avoid, d) to deserve
5. заслуживать a) to respect, b) to encourage, c) to occur, (d) to deserve
6. выбирать (a) to choose, b) to offer, c) to develop, d) to install
7. выигрывать a) to grow, b) to need, (c) to win, d) to build
8. отмена, упразднение a) consideration, b) education, c) competition, (d) abolition
9. шахта a) site, (b) mine, c) field, d) tube
10. оправдывать (a) to justify, b) to threaten, c) to cause, d) to introduce

4. Найдите в каждом ряду слово, близкое по значению первому слову ряда.

1. plenty of (a) much, b) little, c) enough, d) few
2. to occur a) to injure, b) to avoid, (c) to happen, d) to justify
3. to make a) to choose, (b) to do, c) to master, d) to win
4. believe a) to respect, b) to abolish, c) to deserve, (d) to consider
5. to care a) to like, (b) to encourage, c) to govern, d) to use
6. to come back a) to leave, (b) to return, c) to retreat, d) to avoid
7. too a) while, b) almost, c) again, (d) also

5. Подберите пары слов, имеющих противоположные значения.

A. seldom
excellent
plenty of
never
useless
to come back
full
easy

Б. peace
to open
now
busy
to leave
rich
empty
difficult

poor
then
war
to close
free
to offer

often
useful
always
bad
little
to refuse

6. Прочитайте и переведите на русский язык следующие словосочетания.

to have an excellent opportunity
to believe in progress
to have plenty of free time
to be a really good doctor
to achieve excellent results
to be seldom free
to find the meaning of the new word in the dictionary
to think about the meaning of life
to see something with one's own eyes
to come back late
it occurred during the war
to be a famous scientist
scientific research work
while he was translating the article
to care for children
to justify one's hopes

to win victory
to win the first prize at the championship
to deserve a good mark for the answer
to respect old people
to encourage one's initiative
the threat of nuclear war
to work in the mine
to use explosive materials for the experiment
the explosion occurred in the old mine
to avoid driving during rush hours
to choose the best translation
to master two foreign languages
to invest the capital into the new fields of industry
to be injured at the car accident

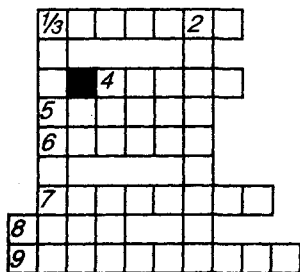
7. Сыграйте в лото, изучив инструкцию.

Word Bingo

Look at the list of words given below. Write down any five words. The teacher is going to read the definitions of all the words in random order. If you hear the definition of one of the words you have chosen, cross it out. The first student to cross out all the words he or she has chosen calls out "Bingo" and reads the words to prove his/her claim.

Words: foot, language, examination, physics, explanation, mathematics, traffic, invention, history, nature, achievement, time, steam, coal, tunnel, sandwich, experience, experiment, speed, accident, clay, science, discovery, railway, problem.

8. Решите кроссворд.



1. A statement saying that something is true.
2. Very high quality.
3. A person who tells somebody what should be done.
4. A part of anything.
5. Not to pay attention to something.
6. An institution for educating children.
7. Wanting to know or learn about something.
8. We are very tired because our ... was very hard.
9. Don't speak so quickly, I don't ... you.

WORD-BUILDING

9. а) Проанализируйте модели образования слов, прочтите и переведите слова и словосочетания, созданные на их основе. б) Затем переведите предложения и словосочетания в разделе Б.

А.

МОДЕЛЬ 12

основа существительного + -ous → прилагательное

monotony – **МОНОТОННОСТЬ**

nerve – **нерв**

danger – **опасность**

ceremony – **церемония**

religion – **религия**

glory – **слава**

harmony – **гармония**

monotonous – **МОНОТОННЫЙ**

nervous – _____

dangerous – _____

ceremonious – _____

religious – _____

glorious – _____

harmonious – _____

МОДЕЛЬ 13

+ -ance/-ence → существительное
основа глагола + -ant/-ent → прилагательное

to differ – **различаться**

to insist – **настаивать**

to depend – **зависеть**

to correspond – **соответствовать**

to resist – **сопротивляться**

to assist – **помогать**

to signify – **иметь значение**

difference – **различие, different** – **различный**

insistence, insistent – _____

dependence, dependent – _____

correspondence, correspondent – _____

resistance, resistant – _____

assistance, assistant – _____

significance, significant – _____

МОДЕЛЬ 14

основа прилагательного + -ness → существительное

black – черный
deaf – глухой
clean – чистый
cold – холодный
dark – темный
great – великий
white – белый

blackness – чернота
deafness – _____
cleanness – _____
coldness – _____
darkness – _____
greatness – _____
whiteness – _____

Б.

absence – отсутствие
confident – уверенный
competence – компетентность

prudent – осторожный
ignorance – невежество
to coexist – сосуществовать

conscience – совесть
contempt – презрение
curiosity – любопытство, любо-
 знательность
access – доступ

acute – острый
to accept – принимать

complete – законченный

rude – грубый
quick – быстрый

John is absent. – _____
I have no confidence in you. – _____
a competent specialist – _____
an incompetent person – _____
necessary prudence – _____
an ignorant person – _____
peaceful coexistence – _____
coexistent countries – _____
a conscientious person – _____
a contemptuous smile – _____
a curious person – _____

an accessible mountain – _____
accessibility of the mountain – _____
acuity of hearing – _____
acceptable terms (условия) – _____
acceptability of terms – _____
the completeness of the operation – _____

the rudeness of the boy – _____
the quickness of the decision – _____

10. Найдите в тексте слова, имеющие общий корень со словами перед текстом. Определите, к какой части речи они относятся и каковы их значения. Затем прочтите и переведите текст.

to equip – оборудовать
proper – правильный
improvement – усовершенствование

to execute – исполнять
entire – весь, целый
to contribute – вносить вклад
able – способный

UNICEF

UNICEF, the United Nations International Children's Fund, is an international organization which was established in 1946. Its primary function is to improve the health and living conditions of the children of those countries which ask for UNICEF assistance. It is governed (управлять) by the executive board (совет) of 30 nations and financed entirely by contribution from both governments and individuals. UNICEF provides equipment and medicine (лекарство). It provides for children who are unable to obtain the vital (необходимый) food. It teaches mothers how to care properly for the children.

GRAMMAR REVIEW

11. а) Проанализируйте приведенные в таблице формы глагола, используемые в соответствии с правилом согласования времен. б) Затем прочтите текст и проанализируйте случаи употребления правил согласования времен.

| Согласование времен | |
|----------------------------|-----------------------------|
| He says | He said |
| 1) that he works hard. | 1) that he worked hard. |
| 2) that he worked hard. | 2) that he had worked hard. |
| 3) that he will work hard. | 3) that he would work hard. |

The Job Interview

Boris had a job interview a few days ago at the Insurance (страховая) Company. The interview lasted almost an hour and Boris had to answer a lot of questions.

First the interviewer asked Boris where he had gone to school and if he had had any special training. She also asked him where he had worked. Boris answered that he had graduated from a specialized English school and a financial college and had worked at the bank. Boris also mentioned that his English was good. He answered all the questions well and he hoped he would get a job at the company.

12. а) Проанализируйте приведенные примеры в правой и левой колонках. б) Затем переведите предложения в Б, обращая внимание на согласование времен.

A.

- | | |
|--|--|
| 1. He says that he knows your friend. | He said that he knew your friend. |
| 2. She thinks that you passed your examination in physics. | She thought that you had passed your examination in physics. |
| 3. They know you will graduate from the Institute next year. | They knew you would graduate from the Institute the next year. |

- | | |
|---|--|
| 4. The teacher asks if you can write English. | The teacher asked if you could write English. |
| 5. She wants to know whether you completed your work yesterday. | She wanted to know whether you had completed your work the day before. |
| 6. She says she has seen that magazine in our library. | She said she had seen that magazine in our library. |
| 7. We know that the young writer is working on a novel. | We knew that the young writer was working on a novel. |

- Б. 1. I did not know that my friend's son had failed in chemistry.
 2. They thought I could drive a car.
 3. The boy said he had scarcely enough money to return home.
 4. I knew he was experimenting for hours.
 5. They said that they had chosen their course and nothing could turn them from it.
 6. We considered that she had already obtained her Master's degree in mathematics.
 7. The student said that he could not translate the article without a dictionary.
 8. I did not think that she would be refused a better room for her research.
 9. He asks if he may keep this book as long as he needs it.
 10. They told the child that the weather was fine and he could have a walk for two hours.
 11. He asked how normal temperature was maintained in the underground.
 12. He asked whether in the early days the trains had been driven by locomotives which burnt coal.
 13. He said that entirely automatic driving would be developed.

13. а) Проанализируйте правила употребления неопределенных местоимений, приведенные в таблице, и ознакомьтесь с производными неопределенных местоимений, данными ниже. б) Затем прочтите и переведите текст.

| Местоимение | some | any | no |
|----------------------------|------|-----|----|
| Утвердительное предложение | + | + | - |
| Вопросительное предложение | - | + | - |
| Отрицательное предложение | - | + | + |

| | | |
|-----------|----------|---------|
| somebody | anybody | nobody |
| someone | anyone | no one |
| something | anything | nothing |

In the Train

Talkative passenger (to a lady who is in the same compartment):

"Have you any family, Madam?"

"Yes, Sir, one son."

"Does he smoke?"

"No, Sir, he never touches a cigarette."

"That's wonderful. Tobacco is poison. Does he belong to any club?"

"He never goes to any."

"Then I congratulate you. Does he come home late at night?"

"Never. He always goes to bed directly after dinner."

"He is a model young man, Madam. How old is he?"

"Four months today."

14. **Переведите следующие предложения, обращая внимание на неопределенные местоимения и их производные.**

1. Something important took place there.
2. Nobody failed in this examination yesterday.
3. I wasn't shown any interesting photographs.
4. Have you got any questions?
5. Can anybody show me the way to the station?
6. He didn't try to do anything.
7. The commission has found nothing wrong.
8. They made no changes in the working plan.
9. Nothing interesting happened while I was away.
10. No traffic was allowed along the street because of the accident.
11. He could think of nothing really interesting.
12. Some new safety rules were considered by the committee.
13. I couldn't understand anything from his letter.
14. The old man didn't get any education.

15. **Дайте полные ответы на следующие вопросы.**

1. Is there anything to the right of you?
2. Is there anything to the left of you?
3. Do you have any English books at home?
4. Will you go anywhere tomorrow evening?
5. Can you see anything through the window?
6. Will you bring any English newspaper tomorrow?
7. Do you know any French words?
8. Is there any picture in your room?
9. Are you expecting anybody to come to your place?
10. Did anybody advise you to enter this Institute?

11. Is there anything in the right corner of the room?

12. Is there anybody behind you?

16. Переведите следующие предложения на русский язык.

A. 1. He said he didn't expect anybody to come in the evening.

2. He asked me if I knew who was performing at the theatre on Saturday.

3. We asked him if such minerals occurred in the Pamirs.

4. The head of the research laboratory said that he was not completely satisfied with the results achieved.

5. When I was leaving Moscow my adviser asked me whether I would have any opportunity to go on with my work.

6. I always believed that one day the explanation of the fact would be found.

7. We were told that we would have to consult the schedule.

8. It was decided that every member of the club would attend all the meetings.

9. He said he would return home about 3 o'clock.

10. We asked him whether it was possible to learn a foreign language in such a short time.

11. The professor asked him why he had chosen, of all professions, one in nuclear physics.

12. The professor asked the student if he had had any experience in physics research.

B. 1. He has no experience in this field.

2. It didn't occur to him that he was wrong.

3. You can take any bus from here to the station.

4. Have you got any Russian-English dictionary?

5. There aren't any institutes in this town.

6. Although it was December there was no ice on the rivers.

7. Has anybody made mistakes in this sentence?

8. Nobody was interested in the problem.

9. No construction was going on at that period.

10. I couldn't find the explanation of this fact anywhere.

11. Any number of people can be included in the experiment.

12. Such a scale of construction has been achieved nowhere else.

13. He asked if he would be given admission to the meeting of the committee.

14. He said that he had tried to telephone him several times, but nobody had answered the telephone in his office.

15. He explained that they hadn't come in time because they had lost their way.

16. He asked me whether I could wait for him while he was looking through the papers which his secretary had put on his table.

17. He explained that the task was very complicated and asked me if I would be able to carry it out.

18. In the interview with the students the head of the department tried to find out what had made them choose this profession.



LISTENING PRACTICE

1. a) One of the most outstanding American inventors is Thomas Edison. There are a lot of stories about him. Listen to one of them. Be ready to answer the following questions:

1. What's Edison famous for?
2. What education did he get?
3. How did he read books?
4. How old was Edison when he patented his first invention?
5. What story is told about his first invention?
6. How did he make his inventions?
7. What is his idea of a genius? Do you agree with him?

b) Retell the story.

c) What other facts of Edison's life do you know?

2. a) A lot of new inventions appear every day to make our lives easier, longer, warmer, speedier. But only a few inventors design a new machine or product that becomes so well-known that it is named after its creator.

b) Find the names of the inventors who gave their names to the things they created in the following list and put them down in the chart.

E. Rutherford
S. Colt
L. Landau
R. Diesel
H. Cavendish

C. Makintosh
S. Morsey
W. Thomson
C. Rolls
C. Benz

| Inventor | Invention | Year of invention | Country |
|----------|-----------|-------------------|---------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |

- c) Listen to the text "Inventors and Their Inventions". Find the information to complete the chart.
- d) Check your answers with the teacher or your groupmates.
- e) Read the transcript on p. 427. Look up the words you do not know in your dictionary.
- f) Say a few words about the inventions which were very important for automobile industry.



ORAL PRACTICE

3. Topic. *One of the greatest inventions of the mankind.*

A film studio is going to make a documentary film about the greatest inventions of mankind. You are invited to the studio as an expert to decide what inventions should be included in the film. You are supposed to speak about one invention only. Present information on:

- 1) an invention you consider to be one of the greatest in the world;
- 2) the name of the inventor;
- 3) the country this invention was made in;
- 4) what the thing was made for;
- 5) how it is used now;
- 6) how it influenced our life;
- 7) why you are sure that it should be included in the film.

4. **Pairwork.** Students and teachers from the USA visit the institute where our friends study. One of the students, William, speaks to Michael.

a) Listen to their conversation.

WILLIAM: Are there any clubs and societies at your institute?

MICHAEL: Quite a lot. As for me I've joined the student research society. We are having our institute conference in a month and I'm going to contribute a paper to it.

WILLIAM: What problems are you interested in?

MICHAEL: I'm working on the defects of metal units.

WILLIAM: Do you use computers?

MICHAEL: Certainly. It is impossible to do without them today.

WILLIAM: Does your research work take much of your time?

MICHAEL: Yes, quite a lot.

WILLIAM: Do you work alone?

MICHAEL: Of course not. There are six of us in the group. We have a very good and patient adviser who helps us a lot.

b) Complete the dialogues.

1. **A.:**

B.: We are busy with designing some engine parts.

A.:

B.: Certainly.

2. **A.:** Do you work alone?

B.:

A.: Does it take much time, I mean, your work in the research society?

B.:

3. **A.:** Are there many clubs and societies at your institute?

B.:

A.: What problems are you interested in?

B.:

c) Think of some good questions for the following answers.

1. Only once in my life.

2. My job.

3. From time to time.

4. It is wrong.

5. At about 5 o'clock.

6. Almost everybody.

7. Nothing.

8. Anywhere.

9. Excellent.

10. His own.

d) A reporter from the journal "Science of the 20th century" published in New Zealand meets the young Russian engineer and inventor Michael Shutin. Michael was awarded a prize by the Russian Academy of Sciences.

REPORTER: You are going to interview the inventor. Here are some questions you can ask:

Were you surprised when you won the prize?

What field of science do you work in?

What can you say about your invention?

Did you work alone?

What are your plans for the future?

Think of some other questions.

MICHAEL SHUTIN: You are eager to answer the reporter's questions. You work in the field of chemistry. You invented a new construction material. It has some very useful properties.

5. Discussion. In the 1930s television appeared in various countries of the world. In this country people have had the opportunity to watch regular TV shows since 1939. Nowadays there are a lot of debates about advantages and disadvantages of TV. Is TV doing more harm or good?

a) Read the following arguments. Think of some more.

| TV is doing more good than harm | TV is doing more harm than good |
|--|--|
| 1. We can be very well informed. 2. We can enjoy ourselves without leaving our homes. 3. We can study with the help of TV courses. 4. A TV set is a friend for lonely people. | 1. Watching TV takes a lot of time. 2. We get very lazy and passive in our free time. 3. Sometimes we prefer TV to reading books. 4. Sometimes it is only TV that is responsible for children's upbringing. |

b) Discuss the problem in groups of 3-5 students in order to make a decision.

c) Fill in the chart and give your reasons.

| | Group 1 | Group 2 | Group 3 | Group 4 |
|---------------------------------|---------|---------|---------|---------|
| TV is doing more harm than good | | | | |
| TV is doing more good than harm | | | | |



READING PRACTICE

1. a) Names of some people have become world famous thanks to their achievements. The name of Alfred Nobel is one of them. Read the words given below and find

those which you associate with the name of Nobel. (Try to give your reasons, if possible.)

| | | |
|----------|-------------|-----------|
| Russia | money | Tolstoy |
| Germany | prize | Sholokhov |
| wife | peace | Sweden |
| mining | literature | America |
| dynamite | Switzerland | Stockholm |

b) Read the text and find out if you were right or not.

TEXT 5A

ALFRED NOBEL – A MAN OF CONTRASTS

Alfred Nobel, the great Swedish inventor and industrialist, was a man of many contrasts. He was the son of a bankrupt, but became a millionaire, a scientist who cared for literature, an industrialist who managed to remain an idealist. He made a fortune but lived a simple life, and although cheerful in company he was often sad when remained alone. A lover of mankind, he never had a wife or family to love him; a patriotic son of his native land, he died alone in a foreign country. He invented a new explosive, dynamite, to improve the peacetime industries of mining and road building, but saw it used as a weapon of war to kill and injure people. During his useful life he often felt he was useless. World-famous for his works, he was never personally well-known, for while he lived he avoided publicity. He never expected any reward for what he had done. He once said that he did not see that he had deserved any fame and that he had no taste for it. However, since his death, his name has brought fame and glory to others.

He was born in Stockholm on October 21, 1833 but moved to Russia with his parents in 1842, where his father, Emmanuel, made a strong position for himself in the engineering industry. Emmanuel Nobel invented the landmine¹ and got plenty of money for it from government orders during the Crimean War, but then, quite suddenly went bankrupt.² Most of the family went back to Sweden in 1859. Four years later Alfred returned there too, beginning his own study of explosives in his father's laboratory. It so occurred that he had never been to school or University but had studied privately and by the time he was twenty was a skilful chemist and excellent linguist having mastered Swedish, Russian, German, French and English. Like his father, Alfred Nobel was imaginative and inventive, but he had better luck in business and showed more financial sense. He was quick to see industrial openings for his scientific inventions and built up over 80 companies in 20 different countries. Indeed his greatness lay in his

outstanding ability to combine the qualities of an original scientist with those of a forward-looking industrialist.

But Nobel was never really concerned about making money or even making scientific discoveries. Seldom happy, he was always searching for a meaning to life, and from his youth had taken a serious interest in literature and philosophy. Probably because he could not find ordinary human love – he never married – he began to care deeply about the whole mankind. He took every opportunity to help the poor: he used to say that he would rather take care of the stomachs of the living than the glory of the dead in the form of stone memorials. His greatest wish, however, was to see an end to wars, and thus peace between nations; and he spent much time and money working for the cause until his death in Italy in 1896. His famous will, in which he left money to provide prizes for outstanding work in physics, chemistry, physiology, medicine, economics, literature and promotion of world peace is a memorial to his interests and ideals. And so the man who often believed that he was useless and had done little to justify his life is remembered and respected long after his death. Nobel's ideals which he expressed long before the threat of nuclear war have become the ideals of all progressive people of the world.

According to Nobel's will the capital was to be safely invested to form a fund. The interest³ on this fund is to be distributed annually in the form of prizes to those who, during the previous year, did the work of the greatest use to mankind within the fields of physics, chemistry, physiology or medicine, economics, literature and to the person who has done the most for brotherhood between nations, for the abolition or reduction of permanent armies and for the organization and encouragement of peace conferences.

In his will Nobel wrote that it was his firm wish that in choosing the prize winner no consideration should be given to the nationality of the candidates, but that the most worthy should receive the prize, whether Scandinavian or not. This will was written in Paris, on November 27th, 1895.

Since Nobel's death many outstanding scientists, writers and public figures from different countries have become Nobel prize winners.

NOTES TO THE TEXT

¹ landmine – мина, фугас

² went bankrupt – обанкротился

³ interest – % процент

c) Read the text again and divide it into four parts. Give titles to these parts choosing the most suitable from the list below:

1. The childhood and youth of Alfred Nobel.
2. The career of Alfred Nobel's father.

- 3. The contrasts in the life of Alfred Nobel.
- 4. The life ideals of Alfred Nobel.
- 5. Alfred Nobel as a scientist.
- 6. Alfred Nobel's will.
- 7. Nobel prize winners.

- d) Find in the text passages about Alfred Nobel's ties with Russia, his will and translate them into Russian.
- e) Read aloud the passage about Alfred Nobel's will. (Approximate time of reading is 1,4 minutes.)
- f) Form sentences connecting word groups on the left and on the right with *but* and making the necessary changes. You will see that Nobel's life was really full of contrasts.

E.g. to be a millionaire | but | to live a simple life
 He was a millionaire but lived a simple life.

| | | |
|--|------------|---|
| to be an industrialist | | to remain an idealist |
| to be cheerful in company | | to be sad in private |
| to love all mankind | | not to have a wife or a family to love him |
| to be a patriot of his native country | | to die alone in a foreign land |
| to invent dynamite to improve peacetime industries | | to see it used as a weapon to kill people |
| to be world-famous for his works | BUT | to be never personally well-known, to avoid publicity |
| to be a Swede | | to live for more than 20 years in Russia |
| never to study at school or University | | to be a skilful chemist and an excellent linguist |
| to be a man of imagination | | to show great business and financial sense |

- g) Find in the text key words you can use to speak about the Nobel prize.
2. a) Skim the text to understand what it is about. Time your reading. It is good if you can read it for four minutes (80 words per minute).

TEXT 5B

ALEXANDER GRAHAM BELL

Alexander Graham Bell was born in Edinburgh in 1847. His father was a world-famous teacher of speech and the inventor of a system which he called "Visible Speech". It helped deaf (глухой) persons to pronounce words they could not hear. Alexander chose the same profession, and as his father became a teacher of the deaf, he moved to the United States and

began to teach deaf children to speak. At the same time he worked at improving his father's invention.

In 1866, the nineteen-year-old Bell started thinking about sending tones (звукИ) by telegraph. It was then that there came to his mind the idea of the "harmonic telegraph", which would send musical tones electrically from one place to another. Bell was not a scientist. So he had to give all his energy and time to one thing only – knowledge of electricity. There was little time for rest and little time to eat. Hour after hour, day and night he and his friend Watson worked at testing and experimenting with the telephone. Sometimes it worked and sometimes it did not.

"We have to do something to make our telephone work better," Bell used to say again and again.

At last they decided to try a new kind of transmitter (микрoфон). The new transmitter was set (устанoвливать) in Bell's bedroom. Watson was sitting in the laboratory. He put his ear to the receiver (трубка) and was waiting. Suddenly he heard Bell's voice. And not the voice only but the words too.

"Mr. Watson, come here. I want you."

It was on the 10th of March, 1876. Alexander Graham Bell had invented the telephone.

In a few years there were telephones all over the world. In 1915, the first transcontinental telephone line was opened. Graham Bell, a very old man now, sat in New York at a desk with a telephone before him, while his friend Watson was listening more than three thousand miles away in San Francisco. People were interested what speech Bell had prepared for that great day, on which the telephone invented by him was to carry sound from the Atlantic coast to the Pacific.

Bell was sitting in a big hall; there were many people in it. Everyone expected to hear a serious, scientific speech. Suddenly everybody heard his clear voice as he spoke into his old transmitter, "Mr. Watson, come here. I want you." He repeated the words which he had said almost forty years ago. Much to the amusement (удoвольствие) of the people Watson answered, "I would be glad (рад) to come, but it would take me a week."

b) Complete sentences choosing the variant corresponding to the contents of the text.

1. Alexander Bell was

- 1) an engineer;
- b) a teacher;
- c) a doctor.

2. He worked at inventing

- a) a radio-set;
- b) a tape-recorder;
- c) a telephone.

3. He worked at it
- alone;
 - with his friend;
 - with a group of scientists.
4. The first transcontinental telephone line was opened between
- New York and San Francisco;
 - Paris and London;
 - Rome and Berlin.
5. During the experiment Mr. Watson heard
- Bell very badly;
 - Bell very well;
 - nothing.

c) Answer the following questions:

- What did Alexander Bell's father invent?
- Whom and where did Alexander Bell teach?
- What did Alexander Bell begin to work at when he was nineteen years old?
- What device did A. Bell use which made his invention work well?
- How many years later was the first transcontinental telephone line opened?
- Who made the first test of the transcontinental telephone line between New York and San Francisco?
- What did Bell say on the opening of this line and what impression did it make on the listeners?

3. Read the text to find answers to the given questions.

TEXT 5C

LITTLE-KNOWN FACTS ABOUT WELL-KNOWN PEOPLE

1. Was Einstein a capable or a backward (умственно отсталый) child?

Albert Einstein is one of the greatest scientists of our age, yet in his childhood he was slow, shy and backward. He found it extremely difficult to learn even to talk.

2. What kind of life did Einstein lead?

Later he became one of the most famous men in the world. The Theory of Relativity brought him fame on five continents. Yet, he led a very simple sort of life, went around in old clothes, and seldom wore a hat. He said that he did not care for fame or riches. The captain of a transatlantic ship once offered Einstein the most expensive rooms on the ship; Einstein refused and

said he would rather travel on deck than accept any special favours (привилегия).

3. What brought Einstein more joy than anything else?

Einstein impressed everybody as being a very happy man. He said he was happy because he didn't want anything from anybody. He didn't want money or titles or praise. He made his own happiness out of such simple things as his work, his violin and his boat. Einstein's violin brought him more joy than anything else in life. He said he often thought in music.

4. By what illustration did Einstein explain his Theory of Relativity?

Einstein's Theory of Relativity, which seemed a flight of imagination (полет воображения) to many at first, is now the cornerstone of modern physics. Many physical phenomena could never be explained without the Theory of Relativity.

Einstein said that there were only twelve people living who understood his Theory of Relativity, although more than nine hundred books had been written trying to explain it.

He himself explained relativity by this very simple illustration: "When you sit with a nice girl for an hour, you think it is only a minute; but when you sit on a hot stove for a minute, you think it is an hour. Well, well – so that's relativity. It sounds all right to me; but if you don't believe me and would like to try it out (хотели бы проверить), I'll be glad to sit with the girl if you'll sit on the stove."

5. What two rules of conduct did Einstein have?

Mrs. Einstein said that even she didn't understand the Theory of Relativity; but she understood something that is more important for a wife; she understood her husband.

Mrs. Einstein said that her husband liked order in his thinking, but he didn't like it in his living. He did whatever he wanted to, whenever he wanted to, he had only two rules of conduct (поведение). The first was: don't have any rules whatever. And the second was: be independent of the opinions (мнение) of others.

4. You are an invention expert. You've received a patent specification of a new bearing from Russia. Check if the bearing in question is similar to that of the INA Bearing Co., Inc. Fill in the chart below.

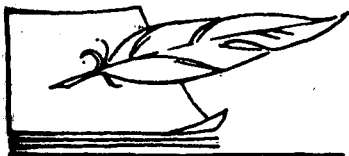
| Similar features | Different features |
|------------------|--------------------|
| 1. | |
| 2. | |

Формула предлагаемого изобретения

Подшипник, содержащий пластмассовое наружное кольцо с прорезями и канавкой, отличающееся тем, что с целью устранения зазоров между роликами и кольцами подшипника из-за износа в канавку насаживается нагретое бандажное кольцо, которое при остывании стягивает наружное кольцо.

TEXT 5D BEARING

The INA Bearing Co., Inc. has introduced a maintenance-free spherical plain bearing. The bearing is claimed to remain free of radial clearance in operation in spite of wear. The main characteristic of the bearing is a plastic outer ring with several slots on one side which extend over the center line. The slots are used to remove any radial clearance by applying pressure from the OD. To eliminate bearing clearance, the outer ring has a groove in the slotted area which contains an O-ring. The groove is just deep enough so that the outside diameter of the O-ring extends beyond the outside diameter of the outer ring. When mounted into a housing bore of proper diameter, the compressed O-ring acts like a spring and forces the outer ring segment against the inner ring, thus eliminating any bearing clearance.



WRITING PRACTICE

1. a) You are enjoying your holiday in Dreamland together with your groupmates. One of them wrote a postcard to his friend in the States. Study the envelope carefully.¹

Ann Smith
67th Dreamers' Hotel,
Star City,
Dreamland

Philip Briggs
25 Timber Circle
Denton, TEXAS 76205
USA

¹ При написании адреса на конверте нужно пользоваться определенными правилами. Адрес отправителя (sender), как правило, помещается в верхней левой части

конверта, а на противоположной его части, внизу, пишется адрес получателя (recipient). Последовательность изложения адресных данных на конверте следующая: кому, номер квартиры, дома, улица, город, почтовый индекс, страна.

b) You also have friends in the States and Great Britain who would be glad to get news from you. Write their addresses on the envelope.

Some information about them:

Helen Black lives in the USA (code 10213), in the state of New York, in Brooklyn, the name of the street is Lincoln Drive, 10.

Peter Williams lives in England, in the county of Kent in a small town of Sittingbourne, Hobart Gardens, 16.

Write your home address to get an answer.

| |
|----------------------------|
| <i>Sender's address</i> |
| <i>Recipient's address</i> |

2. a) Fill in the gaps in your letter to Helen with what you want to say.¹

| |
|---|
| 17 June 1998 |
| Dear _____, |
| I am on holiday in _____ |
| with _____. We are _____ |
| English. I have three _____ a day. |
| The weather is _____, and we are having a |
| _____ time. Yesterday we went to _____ |
| and saw _____. |
| Sometimes we play _____. |
| See you soon. |
| With love |
| _____ |

¹ В левом верхнем ряду необходимо повторить адрес, написанный на конверте. В правом углу - дата написания (чуть ниже). Здесь допустимы сокращения некоторых месяцев: Jan, Feb, Apr, Sept, Oct, Nov, Dec.

Ниже следует обращение (*salutation*), которое в английском языке отделяется запятой, а не восклицательным знаком, как в русском.

Если вам известна фамилия, то можно использовать обращение: Dear Mr/Mrs/Miss/Ms Brown.

Если вы пишете письмо в учреждение, организацию или фирму, используются официальные обращения: Dear Sir/Dear Sirs, Dear Madam/Dear Mesdames.

Далее следует основной текст письма, который обычно разбивается на абзацы. Это облегчает процесс чтения и восприятия информации.

В деловой переписке принята определенная форма завершения письма. Обычно заключительная формула помещается прямо под основным текстом письма справа. Наиболее распространенными являются следующие формулы вежливости: Yours faithfully, Yours truly (строго официально); Yours sincerely, Yours very sincerely (официально).

Затем следует подпись лица (под заключительной формулой вежливости) и его должность:

John Brown
Manager
Export Department

b) Write a letter to Peter.

VOCABULARY LIST

- | | | |
|---------------------------------------|--------------------------------------|------------------------------------|
| 1. ability (<i>n</i>) | 16. explosive (<i>n, a</i>) | 31. probably (<i>adv</i>) |
| 2. abolition (<i>n</i>) | 17. form (<i>v</i>) | 32. really (<i>adv</i>) |
| 3. about (<i>adv, prep</i>) | 18. government (<i>n</i>) | 33. respect (<i>v</i>) |
| 4. as follows | 19. injure (<i>v</i>) | 34. scientist (<i>n</i>) |
| 5. avoid (<i>v</i>) | 20. justify (<i>v</i>) | 35. seldom (<i>adv</i>) |
| 6. back (<i>adv</i>) | 21. kill (<i>v</i>) | 36. suddenly (<i>adv</i>) |
| 7. believe (<i>v</i>) | 22. make (<i>v</i>) | 37. then (<i>adv</i>) |
| 8. care (<i>v</i>) | 23. master (<i>v</i>) | 38. threat (<i>n</i>) |
| 9. choose (<i>v</i>) | 24. meaning (<i>n</i>) | 39. time (<i>n</i>) |
| 10. deserve (<i>v</i>) | 25. mine (<i>n</i>) | 40. too (<i>adv</i>) |
| 11. die (<i>v</i>) | 26. nuclear (<i>a</i>) | 41. used to |
| 12. encouragement (<i>n</i>) | 27. occur (<i>v</i>) | 42. useless (<i>a</i>) |
| 13. every (<i>a</i>) | 28. opportunity (<i>n</i>) | 43. war (<i>n</i>) |
| 14. excellent (<i>a</i>) | 29. own (<i>a</i>) | 44. while (<i>conj</i>) |
| 15. expect (<i>v</i>) | 30. plenty of | 45. win (<i>v</i>) |

UNIT 6

MODERN CITIES

LANGUAGE MATERIAL

VOCABULARY

1. Прочитайте новые слова вслух, познакомьтесь с их русскими эквивалентами. Определите их значения в данных предложениях.
- | | |
|---|--|
| 1. TO FOUND основывать | Who was Moscow founded by and when? |
| 2. SEAT место, местоположение TO SEAT вместать | Where is the seat of the Government of the USA? The new theatre seats 800 people. |
| 3. PERMANENT постоянный | John could not get permanent work for a long time. |
| 4. NUMBER 1) число, количество 2) номер | 1) He has a great number of old books. 2) What is your telephone number? |
| 5. CAREFULLY 1) осторожно 2) тщательно | 1) Hold this glass carefully. 2) They made an analysis of a new substance very carefully. |
| 6. CAPITAL столица | Moscow is the capital of Russia. |
| 7. SCALE масштаб | This map has a scale of one centimetre to a hundred kilometres. |
| 8. CONSTRUCTION строительство, сооружение | The construction of a new factory was started last year. |
| 9. TO PERFORM выполнять, делать | The doctor performed a difficult operation. |
| 10. RECENT недавний | At the conference the scientists discussed the most recent developments in psychology. |

11. TO CALCULATE

вычислять

12. POPULATION

население

13. INCREASE [ˈɪŋkri:s]

увеличение

TO INCREASE [ɪnˈkri:s]

увеличивать(ся)

14. FACILITIES (pl)

оборудование; сооружения

15. PREVIOUS

предыдущий

16. TO FACILITATE

облегчать

17. RAPID

быстрый

18. CHANNEL

1) канал

2) пролив

19. MAJOR

главный, крупный

20. FEATURE

особенность, характерная черта

21. ESTABLISHMENT

создание

22. BRANCH

1) ветвь, ветка

2) отрасль

23. QUALITY

качество

24. TO EXIST

существовать

25. SUCCESSFUL

удачный

26. TO SOLVE

решать

How was the distance to Mars calculated?

The population of this country has grown considerably in recent years.

There was an increase in the number of road accidents in winter.

The population of Moscow is steadily increasing.

The institute has excellent sporting facilities.

Great attention was given to this problem in his previous article.

The calculations were facilitated by the use of a computer.

There was a rapid increase in traffic in all big cities of the country.

1) The construction of the channel was successfully completed.

2) The English Channel is between France and Great Britain.

Do you know all major cities in Great Britain?

Her eyes are her best feature.

The establishment of the information centre will help to carry out important research.

1) The child hid (спрятаться) among the branches of the tree.

2) Psychiatry is a branch of medicine. They manufacture goods of first-rate quality.

Such a substance doesn't exist on Earth.

Was your experiment successful?

This problem has been solved at last.

27. ALTHOUGH
хотя
28. TO EXPAND
расширять(ся)
29. CONSIDERABLE
значительный
30. DISTRICT
район
31. REASON
причина
32. IMPROVEMENT
улучшение, усовершенствование
33. CONVENIENT
удобный
34. MEANS
1) средство
2) способ
35. LENGTH
длина
36. ROUTE
маршрут
37. TO LINK
соединять
LINK
связь
38. SEVERAL
несколько
39. INSTEAD OF
вместо
40. TO UNITE
объединять
41. TASK
задача, задание
42. WITHIN
в, внутри, в пределах
43. SIGNIFICANCE
значение; значимость
- Although they tried hard, they couldn't do it.
- Metals expand when heated.
- We have received considerable information on the properties of this substance.
- He lives in a new district of the town.
- What reasons do you have to think so?
- The method still needs improvement.
- The bus service is convenient here.
- 1) What means of communication exist in the modern world?
2) It is the only means of doing it.
- The length of the room is 3.5 metres, the width, 2 metres.
- The length of the bus route has been increased by 3 km.
- The first railway in Russia linked Moscow and Petersburg.
- The telephone link with the mountain village was broken.
- Several of us decided to walk home.
- Instead of sending a letter he sent a telegram.
- The two governments have united to combat terrorism.
- He quickly performed the tasks he had been given.
- Motor cars maintain a speed of 60 km within the city limits.
- Mendeleyev's table of elements is of great significance to science.

44. VALUABLE

ценный

45. TO REMAIN

оставаться

He gave us valuable information on the subject.

Road safety remains one of the most important problems in the modern world.

2. Прочитайте следующие интернациональные слова вслух и, основываясь на значениях соответствующих русских слов, определите их значения.

prince [prɪns]

architecture [ˈɑ:kitektʃə]

architectural [ˌɑ:kɪ'tektʃərəl]

structure ['strʌktʃə]

cathedral [kə'thi:drəl]

ceramic [sɪ'ræmɪk]

result [rɪ'zʌlt]

industrial [ɪn'dʌstriəl]

sport [spɔ:t]

stadium ['steɪdɪəm]

migration [maɪ'greɪʃn]

comfortable ['kʌmfətəbl]

aspect ['æspɛkt]

territory ['terɪtəri]

administrative [əd'mɪnɪstrətɪv]

parliament ['pɑ:ləmənt]

monument ['mɒnjumənt]

park [pɑ:k]

infrastructure [ɪnfrə'strʌktʃə]

traditional [trə'dɪʃənəl]

megapolis [ˌmegə'pɒlɪs]

restaurant ['restərɒnt]

theatre ['θi:tə]

artery ['ɑ:təri]

3. Найдите в каждом ряду слово, перевод которого дан в начале ряда.

1. значение

a) establishment, (b) significance, c) reason, d) capital

2. маршрут

(a) route, b) scale, c) channel, d) feature

3. качество

a) reason, (b) quality, c) member, d) influence

4. решать

a) to master, b) to turn, (c) to solve, d) to obtain

5. соединять

(a) to link, b) to clear, c) to care, d) to split

6. средство

a) branch, b) improvement, (c) means, d) length

7. несколько

a) permanent, b) each, c) enough, (c) several

8. район

a) facility, (b) district, c) admission, d) discovery

9. расширять(ся)

a) to exist, b) to remain, c) to seat, (d) to expand

10. облегчать

a) to unite, b) to go on, (c) to facilitate, d) to wear

4. Найдите в правой колонке английские эквиваленты русских слов.

A. ПОЭТОМУ

облегчать

оправдывать

работа

расширять

множество, изобилие

значение

позади

выиграть

B. to win

successful

piece

feature

that is why

to facilitate

job

previous

used to

ценный
верить
особенность
по направлению к
предыдущий
бывало
успешный
ожидать
удобный
выбирать
кусок

to expand
to justify
significance
to expect
valuable
behind
convenient
to believe
to choose
towards
plenty of

5. Образуйте возможные словосочетания из слов колонок А и Б.

| | | | |
|--------------|----------------|---------------|------------|
| A. rapid | Б. information | A. successful | Б. factor |
| considerable | links | major | analysis |
| several | quality | previous | knowledge |
| convenient | river | careful | years |
| valuable | years | great | experiment |
| permanent | time | recent | attention |

6. Подберите пары слов из левой и правой колонок, имеющих сходное значение.

| | |
|------------|--------------------------|
| A. many | Б. ground |
| to think | powerful |
| total | ordinary |
| to happen | twice |
| essential | to keep |
| usual | main |
| land | to obtain |
| to decide | towards |
| although | to take place |
| everywhere | to consider |
| to | throughout |
| to get | all |
| to store | though |
| two times | numerous |
| strong | to determine |

7. Прочитайте и переведите на русский язык следующие словосочетания.

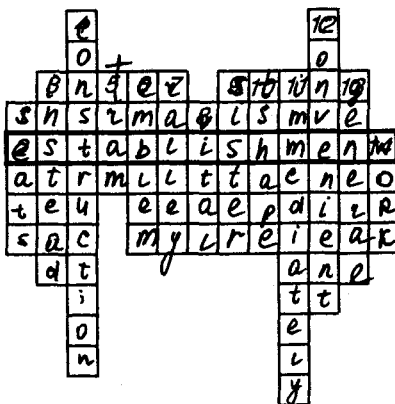
to found a city
a great number of pictures
room number 14
to study the materials carefully
the capital of a country
construction work on a large scale

to solve the problem
although it was late
the population has grown
considerably
important reason
to improve the system of education

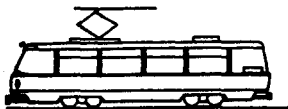
recent years
 to carry out necessary work
 successful research
 to give much attention to education
 similar features
 major branches of industry
 existing states
 the increase of speed
 to facilitate the construction
 rapid development
 numerous channels

a convenient way
 a safe means of transport
 the length of the river
 to link several countries
 to use electricity instead of steam
 to unite peoples
 within the traffic system
 valuable knowledge
 permanent task
 previous years
 several reasons

8. Решите кроссворд.



1. The opera house ... 500 people.
2. ?
3. In place of something.
4. An act of building.
- 5.

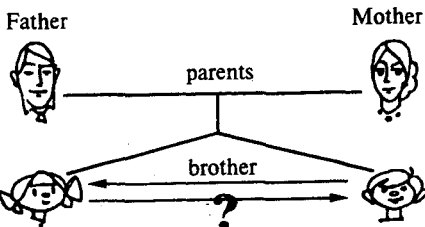


6. Something which has significance:



7. Paris - Dakar, London - Sydney, etc. - ?
8. How do you call things people can't live without?

9.



10. Something having a form of the letter "T".
11. As soon as possible, quickly.
12. Comfortable or easy to get.
13. Not detailed, describing the main things only.
14. A job.

WORD-BUILDING

9. а) Проанализируйте модели образования слов, прочтите и переведите слова, созданные на их основе. б) Затем переведите словосочетания из разделов Б и В.

А.

МОДЕЛЬ 15

основа глагола + -ing → существительное

| | |
|-----------------------|--------------------|
| to open – открывать | opening – открытие |
| to break – ломать | breaking – _____ |
| to repair – чинить | repairing – _____ |
| to measure – измерять | measuring – _____ |
| to build – строить | building – _____ |

МОДЕЛЬ 16

re- + основа глагола → глагол, означающий повторное действие

| | |
|------------------------------|--|
| to read – читать | to reread – перечитывать, прочитать заново |
| to form – формировать | to reform – _____ |
| to cover – покрывать | to recover – _____ |
| to do – делать | to redo – _____ |
| to elect – избирать | to reelect – _____ |
| to establish – устанавливать | to reestablish – _____ |

МОДЕЛЬ 17

существительное + -ful → прилагательное, означающее наличие качества

| | |
|------------------|----------------------|
| beauty – красота | beautiful – красивый |
| care – забота | careful – _____ |
| doubt – сомнение | doubtful – _____ |
| fruit – плод | fruitful – _____ |
| peace – мир | peaceful – _____ |
| use – польза | useful – _____ |
| hope – надежда | hopeful – _____ |
| success – успех | successful – _____ |

МОДЕЛЬ 18

существительное + -less → прилагательное, означающее отсутствие качества

| | |
|--------------|----------------------|
| aim – цель | aimless – бесцельный |
| fruit – плод | fruitless – _____ |

help – помощь
home – дом
hope – надежда
shame – стыд
use – польза

helpless – _____
homeless – _____
hopeless – _____
shameless – _____
useless – _____

Б.

to reconstruct the old house
to reconsider the problem
to reinstall the motor
to re-use the substance
to recalculate the program
to reunite the country

homeless children
it is useless
peaceful talks
careful driving
landless farmers

В.

to design – конструировать
occasion – случай

a designer of the ship – _____
occasional meetings – _____
we meet occasionally – _____

to communicate – общаться
fertile – плодородный
to corrode – корродировать

modern communications – _____
fertility of the land – _____
corrosive action – _____

pervious – проницаемый

corrosion of metals – _____
impervious to water – _____

10. Найдите в тексте слова, имеющие общий корень со словами, данными перед текстом. Определите, к какой части речи они относятся и каковы их значения. Затем прочтите и переведите текст.

to drive – водить машину
to observe – наблюдать
to collide – сталкиваться
to direct – направлять
to govern – управлять
immediate – немедленный
determination – определение

certain – определенный
subsequent – последующий
to vary – различаться
to pave – мостить (улицу)
to mark – отмечать
to question – подвергать сомнению

In 1911, in Wayne County (округ), Michigan, an automobile driver observed a collision on a narrow bridge between a horse and a buggy (повозка), and an automobile going into opposite directions. Each of the drivers was sure that he was on his own side of the road. The observer was Edward Hines, the governor of the county. Mr. Hines immediately decided that it must be possible for drivers to determine with certainty where their side of the road was. He ordered a white line painted (рисовать) on the centre of every bridge and every curve (поворот) within his county.

Subsequently he had his idea extended (распространять) to all the highways of the county. The centre line and various pavement markings have unquestionably saved many lives. They are now one of the most effective means of controlling traffic.

GRAMMAR REVIEW

11. а) Проанализируйте формы причастия переходного глагола *to ask*, приведенные в таблице. б) Затем прочитайте текст и скажите, какие формы причастия употреблены в нем.

| Participle | | | | |
|--------------|--------------|-------------------|---|-------|
| Participle I | | | Participle II | |
| Indefinite | Active | Passive | основа стандартного глагола + -ed | asked |
| | asking | being asked | | |
| Perfect | having asked | having been asked | | |

People living in Japan have some customs different from ours. For example, we wipe our washed faces with dry towels (полотенце), they wipe their faces with wet towels. Entering houses our men take off their hats, the Japanese take off their shoes. We give presents when arriving, they leave them when departing. When in mourning (траур) we wear black, they wear white. We frown (хмуриться) when being scolded (бранить), they smile.

When we say that Japanese are strange people, they could reply, "The same to you."

12. Прочитайте и переведите на русский язык следующие словосочетания, обращая внимание на причастия.

- | | |
|---|---|
| <p>а) the student attending all the lectures the plan containing many details the workers building a new house the engineer using a new method the car developing the speed of 80 km the plant producing machinery the growing population of the country the student studying foreign languages the young man entering the Institute the engineer carrying out the research</p> | <p>б) using new methods constructing new machines achieving good results dividing the apple into three parts discovering new lands using new equipment refusing to give an explanation receiving important information constructing new roads moving at high speed leaving the town graduating from the Institute</p> |
|---|---|

c) having entered the Institute
having calculated the distance
having developed the speed of 120 km
having introduced new methods of work
having decided to leave the city
having divided the apple into three parts
having installed a new equipment
having obtained the necessary information
having found the new way
having changed his behaviour
having offered her his help
having passed all examinations
having returned home

d) the achieved results
all developed countries
the apple divided into three parts
the information obtained recently
the railway built between the two towns
the boy saved by his dog
help offered by the teacher
the lecture read by a well-known professor
the research made in the laboratory
the film shown to the students
the letter sent to his parents
the book left on the table
the news brought by him
the land discovered by Columbus

13. а) Образуйте Participle I (Indefinite, Active) от следующих глаголов и переведите их на русский язык.

to build, to grow, to think, to bring, to determine, to follow, to move, to refuse, to obtain, to contain, to produce, to use, to include, to offer, to enter, to get, to happen, to carry, to teach, to tell, to make, to begin, to keep, to divide, to return, to develop, to save

б) Образуйте Participle II от следующих глаголов и переведите их на русский язык.

to find, to send, to throw, to add, to change, to keep, to take, to save, to maintain, to install, to consider, to burn, to achieve, to show, to develop, to decide, to receive, to leave, to equip, to divide, to return, to write, to read, to make, to do, to give, to see, to say, to speak

14. Переведите следующие словосочетания на английский язык.

а) профессор, читающий лекцию
студент, изучающий английский язык
методы, улучшающие исследовательскую работу
девочка, спрашивающая дорогу
инженер, знающий иностранный язык
человек, предлагающий свою помощь

б) студент, опрошенный преподавателем
книга, оставленная дома
книга, взятая в библиотеке
университет, основанный Ломоносовым
письмо, найденное в столе
телеграмма, посланная матери
машина, сконструированная молодым инженером

мальчики, играющие на улице
студент, сдающий экзамен
народ, строящий новую жизнь
развивающиеся страны
инженер, использующий новые достижения науки
расширяющиеся газы

железная дорога, построенная молодыми рабочими
оборудование, установленное в лаборатории
экзамен, сданный успешно
проблема, решенная успешно
завод, увеличивающий производство продукции

в) изучая иностранный язык
читая книгу
сдавая экзамены
строя дороги
увеличивая скорость
объединяя народы
отказываясь помогать
устанавливая новое оборудование
производя новые автомобили
покидая город
улучшая уличное движение
оставшись дома
играя в теннис
применяя новые методы
работая на заводе
переводя текст на русский язык

г) изучив один иностранный язык
прочитав интересную книгу
оставив дочь дома
окончив институт
закончив работу
получив новую информацию
построив дорогу
открыв новый элемент
решив важную проблему
получив письмо
оставшись дома один
закрыв дверь
соединив две части города
встретив друга, с которым не виделся много лет
закончив делать упражнение
сдав все экзамены

15. Переведите следующие предложения на русский язык, обращая внимание на частица.

1. He heard the voices coming through the open window.
2. Waiting for him I looked through the magazines lying on the table.
3. They remained at home refusing to go anywhere that day.
4. The channel linking the two seas is being built now.
5. The explanation given was not complete.
6. The new materials recommended for bridge construction were described in the article written by our professor.
7. The results received were of great importance for further work.
8. A balsa tree found in South America is lighter than any other.
9. Having passed all the examinations he left for his native town.
10. Having been shown the way I could find his house easily.
11. Having waited for him for half an hour they went home.

12. Having obtained the necessary results they stopped their experimental work.

13. When studying elements Mendeleev found that they could be divided into nine groups.

14. When writing a telegram we must use as few words as possible.

15. When burnt, coal produces heat.

16. When reconstructed, the theatre looked more beautiful than before.

17. Being built in a new way modern houses have better facilities.

16 (обзорное). Переведите следующие предложения на русский язык.

1. I shall still be translating this long article when you come. You will have to wait until I finish.

2. He said he had already translated the article that the teacher had given him.

3. You may ask Pestov to help you with the translation. He usually translates articles from English into Russian.

4. You have come early. Your article is still being translated because it is long and difficult.

5. When translated, his article on chemistry was sent to the International Chemical Congress.

6. Being translated into many foreign languages, Gorky's works were read with great interest all over the world.

7. Translating the English article into Russian he looked up the unknown words in the dictionary.

8. Having translated the article from the newspaper he showed it to the teacher.

9. What is he doing? – He is translating some article from a foreign journal.

10. The article was difficult. He was translating it all day yesterday.

11. I have just translated an interesting article from the newspaper. You may have a look at it.

12. The article having been translated, he could read some book for pleasure.



LISTENING PRACTICE

1. a) Usually around houses which are being built there are high fences. Have you ever seen fences with holes in them? Listen to the story.

“Rockefeller Center” and you will learn where and when such fences were made. Be ready to answer the following questions.

1. What is Rockefeller Center?
2. What is the architecture of Rockefeller Center?
3. When was its construction started and completed?
4. Why is this group of buildings called Rockefeller Center?
5. What story is connected with the name of John Rockefeller?
6. What do you think of the practice of cutting holes in fences around construction sites?

b) Retell the story.

c) You are the policeman. Tell your friends about your talk with a stranger and your surprise on the next day when you saw holes cut in the fence.

There are three architects who are interested in sports buildings, cultural centres and the history of European architecture.

2. a) Listen to the text “Barbican Centre”. Determine what specialists can use the information it contains. Fill in the following chart.

| City | Cost | Date of opening | Function |
|------|------|-----------------|----------|
| | | | |

b) Sum up the information about the Barbican Centre.

c) Read the transcript on p. 429. Look up the unknown words in your dictionary.

d) What other buildings in Great Britain or in other countries should be mentioned by the specialist in your opinion?



ORAL PRACTICE

1. a) Topic. *Choosing a tour route.*

Students of your group are the winners of the institute competition for the best group. You are awarded a 10-day tour of Russia. You can choose any five cities to visit. Each of you should propose one city. Give your reasons, present information on:

- 1) where the city/town is situated;
- 2) what important historic events took place in it;

- 3) when it was founded;
 - 4) places of interest in it;
 - 5) cultural centres;
 - 6) sport facilities;
 - 7) what places you are going to visit;
 - 8) what means of transport you are going to take to get there.
- An atlas or slides would be helpful to work at the problem.

b) All members of the group are supposed to vote for five cities only. The results of voting will help you to make the route of your tour.

2. a) **Pairwork.** Julia meets a girl she studied with at school. Listen to their conversation.

JULIA: Oh, Alice! Haven't seen you for ages! Where have you been?

ALICE: No wonder. My parents have got a new flat and I live in another district now.

JULIA: Is it far from the centre?

ALICE: Rather far, I'm afraid. I hope in a year or so there will be a new underground line there.

JULIA: Does it take you long to get to the institute?

ALICE: About an hour. I go by bus and then change for the underground.

JULIA: Do you like your new flat?

ALICE: Oh, it is very modern and comfortable. We've got four rooms now: a sitting-room, two bedrooms and a study for my father. And we have a very large cosy kitchen and a bathroom.

JULIA: I'm very glad for you.

ALICE: I hope you will come to see us.

JULIA: Thank you for your kind invitation.

b) Complete the dialogues.

1. *A.:* How many rooms are there in your flat?

B.:

A.:

B.: Not so far.

2. *A.:*

B.: Usually by bus and by trolley-bus.

A.: ...?

B.: About an hour, I think.

3. *A.:*

B.: No wonder.

A.:

B.: It is very comfortable. ...

c) Think of some good questions for the following answers. The answers needn't be true.

1. My adviser.
2. Sometimes.
3. The first prize.
4. Quite successful.
5. Recently.
6. Several.
7. Within the city.
8. By trolley-bus.
9. All of us.
10. In the previous article.

d) Ann's (Alex's) parents have bought a new flat. At the institute she (he) meets one of her (his) friends Michael who does not know anything about it.

MICHAEL: You are eager to know as much as possible about your friend's flat. You can ask:

- Where is the building situated?
- How do you get to the institute now?
- How much time does it take you to get there?
- How large is the flat?

Think of some other questions.

ANN (ALEX): You are very happy to live in a new three-room flat. It is situated in one of the new districts of the city, rather far from the institute.

3. **Discussion.** In the 20th century cities grow very quickly. People from villages move to towns and cities. But still some people living in cities dream of having a house in the country. Is it better to live in a big city or in the country?

a) Read the following pros and cons. Think of some more.

| It is better to live in a big city | It is better to live in the country |
|--|---|
| For | For |
| 1. Numerous cultural centres. 2. Various sport facilities. 3. Many professions to take. | 1. Fresh air and beautiful nature. 2. One can have a lot of physical activity, working in the garden, etc. 3. Actors, even theatres sometimes give their performances in the very place you live. |
| Against | Against |
| 1. You suffer from noise and air pollution. 2. You have to cover too long distances every day. 3. You are always in a hurry. | 1. It takes a lot of time to get to town. 2. You have to get up very early in the morning. 3. In summer you are very busy working in the fields and in the garden. |

b) Discuss the problem in groups of 3-5 students in order to make a decision.

c) Fill in the chart and give your reasons.

| | Group 1 | Group 2 | Group 3 | Group 4 |
|--------------------------------------|---------|---------|---------|---------|
| It is better to live in a big city. | | | | |
| It is better to live in the country. | | | | |



READING PRACTICE

1. Cities have always been centres of industry, commerce, culture and education. Being the capital of a great country, Moscow is playing a very important role in our civilization.

Read the text "Moscow, the capital of Russia" and its summary in Russian to find out if the summary corresponds to the contents of the text. If not, make the necessary changes.

Москва

В соответствии с письменными источниками Москва была основана в 1147 году князем Юрием Долгоруким и вскоре стала столицей России. Крепости, мосты, церкви и соборы были первыми памятниками русской архитектуры, на которую оказала влияние западная архитектура в период правления Екатерины Великой.

Масштабное строительство развернулось после пожара Москвы в эпоху нашествия Наполеона.

В настоящее время развитие промышленности и рост населения определяют дальнейшее развитие города.

Несмотря на развитие полицентричной системы города, исторический центр сохраняет свое значение как политический и культурный центр.

TEXT 6A

MOSCOW, THE CAPITAL OF RUSSIA

1. In the early 19th century the prominent Russian historian Nikolay Karamzin said: "If you want to know Russia go to Moscow." By the end of the 20th century we have every reason to repeat these words.

It is the city where every stone breathes history.

Moscow was founded in 1147 by the Prince of Suzdal, Jury Dolgoruky. Although there were settlements on the site of modern city long before 1147, this was the year when Moscow was first mentioned in the written records. Moscow has the priority right to be the capital of the Russian State. Its wise founder built it in the middle of a densely populated country. It is protected by rivers and a fortress. In the opinion of many scientists the city will never lose its significance and the leading role in the development of the country.

Moscow, like ancient Rome, stands on seven hills. The principle is the Borovitsky, the hill on which the Kremlin stands.

2. Moscow's early architecture was simple but expressive. The larger part of the city was occupied by private houses made of wood. But such city's structures as fortress walls, bridges, churches and cathedrals were made of brick and white stone decorated with ceramic. Eventually these buildings created Moscow's architectural image of a city of white stone.

Large-scale stone construction was performed during the reign of Catherine the Great. Several first-class foreign architects were invited to build a number of architectural monuments in Western style. Some of them have survived to our days and are carefully preserved by the city authorities.

3. In 1812 during Napoleon's invasion a terrible fire raged in the city for several days. It was calculated that more than 7,000 buildings were destroyed and the city's central area was completely gone. This disaster, however, prompted a real housing boom. Standard projects had to be used to facilitate rapid restoration of the city and preserve the city's architectural uniformity. This task was successfully carried out. As a result a great number of stone houses with much better facilities appeared in the city. They were completely different from those of the previous years.

As the time passed, the city's boundaries expanded considerably. New dwelling districts and industrial enterprises were built on the outskirts of the city.

4. A major feature of Moscow's present development is the establishment of the industries requiring highly-skilled labour, and the branches producing high-quality apparatus, as well as the development of new technologies and know-how.

Alongside industrial development much attention is paid by the city administration to the construction of cultural, educational institutions and sports facilities.

5. In recent years the population of Moscow reached 10 million and it is still growing. This resulted in large-scale migration of people. Muscovites move from one district to another, when they get new flats and for other

reasons. All that calls for further development and improvement of the city's transport services. Transport is a serious problem for all large cities of the world. The capitals of major states are often unable to solve it. Moscow also has a transport problem. The most convenient means of transport in Moscow is, of course, the Metro. Besides it there are buses, trolley-buses and trams. The total length of their routes is constantly increasing. But nevertheless there is permanent need for new and more comfortable means of transport.

6. Roads constitute another aspect of the transport problem. Having reconstructed many of the existing streets and roads the city authorities started to build new roads which are to link several city districts between the Moscow Circular Highway and the Sadovoye Ring Road.

So instead of the traditional monocentric system the city gets polycentric planning according to which Moscow complex zones are united by a system of general city centre.

7. The territory within Sadovoye Ring Road will retain its significance as a historical, cultural, educational and administrative public centre, the seat of the Government and the Parliament. All the valuable architectural monuments as well as parks and old streets with their unique buildings will remain untouched.

Moscow today is an enormous city whose infrastructure is traditional for every megapolis with first-rate hotels, restaurants, theatres, exhibition halls, shops and gigantic transport arteries. But in spirit Moscow remains its old self, open, hospitable and festive, and, consequently, has the right, as ever, to be called the heart of Russia.

- b) Find in the text a passage describing Moscow's present development and translate it into Russian.
 - c) Read aloud the passage you've translated. (The approximate time of reading is 45 seconds.)
 - d) Find some key words to speak about Moscow nowadays.
2. a) Skim the text to understand what it is about. Time your reading. It is good if you can read it for 5 minutes (80 words per minute).

TEXT 6B NEW YORK

New York is a city where all the languages of the world are spoken and where people live on the ground, travel under the ground and work in the sky.

New York makes a great impression on all visitors because of its many high buildings, its theatres, museums and hotels, its beautiful bridges, and its expensive shops with their fabulous (баснословный) prices.

The first permanent white settlers (поселенцы) came to New York from Holland in 1626. These Dutch settlers bought all of Manhattan Island (остров) from the Indians for the equivalent of twenty-five dollars, while today some of this land costs a million dollars an acre. This island is the heart of the city.

It is on Manhattan Island that most of the skyscrapers are located. This island is connected by six long bridges, as well as by tunnels and ferries (паром), with the other four districts that constitute New York City.

New York is the largest city in the United States. Today there are more people living in the New York City than in Australia, Peru or Sweden.

For transportation New York depends (зависеть) mainly on buses, the subway, taxis and ferries. The buses are slow because of the crowded streets, whereas the subway train can go as fast as railroad trains, sometimes stopping only at the most important stations. We may go all day by the subway for the same fare, if we only change trains but do not go out of the stations.

New York moves vertically as well as horizontally, taking its people by elevator to their offices on the fortieth, sixtieth, and eightieth floor.

New York is the richest and the poorest, the most modern and the most old-fashioned (старомодный) of cities. It is the home of expensive hotels and cheap boarding houses, the home of symphonies and popular jazz, of cathedrals (собор) and night clubs; the home of the famous Metropolitan Opera and the Metropolitan Museum of Art; the home of most of the largest publishing houses (издательство) of the United States and the biggest newspapers. On the Fifth Avenue there are many expensive stores of international fame, but around the corner one may find little shops where imitation diamonds and cheap souvenirs are sold.

b) Complete the sentences below choosing the variant corresponding to the contents of the text.

1. The first permanent white settlers of New York were:
 - 1) from France;
 - 2) from England;
 - 3) from Holland.
2. The Manhattan Island is:
 - 1) in the centre of New York;
 - 2) in the suburbs (пригород) of New York;
 - 3) very far from New York.
3. The Island is connected with other parts of New York:
 - 1) by one long bridge;
 - 2) by six long bridges;
 - 3) by six short bridges.

4. The largest city in the USA is:
 - 1) Washington;
 - 2) Chicago;
 - 3) New York.
5. The subway trains move:
 - 1) as fast as railroad trains;
 - 2) slower than railroad trains;
 - 3) faster than railroad trains.

3. Read the text to find answers to the given questions.

TEXT 6C

LONDON

1. What are the main parts of London?

Thousands of visitors come to Great Britain every year. Some come on business, others simply as tourists, but none misses the opportunity to see the capital of Great Britain.

London is grand and attractive. It is certainly very old and full of historic associations. It has strong links with the past. Its old customs and traditions have survived and even the types of people. They are a strange mixture of past and present, of old-fashioned and very modern.

London consists of many parts and they are all very different from each other. There is the West End and the East End, Westminster and the City. The City is not only the centre of business, it is the birthplace of London.

2. What did the Romans do for the development of London?

In 43 A.D. the Romans conquered Britain and for 400 years it remained a Roman province. The Romans built long straight roads along which the Roman soldiers marched. Many of them met at the point where London bridge now stands. The Romans made London, which they called Londinium, a large and rich city with good streets, beautiful palaces, shops and villas. Trade was growing. A lot of goods—skins, copper and iron ore, silver and gold were sent to Rome. And many strong blue-eyed boys were sent to Rome, too, to be sold as slaves.

In the fifth century the Romans left Britain, but other invaders came to the British shores. They almost ruined the city and it remained in this poor state for almost 400 years.

Only in the 9th century the Saxon kings began to rebuild the city. They started the building of Westminster Abbey.

3. How did the Normans influence Britain's civilization?

In 1066 came William the Duke of Normandy or William the Conqueror who settled in London which became the capital of Norman Britain.

For 500 years the Normans were masters of Britain! They brought with them Latin and French civilization, the laws and the organization of the land. Many Latin and French words penetrated into the Old English (Germanic) language. They did their best to make the city beautiful. The Westminster Abbey was finished and William was the first king to be crowned there. Since then, all English kings have been crowned in the Abbey. At that time the Tower of London was built on the Thames and it stands there still unchanged. Commerce and trade grew very quickly, but the population grew even faster. London became a busy, rich and crowded city. The old city looked very picturesque with its tall houses of wood and plaster and its narrow streets.

4. What were the consequences (последствия) of two great tragedies that London suffered?

But then London suffered two awful tragedies, at first – the Great Plague and then the Great Fire. In a few months nearly 100,000 people, that is 1/5 of the population died because of the Plague. Sorrow and sadness sat upon every Londoner. And only winter and its cold saved the city and the people.

The Great Fire happened through carelessness of a young baker who left a small bundle of wood near a very hot oven. In a few hours all the houses made of wood were burning like paper. This fire destroyed 3000 houses and at least 97 churches.

Fortunately the wind soon stopped and then heavy rain fell. Thus London was saved.

5. What is the City notable for?

Bit by bit London was being reconstructed until it has become the city which is now one of the most beautiful and attractive places of the world.

The oldest part of it is the City which is the business and financial centre of London. During the day it is full of people, but at the end of the day, businessmen, clerks and secretaries go home and it becomes silent and almost empty.

Besides the City there are many other attractions such as Trafalgar Square with the Nelson column in the centre, the Houses of Parliament with

the famous Big Ben, a lot of beautiful parks and gardens among which is Hyde Park well known all over the world. There is a lot more to tell about London. But if you have a chance better visit it and see everything yourself.

4. a) One of the greatest problems of all modern cities is the environment pollution. Read the text and tell which of the problems mentioned in the text are typical for the city you live in.

TEXT 6D

AIR POLLUTION AND SMOG ARE THE PROBLEMS OF MODERN CITIES

The word *smog* comes from *smoke* and *fog*. Smog is a sort of fog with other substances mixed in. Smog has been here a long time. Billions of years ago, volcanoes sent millions of tons of ash and smoke into the air. Winds whipped up dust clouds. Animal and vegetable matter decayed, adding polluting gases.

When people came along, they began to produce their own kind of air pollution. They discovered fire. In the Middle Ages, people in cities such as London used soft coal to heat their homes. The smoke from these fires, combined with moisture in the air, produced dense layers of smog. The smog would blanket the city for days, particularly in winter. The heat generated in large cities tends to circulate air within a dome-like shape. This traps the smog and holds it over the city.

Smog, and the chemicals and other substances in it, can be harmful, even deadly. Smog blurs vision. It irritates the eyes, the throat, and the lungs. Eyes water, throats get sore, people cough. Smog can make people ill. And it can make sick people sicker. Air pollution has been linked to eczema, asthma, emphysema, cardiovascular difficulties, and lung and stomach cancer. It also has a harmful effect on the environment. Food crops and animals suffer. Paint may peel from houses. It is obvious that we must do everything possible to reduce man-made atmospheric pollutants and smog.

Smog, along with smoke, is the most visible evidence of atmospheric pollution. But some atmospheric pollution is not visible and may not become visible until it is mixed with moisture. Lead compounds from leaded gasoline, hydrocarbons (unburned gasoline), carbon monoxide, and other gases may pollute the air without being seen. All air is polluted to some extent. That is, all air carries some polluting substances. Much of it is natural: smoke and ash from volcanoes, dust stirred up by the wind, compounds given off by growing vegetation, gases given off by rotting animal and vegetable matter, salt particles from the oceans, and so on.

Man adds to these pollutants by burning coal, oil, gas, gasoline, and many other things.

Before we get to the automobile, however, let us review what we know about combustion. Most fuels, such as coal, gasoline, and wood, contain hydrogen and carbon in various chemical combinations. During combustion, oxygen unites with the hydrogen and carbon to form water (H_2O), carbon monoxide (CO), and carbon dioxide (CO_2).

In addition, many fuels contain sulfur; this burns to produce sulfur oxides. Also, in the heat of combustion, some of the nitrogen in the air combines with oxygen to form nitrogen oxides (NO_x). Some of the fuel may not burn completely, so that smoke and ash are formed. Smoke is simply particles of unburned fuel and soot, called *particulates*, mixed with air.

Altogether, it is estimated that 200 million tons of man-made pollutants enter the air every year in the United States alone. This is about a ton for every man, woman, and child in the country!

This man-made pollution is what clean-air laws are aimed at.

Consider Los Angeles, a large city set in a basin, with about 7,000,000 inhabitants. It is surrounded on three sides by mountains, and on the fourth by the Pacific Ocean. When the wind blows out over the ocean, it sweeps away pollutants. But at other times, the air is stagnant. Smoke and other pollutants from industry and automobiles do not blow away. They just build up into a thick, smelly, foggy layer of smog. The location of Los Angeles, plus all the people and industry there, make it one of the biggest "smog centers" in the country. And it is Los Angeles which has led in measures to reduce smog.

Los Angeles has banned unrestricted burning, for example, burning trash. Incinerators without pollution controls were outlawed. Industry was forced to change combustion processes and add controls to reduce pollutants coming from their chimneys. Laws were passed that required the addition of emission controls on automobiles. All these measures have significantly reduced atmospheric pollution in the Los Angeles area.

If not controlled, the automobile can give off pollutants from four places. Pollutants can come from the fuel tank, the carburetor, the crankcase, and the tail pipe. Pollutants from the fuel tank and carburetor consist of gasoline vapors. Pollutants from the crankcase consist of partly burned air-fuel mixture that has blown by the piston rings. Pollutants from the tail pipe consist of partly burned gasoline (HC), carbon monoxide (CO), nitrogen oxide (NO_x), and – if there is sulfur in the gasoline – sulfur oxides (SO_x).

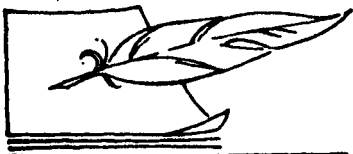
b) Write the summary of the text in Russian.

c) Read three given lists of the text and find one which corresponds to the contents best.

1. In this chapter we consider the atmospheric pollution, the formation of smog, and the automobile's role in air pollution.

2. In this chapter we look at burning coal, oil, gas, gasoline as main pollutants of the atmosphere.

3. In this chapter we look at man-made pollutants as the main factors of atmospheric pollution.



WRITING PRACTICE

a) In the USA and Great Britain there are days which are public holidays. In British English they are known as bank holidays. Below is a partial list of holidays for each country.

The USA

New Year's Day (Jan. 1)
Lincoln's Birthday (Feb. 12)
Washington's Birthday (the 3rd Monday in February)
Independence Day (July, 4)
Labour Day (first Monday in September)
Thanksgiving Day (fourth Thursday in November)
Christmas (December, 25)

Great Britain

Easter
Spring (Bank) Holiday – last Monday in May
August Bank Holiday (Late Summer Holiday) – last Monday in August
Christmas (December, 25)
Boxing Day (the first day after Christmas)

b) Read the season greeting postcard you've received from a friend.

MERRY CHRISTMAS!

Our family wishes you and your family the very best Christmas and a prosperous year in 1999.

Helen

c) Write a postcard to your friend Peter in Great Britain and wish him happy holidays for either Christmas or Easter.

You may find the following expressions useful:

Happy New Year. Best wishes of the season.

Good luck and good health in the new year.

I congratulate you on...

My congratulations.

I congratulate you.

I'm very glad to congratulate you on.../Happy to congratulate you.

Let me wish you...

VOCABULARY LIST

- | | | |
|---------------------------------------|--------------------------------------|--------------------------------------|
| 1. although (<i>cj</i>) | 16. feature (<i>n</i>) | 31. rapid (<i>a</i>) |
| 2. branch (<i>n</i>) | 17. found (<i>v</i>) | 32. reason (<i>n</i>) |
| 3. calculate (<i>v</i>) | 18. improvement (<i>n</i>) | 33. recent (<i>a</i>) |
| 4. capital (<i>n</i>) | 19. increase (<i>n, v</i>) | 34. remain (<i>v</i>) |
| 5. carefully (<i>adv</i>) | 20. instead of (<i>prp</i>) | 35. route (<i>n</i>) |
| 6. channel (<i>n</i>) | 21. length (<i>n</i>) | 36. scale (<i>n</i>) |
| 7. considerable (<i>a</i>) | 22. link (<i>n, v</i>) | 37. seat (<i>n, v</i>) |
| 8. construction (<i>n</i>) | 23. major (<i>a</i>) | 38. several (<i>a</i>) |
| 9. convenient (<i>a</i>) | 24. means (<i>n</i>) | 39. significance (<i>n</i>) |
| 10. district (<i>n</i>) | 25. number (<i>n</i>) | 40. solve (<i>v</i>) |
| 11. establishment (<i>n</i>) | 26. perform (<i>v</i>) | 41. successful (<i>a</i>) |
| 12. exist (<i>v</i>) | 27. permanent (<i>a</i>) | 42. task (<i>n</i>) |
| 13. expand (<i>v</i>) | 28. population (<i>n</i>) | 43. unite (<i>v</i>) |
| 14. facilitate (<i>v</i>) | 29. previous (<i>a</i>) | 44. valuable (<i>a</i>) |
| 15. facility (<i>n</i>) | 30. quality (<i>n</i>) | 45. within (<i>prp</i>) |

UNIT 7

ARCHITECTURE

LANGUAGE MATERIAL

VOCABULARY

1. Прочитайте новые слова вслух, познакомьтесь с их русскими эквивалентами. Определите их значения в данных предложениях.

1. TO DEPEND ON (UPON)

зависеть от

After school she started working as she did not want to depend on her parents.

2. WOOD

1) лес, роща

1) Though it was dark they had to go through the wood.

2) дерево (*материал*), древесина

2) Houses in the country are made of wood.

3. EARTH

земля, земной шар

The moon goes round the earth and the earth goes round the sun.

4. TOP

верхушка, вершина

The top of the mountain was covered with snow.

5. REGION

область

There are many woods in the Moscow region.

6. STONE

камень

A path paved with stone went to the garden.

7. WITHOUT

без

He left without saying good-bye.

8. STILL

еще

They were still working when we left.

9. TO APPEAR

1) появляться

1) The ship appeared on the horizon.

2) казаться

2) It appears to me that you were right.

10. SHALLOW

мелкий

In summer some rivers become very shallow.

11. HOLE
дыра, отверстие
12. ROOF
крыша
13. BRICK
кирпич
14. TO PUT UP (PUT)
1) поднимать
2) возводить
15. ABOVE
над, выше
16. TO BORROW
1) занимать, брать займы
2) заимствовать
17. FLAT
плоский
FLAT
квартира
18. TO AROUSE
пробуждать, вызывать
19. DIRECTION
направление
20. MIDDLE
середина
21. IN TURN
по очереди; в свою очередь
22. THUS
таким образом
23. STRENGTH
1) сила
2) прочность
24. UNFORTUNATELY
к сожалению
25. THICK
1) толстый
- There was a big hole in the roof of the old house.
- The roof of the house was painted green.
- The art of brickmaking dates back to very early times.
- 1) Put your hand up if you want to ask a question.
- 2) A new bridge was put up across the river.
- Our parents live in the flat above.
- 1) He often borrows money from his friends.
- 2) The Romans borrowed much from the Greeks.
- In Asia one can see many houses with flat roofs.
- They have just moved into a new comfortable flat.
- The exhibition of old cars aroused great interest.
- They were driving in the direction of the forest.
- There was a table right in the middle of the room.
- The teacher called out the names of the students in turn.
- The information thus collected helped to solve the mystery of this crime.
- 1) He is a man of great strength.
- 2) They developed a new synthetic material of great strength.
- Unfortunately they were out when we called.
- 1) The people were safe behind the thick walls of the house.

- 2) густой
26. TO SERVE
служить
27. TO DESTROY
разрушать
28. EFFORT
усилие
29. TO RESTORE
реставрировать
30. SHORTAGE
нехватка, недостаток
31. ADVANCED
передовой
32. UNIT
1) единица

2) агрегат, узел
33. TO ASSEMBLE
собирать(ся)
ASSEMBLY
сборка
34. ADVANTAGE
преимущество
35. TO CUT (CUT)
1) резать
2) сокращать
36. TO EXTEND
удлинять
37. TO HEAT
отапливать
38. FURTHERMORE
кроме того, к тому же
39. DURATION
продолжительность
40. EXPENSIVE
дорогой

2) They were going through a thick forest.

Young men have to serve in the army.

Minsk was almost completely destroyed during the war.

Please make an effort to arrive on time.

Many fine old buildings will be restored.

Among other difficulties the expedition had a shortage of food.

Advanced technologies must be used to increase the scale of production.

1) The metre is a unit of length, and the gramme is a unit of weight.

2) The construction units were brought to the site by lorries.

He is a good engineer. He has assembled a motor-car of his own.

The assembly of heavy units took a lot of time.

Living in a big town has many advantages.

1) Glass is usually cut with a diamond.

2) The company has cut the workforce by half.

According to the new plan the railway will be extended as far as the seaport.

How are these houses heated?

They knew the painting was a forgery. Furthermore, they knew who had painted it.

He will be in hospital for the duration of the school year.

This car is very expensive.

41. HUGE

огромный

He is a man of huge strength.

2. Работа со словарем. Прочтите предложения. Определите исходную форму выделенных слов, часть речи, к которой они относятся, и найдите соответствующие значения этих слов в словаре.

1. a) A **greater part** of the research has been completed.
b) They **parted** after they graduated from the Institute.
c) He divided the apple into two **parts**.
2. a) The trees were **covered** with snow and the forest looked beautiful.
b) It's raining hard, we must get under **cover**, quick!
c) This book needs a new **cover**.
3. a) The man **tied** his horse to the tree.
b) Family **ties** are often very strong.
c) I can't help you today. I'm too **tied up** with other things.
4. a) It was getting dark and I could not see the **shape** of the building clearly.
b) He **shaped** a piece of clay into a ball.
c) He likes to watch clouds of different **shapes** in the sky.
5. a) The house is well **placed**, not far from the river.
b) They hoped that the horse would get the first **place** in the race.
c) **Place** the books in the right order.
6. a) Storms sometimes cause great **damage**.
b) Several valuable pictures were **damaged** by fire.
c) The accident didn't do much **damage** to the motor-car.
7. a) There were large **crowds** in the streets.
b) People quickly **crowd** round when there is a street accident.
c) The pupils **crowded** round the teacher to ask questions.
8. a) **Concrete** is widely used for bridge construction.
b) **Concrete** units have been brought to the site.
c) The word *car* is a **concrete** noun.
9. a) High quality goods are **manufactured** at this plant.
b) The steel **manufacture** has been considerably increased in the last years.
c) The shop **manufactures** engines for motor-cars.

3. Прочтите следующие интернациональные слова вслух и, основываясь на значениях соответствующих русских слов, определите их значения.

climate ['klaɪmɪt]

standard ['stændəd]

tent [tent]

pyramid ['pɪrəˌmɪd]

primitive ['prɪmɪtɪv]
cement [sɪ'ment]
oval ['ouvəl]
conical ['kɒnɪkl]
period ['pɪəriəd]

sphinx [sfɪŋks]
tourist ['tuəɪst]
technique [tek'ni:k]
industrialize [ɪn'dʌstriəlaɪz]
season ['si:zn]

4. Выберите правильный перевод слов из предложенных вариантов. Найдите в каждом ряду слово, перевод которого дан в начале ряда.

- | | |
|-------------------------------|---|
| 1. огромный | a) advanced, b) flat, c) huge, d) convenient |
| 2. продолжитель- ность | a) advantage, b) duration, c) establishment, d) length |
| 3. дорогой | a) main, b) concrete, c) previous, d) expensive |
| 4. кроме того | a) in turn, b) furthermore, c) without, d) still |
| 5. отапливать | a) to heat, b) to tie, c) to increase, d) to extend |
| 6. главный | a) shallow, b) recent, c) main, d) huge |
| 7. преимущество | a) shortage, b) strength, c) effort, d) advantage |
| 8. вытягивать, рас- ширять | a) to assemble, b) to expect, c) to extend, d) to rise |
| 9. резать | a) to perform, b) to cut, c) to beat, d) to shake |
| 10. единица | a) place, b) unit, c) shape, d) hole |
| 11. собирать | a) to put up, b) to solve, c) to wear, d) to assemble |
| 12. передовой | a) advanced, b) expensive, c) ordinary, d) similar |
| 13. нехватка | a) duration, b) damage, c) shortage, d) strength |
| 14. связывать | a) to cut, b) to cover, c) to arouse, d) to tie |
| 15. толпа | a) part, b) piece, c) crowd, d) unit |

5. Выберите слово, противоположное по значению.

- | | |
|----------------|---|
| 1. empty | a) proper, b) full, c) dry, d) total |
| 2. shallow | a) flat, b) huge, c) similar, d) deep |
| 3. easy | a) above, b) difficult, c) main, d) successful |
| 4. to destroy | a) to arouse, b) to cut, c) to build, d) to heat |
| 5. huge | a) small, b) main, c) concrete, d) numerous |
| 6. complicated | a) advanced, b) expensive, c) permanent, d) simple |
| 7. to assemble | a) to cover, b) to part, c) to extend, d) to manufacture |
| 8. to remain | a) to assemble, b) to place, c) to leave, d) to put up |
| 9. strength | a) weakness, b) crowd, c) hole, d) brick |

10. always

11. to damage

a) still, b) never, c) as well as, d) without

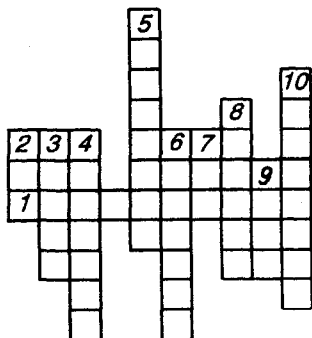
a) to tie, b) to shape, c) to heat, d) to restore

6. Прочтите и переведите следующие словосочетания на русский язык.

to depend on quality
in the middle of the wood
to tie together
the top of a wooden house
to appear on the horizon
the middle of the day
a shallow hole
to have no shape
a flat ground
to put up a tent
a stone wall
to do something in turn
the strength of the material
thick wood
to serve as an explanation
to destroy the city
great effort
advanced workers
steel and concrete
numerous units
to manufacture tubes

to assemble houses
the North Region
to be made of bricks
a new flat
to arouse interest
in the wrong direction
shortage of water
the assembly of aggregates
the duration of the crises
a number of advantages
to extend the road
to heat the house
expensive means
huge scale
to play an important part
to take part in the concert
to take place
to be damaged by storm
a damaged car
an overcrowded bus
a crowded street

7. Решите кроссворд.



1. The ... of Moscow is over 10 million.
2. The highest part of a mountain.
3. A construction material which was widely used in ancient times.
4. The main city of a country.
5. To put several parts together.
6. A waterway which links two seas.
7. To make something shorter.
8. A part of a country.
9. An outside covering on the top of a building.
10. One of the qualities of a construction material.

WORD-BUILDING

8. Просмотрите текст и определите по суффиксам, к каким частям речи принадлежат выделенные слова. Назовите их значения. Переведите текст.

From the earliest times people used many methods of conveying messages (передавать сообщения) as quickly and as efficiently (efficient – эффективный) as possible.

In American history the so-called “pony express” was one of the most heroic adventures (приключений). The discovery (открытие) of gold in California made it necessary to give important messages. The stage coaches (дилижанс) which regularly carried mail (почта) required months to reach California. The pony express carried messages. It was a group of 80 young men of 18 years of age. These courageous (courage – храбрость) men carried mail in relays (сменяя друг друга). They used five hundred of the finest horses available (имевшихся в наличии). At each of the 190 stations along the route a fresh rider (to ride – ехать верхом) was ready. The management (to manage – управлять) kept men under very strict (строгий) rules. Every rider was given a Bible and was not allowed to drink or swear (ругаться). The pony express had a remarkable (to remark – замечать) career. To deliver mail the riders had to overcome (преодолевать) great physical danger. On April 3, 1860 the first rider started from Missouri and ten days later the message arrived in California which was two thousand miles away. A huge celebration (to celebrate – праздновать) was held in honour of this magnificent (magnificence – великолепие) achievement. But the pony express had a short life of 16 months only.

In 1861 the completion (to complete – завершать) of the first transcontinental telegraph line marked the end of the pony express.

GRAMMAR REVIEW

9. а) Проанализируйте формы герундия, приведенные в таблице. б) Затем прочтите и переведите текст. Скажите, в каких функциях употреблен герундий.

| | Active | Passive |
|------------|--------------|-------------------|
| Indefinite | asking | being asked |
| Perfect | having asked | having been asked |

Bad Habit

Lena has a bad habit. She smokes. Her friends always tell her to stop smoking. They say that smoking is unhealthy. Lena knows it, but still keeps

on smoking. She wants to stop, but she can't. Smoking is a habit she just can't break.

10. Переведите следующие предложения на русский язык, обращая внимание на герундий.

A.

1. Reading English technical magazines is important for an engineer.
2. He remembers having added some water to the mixture.
3. They finished installing the apparatus only on Saturday.
4. They began making the experiment in May.
5. After failing his examination in January he had to take it again in February.
6. After graduating from the Institute he worked in the Far North.
7. At the meeting they discussed different ways of improving their work.
8. There are different ways of obtaining the substance.
9. The organizers of the conference were informed of his refusing to take part in it.
10. I remember his having been interested in languages in his childhood.

Б.

1. I know of his having been sent to work to the Far East.
 2. What is the reason for his having left our city so suddenly?
 3. We heard of the experiment having been started last week.
 4. He improved his report by changing the end.
 5. They objected to his staying at home.
 6. Instead of restoring the old theatre they decided to build a new one in the centre of the town.
 7. New possibilities for applying atomic energy open up.
 8. It is possible to set up power stations based on utilizing the heat of the Sun.
 9. The idea of creating a multi-stage rocket belongs to Tsiolkovsky.
 10. Before being sent up the balloon was filled with a special gas.
 11. What apparatus do we use for measuring air pressure?
 12. Science requires experimenting.
 13. Speaking foreign languages is important for every educated man.
- 11 (обзорное). Переведите следующие предложения на русский язык, обращая внимание на *ing*-формы.
1. The monument needs restoring.
 2. The monument of what century are you restoring?
 3. The monument of what century is being restored?

4. The experts restoring the monument were provided with modern techniques.

5. With the help of a magnet we can hold two huge metal plates together without tying them.

6. He pointed out that the assembling time of the apparatus was very short.

7. The police were informed of the criminals having appeared in the city.

8. The committee studied the problem of improving the bus service in the town without increasing the number of buses operating on the routes.

9. Increasing population of the world changes the face of the Earth.

10. Heating the substance to high temperatures may change its properties.

11. Being heated to high temperatures the substance considerably expanded.

12. The substance was being heated for three hours.

12. а) Ознакомьтесь с приведенными в таблице случаями употребления слов, образованных по способу конверсии. б) Затем переведите следующие предложения на русский язык, обращая внимание на слова, образованные по способу конверсии.

| Конверсия | |
|-------------------------------|---|
| house n – дом, жилище, здание | Modern houses are comfortable. |
| v – вмещать(ся), поместить | The building houses a library and a reading hall. |

A.

1. Do you know Ned's new address?

2. The letter was not addressed to him.

3. The telephone is the invention of the 19th century.

4. Sam didn't telephone me yesterday.

5. Nelly's visit has come to an end.

6. Why don't you visit her?

7. The city was in ruins.

8. That fact ruined John's career.

9. Have you got many mistakes in your test?

10. You have mistaken me for somebody else.

11. I don't know this girl's name.

12. The boy was named after his grandfather.

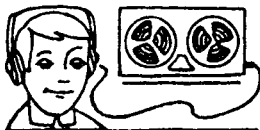
13. Pete wants to pilot modern airplanes.

14. He wants to become a pilot.

15. I haven't received an **answer** to my letter.
16. She didn't **answer** my last letter.

Б.

1. **Concrete** has become an important construction material.
 2. The large hole was **concreted** over.
 3. He carefully studied **shape** of the stones.
 4. Clay is easily **shaped**.
 5. There is no need to **heat** the substance.
 6. I'm suffering from the **heat**.
 7. The region is **cut** into two parts by the river.
 8. There was a **deep cut** on his hand.
 9. We couldn't find a **dry place** anywhere.
 10. **Why** have they **placed** the bridge here?
 11. The child read the book from **cover** to **cover**.
 12. Rivers are **covered** with ice in winter.
13. а) Назовите русские значения следующих предлогов: *above, on, to, until, throughout, in front of, about, in, of, with, from, within, without.*
- б) Составьте словосочетания с этими предлогами.



LISTENING PRACTICE

1. Sometimes people find themselves in desperate situations, but manage to find a way out.
 - а) Listen to the story "A Frenchman in London". This story is about a man who found himself in a desperate situation. Think of the advice you could give him.
 - б) Listen to the story up to the end and compare your plan for solving the problem with the Frenchman's actions. Whose plan is better in your opinion?
 - с) Answer the following questions:
 1. Who came to London?
 2. How did the Frenchman spend his first day in London?
 3. Why couldn't the Frenchman find the way back to the hotel?

4. What way out of the situation did he find at last?
5. How many telegrams did the Frenchman's wife receive on that day?

d) Retell the story.

e) You are the Frenchman's wife. Tell your friends about your husband's visit to London.

f) You are the guide. Tell your friends about the Frenchman you took round London the other day.

2. The mystery of the Egyptian pyramids has always attracted scientists' attention. But they have had quite different opinions about it.

Robert F. believes that large blocks of stone were transported over long distances by slaves and placed into position with the help of the most primitive equipment.

Daniel S. is sure that Egyptian pyramids are nothing but real mountains covered with limestone slabs.

Joseph D. came to the conclusion that the limestone slabs of the pyramids were produced synthetically right on the construction site and so there was no need of transporting them.

Louis V. thinks that the Egyptian pyramids were constructed only thanks to the help of visitors from other planets.

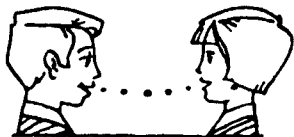
a) Listen to the report "The Stones of the Pyramids". This report was made by one of the scientists mentioned above. You haven't heard the introduction. Try to guess the scientist's name judging from the information you have received.

b) Introduce the scientist and say a few words about what he thinks about the origin of the Egyptian pyramids.

c) Read the transcript on p. 430. Look up the words you do not know in your dictionary.

d) Speak about the explanation of the Egyptian pyramids' construction which

- 1) is the most widespread;
- 2) is the most unrealistic, in your opinion;
- 3) you personally support.



ORAL PRACTICE

1. Topic. *One of the most beautiful buildings in the world.*

Seven human creations are considered to be wonders of the world. Now it is possible to enlarge this number to include one more extraordinary building either from Russia or abroad. Say a few words about it giving information on

- 1) when and where it was built;
- 2) who it was designed by;
- 3) how it looked before and how it looks now;
- 4) the construction materials which were used;
- 5) how the building was used before and how it is used now;
- 6) why you think it should be considered one of the wonders of the world.

2. Pairwork. Victor and his friend Paul have moved into a room in a new hostel. The girls, Ann and Julia, are very curious about it.

a) Listen to their conversation.

ANN: Is your room large enough?

VICTOR: Yes, I think it's rather large.

JULIA: Have you got any furniture there?

PAUL: We have a sofa and a bed in it.

JULIA: What about armchairs?

PAUL: We haven't got any armchairs yet. But it's a good idea to have an armchair, isn't it? Now we've four chairs and a writing table near the window.

ANN: Don't you have a TV set?

VICTOR: Not in our room, but in the hall on the same floor.

ANN: That's not very convenient, is it?

PAUL: That's not quite right. We have so much fun when we watch TV together with our friends.

VICTOR: I suggest going to our room now and the girls can see everything with their own eyes.

PAUL: Let's go.

b) Complete the following dialogues.

1. A.: Have you got any furniture?

B.:

A.: What about ...?

B.:

2. A.: ...?

B.: We haven't got yet but ...

A.:

3. A.: Don't you have a TV set ...?

B.:

A.: It is not so convenient, I'm afraid.

B.:

c) Think of some good questions for the following answers. The answers needn't be true.

1. Without it.

2. Above all.

3. In the middle.

4. The crowd of people.

5. Comfortable and convenient.

6. Nobody.

7. Everywhere.

8. You are wrong.

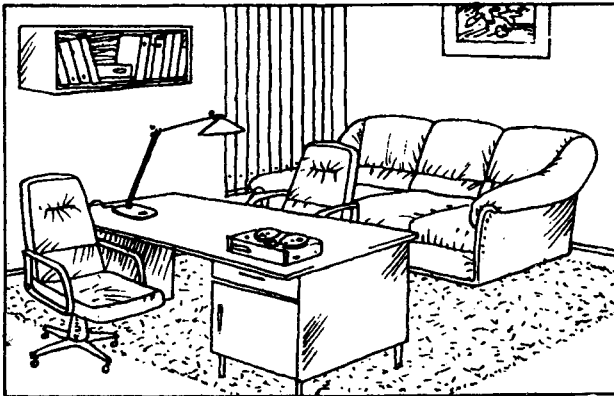
9. Unfortunately I can't.

10. Too expensive.

3. Paul's parents have bought a new flat. Now he has a room of his own.

He is going to furnish it and so he asks his cousin Rita for advice.

Student A takes the part of Paul, and student B the part of Rita.



Paul: Your room is 4 m long and 3 m wide. You also have a balcony. You have a sofa, a desk, two armchairs, a bookshelf, a tape-recorder. Don't forget to invite your cousin to your house-warming party.

Rita: Ask your cousin how large the room is, what pieces of furniture he has and help him to furnish the room. Ask him what he would like to get as a present for his house-warming party.

4. Guess what building it is! Look at the list of buildings on p. 181. Describe one of them to your friends who should guess its name:

1. Moscow University;
2. the Eiffel Tower;
3. Egyptian pyramids;
4. the building of MADI (Moscow);
5. Big Ben tower (London).

You may find the following words useful to you: *is situated or located; was built in; is made of; was designed by.*

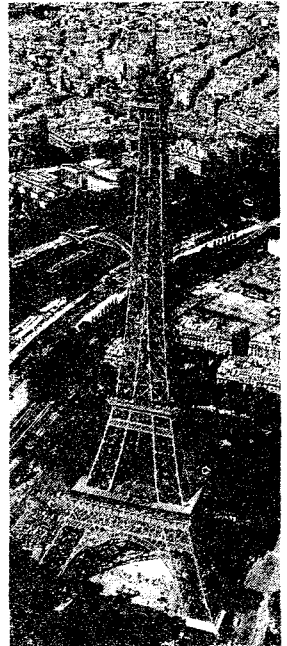
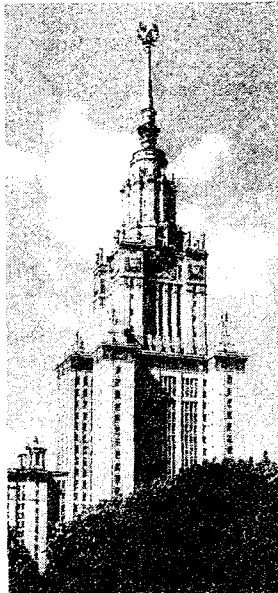
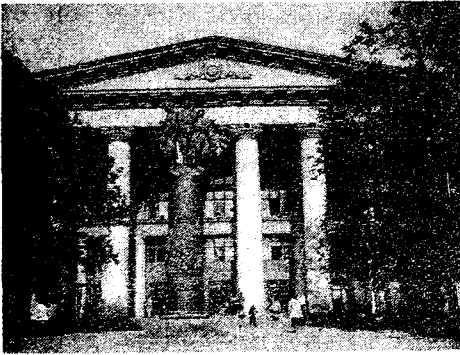
5. Discussion. In all cities of the world there are some very old buildings. Sooner or later they have to be pulled down or reconstructed. In Moscow and St. Petersburg, as well as in other towns, some parts of the old town are reconstructed and carefully preserved. In some others all the old buildings are pulled down and modern comfortable structures of concrete and glass are being built. In Warsaw, for example, many buildings destroyed during World War II were reconstructed and now they look as they did before the war. Do you think it is desirable to reconstruct old buildings or pull them down?

a) Read the list of pros and cons. Think of some more.

Is it necessary to reconstruct old buildings?

| For | Against |
|--|---|
| 1. Old buildings are historic monuments. | 1. Old buildings are not comfortable, they have no necessary conveniences. |
| 2. It is much cheaper to reconstruct old buildings than to build new ones. | 2. The process of reconstruction takes a lot of time and needs qualified workers. |
| 3. The architecture of old buildings is much more beautiful than that of modern buildings. | 3. City traffic can't go through old narrow streets. |
| | 4. There is no place to build new houses. |

b) Discuss the problem in groups of 3-5 students in order to make a decision.



c) Fill in the chart and give your reasons.

| | Group 1 | Group 2 | Group 3 | Group 4 |
|---|---------|---------|---------|---------|
| It is necessary to reconstruct old buildings. | | | | |
| It is necessary to pull down old buildings. | | | | |



READING PRACTICE

1. a) Architecture is both science and art. Our life and our mood sometimes depend on the buildings around us. Read the text about the history of architecture and rearrange the illustrations on p. 183 according to the contents of the text.

TEXT 7A

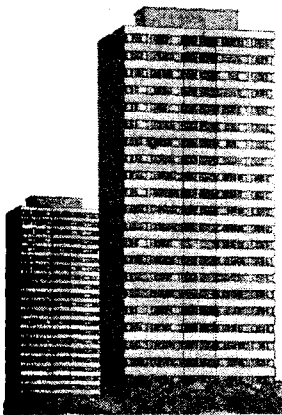
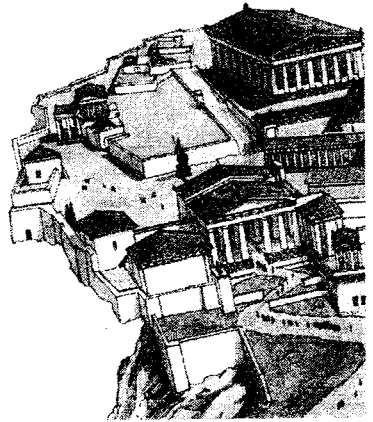
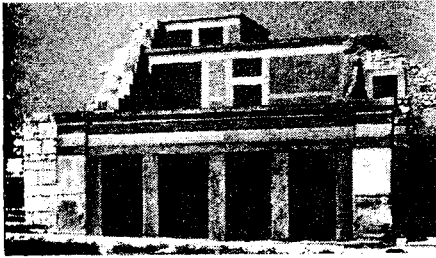
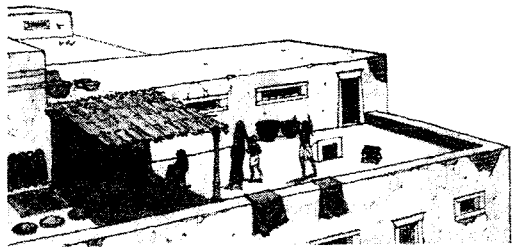
THE HOUSE

1. Man has always been a builder. The kind of house he built depended upon the climate, upon his enemies, and upon the building materials at hand. The first houses in many parts of the world were made of wood, for in those days the greater part of the Earth was covered with forests. Men tied together the tops of several trees and covered them with the skins of animals or with leaves and grass. So a tent, or hut, was the first house of the primitive people who lived where there was much wood.

In other regions the most convenient building material was stone. Men began building houses out of stone very long ago. Although they were built without cement, the remains of a few of them still exist.

It appears that the most ancient homes on the territory of Russia were earthenhouses. One such home was discovered near Voronezh in 1927. It consisted of a shallow hole of oval shape. The floor was covered with limestone slabs.¹ The roof had been conical and stood on poles (столб) covered by branches or animal skins. Such dwellings existed in that part of the country in the Upper Paleolithic Period (from 40,000 to 12,000 years ago).

2. The ancient Egyptians built very simple houses, by present standards. Having dried the bricks in the sun, they put up four walls, and above these they placed a flat roof. The roof was flat because there was very little rain in Egypt. Although their buildings were simple in construction, the Egyptian art of building was very beautiful. Their pyramids and monuments,



sphinxes and palaces arouse our admiration to this day. An important part in the history of building has been played by the column, and it was ancient Egypt that gave the world its first lessons in the art of making columns.

The Greeks learned much from Egypt. But they did not borrow the flat roof. They built a slanting roof because there was much rain in their country. The Greeks made the roof slant in two directions from the middle. They also improved on Egypt's columns and soon became the teachers of the world in column making.

The Romans, in turn, learned much from the Greeks. First of all they borrowed the slanting roof and the columns. But they added the arch, thus adding much strength and beauty to their buildings.

3. In Ancient Russia architecture flourished for the first time in Kiev Russ. Unfortunately only a few of the church buildings of that period have remained, among them the famous Cathedral of St Sophia, the cornerstone of which was laid in 1037 to commemorate the victory over the Pechenegs. The churches of that time were strong buildings with thick walls and small windows. They often had to serve as fortresses against enemy invasions. During the Second World War the finest ancient architectural monuments were destroyed and great effort has gone into restoring them.

4. In the Middle Ages in Europe numerous wars between different nations caused great damages to the houses of crowded Medieval towns. Therefore many monarchs and nobles built castles as a form of defence. Those castles had very strong walls, narrow windows and projecting fortifications.

5. The Renaissance, which was a European movement, lasted roughly from the 14th to the 17th century. During this period, arts and sciences underwent great changes. In architecture these changes were marked by a return to classical forms and proportions of ancient Roman buildings.

6. Buildings of the 19th century are characterized by the use of new materials and by a great diversity of architectural styles. From the end of the 18th century iron and steel became widely used as alternatives to wood, for by that time many countries experienced shortage of this material. Later the Industrial Revolution brought mass-production of building parts which were manufactured at a factory and then simply assembled at a site.²

7. The 20th century is notable for widespread use of steel – reinforced concrete.³ Huge reinforced concrete units manufactured in heated factory premises⁴ are brought to the site which becomes something like an assembly shop.⁵ This technique has many advantages over other building methods. First of all it cuts the labour needed for building by 60 to 70% and extends the building season what is very important for countries where winter lasts

for many months. Furthermore the duration of building is greatly cut. All this makes the building process less expensive and much less labourous.

Architecture of the 20th century is characterized by very high buildings – particularly skyscrapers⁶ – and by great diversity of styles which completely differ from those of the past.

NOTES TO THE TEXT

¹ limestone slab – известняковая плита

² were simply assembled at a site – просто собирались на строительной площадке

³ reinforced concrete – железобетон

⁴ heated factory premises – отапливаемые заводские помещения

⁵ assembly shop – сборочный цех

⁶ skyscrapers – небоскребы

- b) Find in the text the passages describing the way the ancient Egyptians built their houses and about architectural monuments in Kiev and translate them into Russian.
 - c) Find in the text and put down key words to speak about a house in general.
 - d) Find sentences with *ing*-forms.
2. a) Skim the text to understand what it is about. Time your reading. It is good if you can read it for four minutes (80 words per minute).

TEXT 7B

THE EGYPTIAN PYRAMIDS

Architecture is the art which makes buildings beautiful to look at as well as useful. A man who designs (проектировать) buildings and makes the plans for them is called an architect. He has to think not only of what he wants the building to look like when it is finished, but also what it is to be used for. He must not forget the sort of material to be used in the building. This may be stone, brick, wood or steel and concrete.

There have been many different styles or kinds of architecture in the past and there are many different styles today in different parts of the world.

The oldest monuments which are met within architecture are the colossal pyramids of Egypt most of which were constructed about 6,000 years ago.

The pyramids are large triangular (треугольный) buildings which were placed over the tombs (могила) of Egyptian kings. The best known of the pyramids are a group of three built at Giza south of Cairo. The largest of these is 482 feet high. They tell us of the advanced civilization of ancient Egypt which is much spoken about even in our days.

It was a country which had expert mathematicians and engineers, where astronomy and philosophy were known and studied.

The country was rich in hard and durable (прочный) stone, but poor in timber and metal, so that the main material used for construction was granite, and this was the reason for the durability of the pyramids.

Large blocks of stone were transported over long distances by land and water, and placed into position with the help of the most primitive equipment. That was done by slaves (рабы) working for thirty or forty years. All this great amount of work was done, masses of material and a large territory sometimes of about 52,000 square meters were used, only for protecting the body of a dead king and constructing a dwelling place for his happy life in the "other world".

b) Say whether you agree or disagree with the views expressed in the text. Prove your point of view.

3. Read the text to find answer to the given questions.

TEXT 7C

FROM THE HISTORY OF HUMAN DWELLINGS

1. Where did primitive people look for protection?

Most of the time of a modern man is spent within the walls of some building. Houses are built for dwelling; large buildings are constructed for industrial purposes; theatres, museums, public and scientific institutions are built for cultural activities of the people. The purposes of modern buildings differ widely, but all of them originate from the efforts of primitive (перво-бытный) men to protect themselves from stormy weather, wild animals and human enemies. Protection was looked for everywhere. In prehistoric times men looked for protection under the branches of trees; some covered themselves with skins of animals to protect themselves from cold and rain; others settled in caves (пещеры).

2. What are the earliest types of human dwellings?

When the Ice Age had passed, Europe remained very cold, at least in winter, and so the people of the Old Stone Age had to find some warm and dry place to shelter from bad weather. They chose caves, dwelling places that storm and cold could not destroy. On the walls of their caves ancient people painted pictures. Such decorated caves are found in Europe, Asia and Africa.

When man began to build a home for himself, caves were imitated in stone structures, trees were taken as a model for huts built of branches, skins were raised on poles and formed tents.

Primitive stone structures, huts and tents are the earliest types of human dwellings, they are lost in the prehistoric past but serve as prototypes for structures of later historic times.

3. Why were the houses in town higher than in the country?

In the days of early civilization, once men had learnt how to build simple houses for their families, they began to feel a need to have a number of different kinds of houses in one place. At first the difference was mainly in size – the chief or leader had a larger hut or tent than the rest of the people. Much later, when men began to build towns, there grew up a difference between town houses and country houses. The streets in towns were very narrow and there was not much place for building within the town walls, and therefore houses had to be built higher than they were in the country. A typical town house consisted of a shop opening on the street where the man did his work or sold his goods, with a kitchen behind and a bedroom above.

4. What were the houses in ancient Egypt built of?

In the country ordinary people lived in simple one-storey cottages which did not differ much from the mud and stone huts of an earlier age.

The rich people in the country, on the other hand, built huge castles (замки) with thick walls and narrow windows. These castles were built not only as dwellings, but also to stand up to enemy attack and to be strong bases in time of war. The earliest houses of which anything is known are those of ancient Egypt. They were built of bricks dried in the sun. Some of them were built around a courtyard or garden with rooms opening into it.

5. How did the light come into early English houses?

Greek houses, too, had a courtyard in the middle and round their courtyard ran a covered walk (аллея), its ceiling supported by pillars. There were special women's quarters, usually upstairs on the second storey.

In Rome bricks were used for building and houses were often finished with plaster over bricks on both inside and outside walls. The centre of family life was a garden-courtyard, surrounded by columns and with rooms opening out into it.

The earliest houses in Britain were round, built of wood or wicker basket work (плетение из прутьев) plastered over with clay. In the centre of the house was the hearth (очаг) and light came in through the hole in the roof above it and through the door because there were no windows.

4. a) Read the text and say whether you agree with the author. Which of the styles mentioned in the letter are typical of your native town?

TEXT 7D

IMPRESSIONS OF MODERN ARCHITECTURE

(A LETTER FROM ENGLAND)

1. You ask what I think of modern architecture. I don't know very much about modern architecture in Europe, but styles are probably similar in most countries today. I think this is because now architects have no opportunities they had in the past. They are seldom asked to design buildings like wonderful churches and cathedrals of the Middle Ages. Architects today have to design schools, hospitals and huge blocks of flats and offices. If they are asked to make plans for houses, these are usually all alike or nearly alike.

2. Boxes – that's what a good deal of modern architecture reminds me of. The blocks of flats in our big towns are huge boxes, whether the fronts and sides are square or oblong. A man who lives in one of these boxes works in another big box, high up in the air. If he falls ill, he goes to another big box called a hospital.

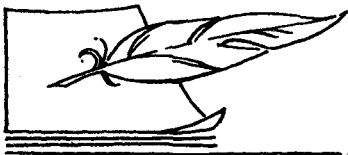
3. Architects have done some very good work in designing new schools. Many of these are prefabricated, which means that as much of the building work as possible is done not on the building site, but in factories where mass production methods can be used. The parts are taken to a site and put together there. Children who attend the best of these new schools are very happy. Their classrooms are light and big, and they have a fine large assembly hall. The children have dinner at school, and there is a dining-hall completed with modern kitchen.

4. I began this letter by saying that many modern buildings, especially the blocks of flats and business offices, were like big boxes. They do look like boxes from the outside, but when we go inside, we find them very well planned for their purposes. An architect today has to be an engineer too. The best modern buildings help us to live and work in comfort. They save plenty of unnecessary work. There is central heating, for example, instead of the dusty open fires we used to have, with coal to be carried up long stairs and ashes to be carried down.

5. I have given my opinion on what I have seen in England. I know a lot of interesting work has been done in Scandinavia, and, of course, I've read about the work of Le Corbusier in France and I'd like to see what American architects are doing now. You may know the work of the American architect Frank Lloyd Wright. He designed the Imperial Hotel in Tokyo. It was designed to resist earthquakes and it proved so strong that it did. It was

one of the few buildings in Tokyo that did not fall in the terrible earthquake of 1923.

b) Write the summary of the text in Russian.



WRITING PRACTICE

Find out the birthdays of your groupmates. Write greeting postcards to three of them.

You may find the following expressions useful:

Happy birthday./Many happy returns of the day.

My sincere congratulations on...

I congratulate you with all my heart and soul.

Let me congratulate you on...

My sincere congratulations on...

May I/we congratulate you?

Many happy years of long life and health.

My best wishes/all the best/(I wish you) good luck/I wish you every success...

I wish you success...

Have a good rest.

I wish you a quick recovery.

VOCABULARY LIST

- | | | |
|-----------------------------------|---------------------------------|----------------------------------|
| 1. above (<i>prp</i>) | 18. earth (<i>n</i>) | 35. serve (<i>v</i>) |
| 2. advanced (<i>a</i>) | 19. effort (<i>n</i>) | 36. shallow (<i>a</i>) |
| 3. advantage (<i>n</i>) | 20. expensive (<i>a</i>) | 37. shape (<i>n, v</i>) |
| 4. appear (<i>v</i>) | 21. extend (<i>v</i>) | 38. shortage (<i>n</i>) |
| 5. arouse (<i>v</i>) | 22. flat (<i>n, a</i>) | 39. still (<i>adv</i>) |
| 6. assemble (<i>v</i>) | 23. furthermore (<i>adv</i>) | 40. stone (<i>n</i>) |
| 7. brick (<i>n</i>) | 24. heat (<i>v</i>) | 41. strength (<i>n</i>) |
| 8. borrow (<i>v</i>) | 25. hole (<i>n</i>) | 42. thick (<i>a</i>) |
| 9. concrete (<i>n, v</i>) | 26. huge (<i>a</i>) | 43. thus (<i>adv</i>) |
| 10. cover (<i>n, v</i>) | 27. manufacture (<i>n, v</i>) | 44. tie (<i>n, v</i>) |
| 11. crowd (<i>n, v</i>) | 28. middle (<i>n</i>) | 45. top (<i>n</i>) |
| 12. cut (<i>v</i>) | 29. part (<i>n, v</i>) | 46. in turn |
| 13. damage (<i>n, v</i>) | 30. place (<i>n, v</i>) | 47. unfortunately (<i>adv</i>) |
| 14. depend on (upon) (<i>v</i>) | 31. put up (<i>v</i>) | 48. unit (<i>n</i>) |
| 15. destroy (<i>v</i>) | 32. region (<i>n</i>) | 49. without (<i>prp</i>) |
| 16. direction (<i>n</i>) | 33. restore (<i>v</i>) | 50. wood (<i>n</i>) |
| 17. duration (<i>n</i>) | 34. roof (<i>n</i>) | |

UNIT 8

TRAVELLING BY CAR

LANGUAGE MATERIAL

VOCABULARY

1. Прочитайте новые слова вслух, познакомьтесь с их русскими эквивалентами. Определите их значения в данных предложениях.

- | | |
|---|--|
| 1. INTRODUCTION введение, вступление | The professor started the lecture with a short introduction. |
| 2. TO MEAN (MEANT) значить; иметь в виду | The English word <i>quality</i> means «качество». |
| 3. GOODS товары, груз | High-quality goods are sold here. |
| 4. ALSO тоже, также | We speak English and we also write it. |
| 5. VEHICLE экипаж, повозка, автомобиль | One can see many old vehicles in the museum of cars. |
| 6. LORRY грузовик | Lorries were used to transport sand to the site. |
| 7. COACH карета, экипаж; автобус (междугородный) | A huge coach appeared from around the corner. |
| 8. THE SAME тот (же) самый, одинаковый | I think the same as you about the matter. |
| 9. STAGE стадия, этап | This discovery opened a new era in physics. |
| 10. DIRECTLY прямо, непосредственно | The workers assembled the units directly on the site. |
| 11. WIND ветер | The wind was rising. |
| 12. INTERNAL внутренний | Parliament discussed the internal trade problems. |

13. COMBUSTION

сгорание

14. ENGINE

двигатель

15. SOURCE

источник

16. TO SETTLE

1) разрешать (вопрос)

2) поселяться

17. SOIL

почва, грунт

18. TO BEAT (BEAT, BEATEN)

бить

19. BACKWARD

отсталый

20. TO VARY

менять, изменять

21. GENERAL

общий, обычный, главный

22. TO DRAG

тащить

23. BECAUSE OF

из-за, благодаря, вследствие

24. WEIGHT

вс

25. AT ONCE

сразу, немедленно

26. TO LEAD (LED)

вести

27. WIDE

широкий

28. TO PAVE

мостить

29. UNLESS

если не

30. SURFACE

поверхность

31. CHIEFLY

главным образом

Combustion of petrol produces more heat than combustion of coal.

The combustion of an air and gasoline mixture takes place inside the internal combustion engine.

Books are a source of knowledge.

1) They will have to settle the problem of transport in the city.

2) The people settled near the river.

This soil needs stabilization before the construction starts.

They beat the prisoner unconscious.

He was rather backward as a child.

The results varied with the material used.

What was the general idea of his lecture?

He could hardly drag himself along.

Because of his bad leg, he couldn't walk as fast as the others.

What is your weight?

The letter was of great importance and he had to answer it at once.

The traveller wanted to know where the road led.

The road is very wide here.

The road was paved with brick.

You will fail your exam unless you work harder.

The larger part of the Earth's surface is covered with water.

He is vegetarian, he eats chiefly vegetables.

| | |
|--|--|
| 32. GRADUALLY постепенно | It was getting dark gradually. |
| 33. RATHER до некоторой степени, довольно | He felt rather tired. The wind is rather cold. |
| 34. DISTANCE расстояние | The distance from here to the railway station is 5 km. |
| 35. DEVICE устройство | A new safety device has been introduced to regulate traffic. |
| 36. TO CONNECT связывать | A new railway will connect the town with the capital. |
| 37. DUE должный, надлежащий | The train will arrive in due time. |
| 38. TO CHARGE | |
| 1) взимать плату | 1) They don't charge for parking here. |
| 2) заряжать | 2) The battery has not been charged yet. |

2. Работа со словарем. Прочтите предложения, определите исходную форму выделенных слов, назовите, какой частью речи они являются, и найдите соответствующие значения этих слов в словаре.

1. a) What do you mean by your **remark**?
b) She **remarked** that it was getting dark.
c) The teacher made no **remarks** about my report.
2. a) They were discussing **current** events.
b) The warm **currents** in the Atlantic Ocean influence the climate of Great Britain.
c) The physicist was studying the properties of electric **current**.
3. a) The **force** of gravity pulls things towards the earth's centre.
b) The **force** of steam moves the engine.
c) They **forced** the enemy to retreat.
4. a) We heard **steps** outside.
b) An old man **stepped** heavily.
c) The **steps** were made of stone.
5. a) There was something wrong with the front **wheel** of the car.
b) The boys **wheeled** the vehicle into the yard.
c) Nobody knows when the **wheel** was invented.
6. a) The weight of the snow on the roof caused the house **to collapse**.
b) Their son's failure meant the **collapse** of his hopes.
c) The bridge **collapsed** into the river.

7. a) After a delay of half an hour they started to work.
b) The street traffic was delayed by the demonstration.
c) The secretary was asked to answer the letter without delay.
8. a) He always pays his rent in time.
b) What pay do you get for your work?
c) I paid much money for a new car.
9. a) The stretch of the road from the airport to the town is to be reconstructed.
b) A rope was stretched across the room.
c) She decided to stretch her new shoes by wearing them.
10. a) The documents were handed over to the writer who wanted to include them into his novel.
b) It was dark and the mother took her child by the hand.
c) She was handed the prize for singing.
11. a) The house must be repaired within a year.
b) The repair of the car cost him a lot of money.
c) It will not take you long to repair your watch, the repair is done while you wait.
12. a) Speedometer measures the speed of the car.
b) They took measures to improve the work of the laboratory.
c) A foot is a measure of length.

3. Прочтите следующие интернациональные слова вслух и, основываясь на значениях соответствующих русских слов, определите их значения.

| | |
|-------------------------------|---------------------|
| civilization [ˌsɪvɪlaɪˈzeɪʃn] | taxi [ˈtæksɪ] |
| attack [əˈtæk] | mechanic [mɪˈkænik] |
| idea [aɪˈdiə] | moment [ˈmoumənt] |

4. Найдите в правой колонке перевод слова.

- | | |
|--------------------------|--|
| 1. товары | a) vehicle, b) stages, c) substance, d) goods |
| 2. значить, иметь в виду | a) to drag, b) to mean, c) to pay, d) to justify |
| 3. грузовик | a) driver, b) coal, c) lorry, d) railway |
| 4. экипаж, автобус | a) safety, b) coach, c) tube, d) traffic |
| 5. тот же самый | a) in turn, b) backward, c) the same, d) total |
| 6. колесо | a) wind, b) weight, c) light, d) wheel |
| 7. внутренний | a) general, b) current, c) internal, d) excellent |
| 8. двигатель | a) engine, b) lorry, c) source, d) force |
| 9. из-за | a) without, b) within, c) because of, d) directly |
| 10. сгорание | a) direction, b) combustion, c) collapse, d) admission |

- | | |
|------------------|--|
| 11. измерять | a) to measure, b) to settle, c) to vary, d) to repair |
| 12. почва, грунт | a) step, b) strength, c) piece, d) soil |
| 13. заряжать | a) to introduce, b) to collapse, c) to charge, d) to hand |
| 14. если не | a) also, b) although, c) no matter, d) unless |
| 15. поверхность | a) delay, b) surface, c) top, d) wood |

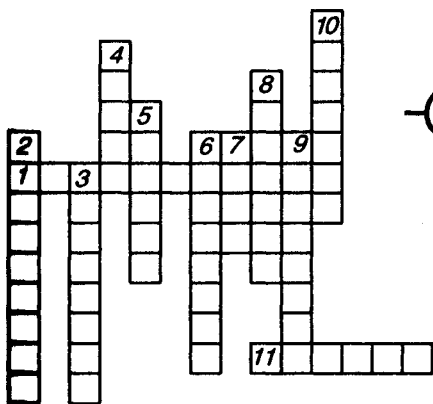
5. Найдите в правой колонке слова, противоположные по значению словам в левой.

- | | |
|----------------|---|
| 1. complicated | a) expensive, b) simple, c) similar, d) numerous |
| 2. to remain | a) to lend, b) to leave, c) to measure, d) to stretch |
| 3. to destroy | a) to drag, b) to pave, c) to restore, d) to step |
| 4. huge | a) small, b) strong, c) free, d) hard |
| 5. shallow | a) wide, b) possible, c) important, d) deep |
| 6. gradually | a) also, b) at once, c) chiefly, d) rather |
| 7. repair | a) pay, b) remark, c) surface, d) damage |
| 8. the same | a) due, b) total, c) different, d) essential |
| 9. wide | a) powerful, b) narrow, c) dry, d) necessary |
| 10. strength | a) combustion, b) device, c) weakness, d) force |

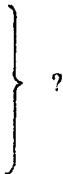
6. Прочтите и переведите следующие словосочетания на русский язык.

- | | |
|-----------------------------|---------------------------------|
| to mean nothing | wide connections |
| a goods train | the Earth surface |
| also successful | atomic weight |
| a powerful vehicle | in due time |
| huge lorries and coaches | in due form |
| the same route | to pay in full |
| an ordinary remark | what's the pay |
| numerous stages | front wheel |
| without wind | on wheels |
| permanent force | to wheel the car |
| to manufacture car engines | collapse of plans |
| internal affairs | a collapsed building |
| rapid combustion | without delay |
| source of energy | rather big |
| dry soil | nuclear device |
| a backward country | charged with electricity |
| general weakness | to get the same mark |
| to drag along the road | to settle the question |
| to vary considerably | because of the accident |
| quick steps | a paved street |
| to repair something at once | the general meaning of the word |
| rather dark | a chief engineer |
| measured distance | to obtain knowledge gradually |
| under repair | to stretch a cable |

7. Решите кроссворд.

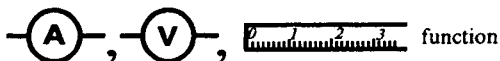


8. A carriage
a motor car
a jeep
a lorry
a motorcycle
a taxicab
9. To fall down suddenly.



1. The process of giving the meaning of something, of making something clear by speaking or writing.

2.



3. Coming or being earliest in time or order.

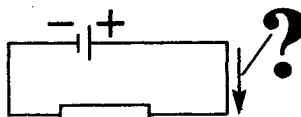
4. A circular object which turns around an inner part with which it is connected, used for turning machinery making vehicles move.

5. A quantity of electricity put into a battery.

6. Opposite to *advanced*.

7. The act of putting one foot in front of the other in order to move along.

10.



11.



WORD-BUILDING

8. а) Найдите в каждом ряду существительное.

1. а) developing, б) development, в) developed, д) develop
2. а) provide, б) providing, в) provision, д) provided
3. а) attend, б) attention, в) attentive, д) attending
4. а) knowledge, б) smaller, в) know, д) knows
5. а) better, б) keep, в) keeper, д) kept
6. а) finder, б) finding, в) finds, д) harder
7. а) build, б) better, в) built, д) builder
8. а) behaviour, б) therefore, в) until, д) think
9. а) possible, б) other, в) throw, д) influence
10. а) quite, б) way, в) equip, д) later

б) Найдите в каждом ряду прилагательное.

1. а) probably, б) property, в) probable, д) properly
2. а) suddenly, б) different, в) degree, д) during

3. a) excellent, b) member, c) enough, d) explanation
4. a) dangerous, b) danger, c) determine, d) discovery
5. a) changes, b) consideration, c) consist, d) changeable
6. a) decision, b) decide, c) decisive, d) divide
7. a) possible, b) probably, c) opportunity, d) provide
8. a) simplicity, b) shake, c) scientific, d) schedule
9. a) production, b) productive, c) produce, d) provision
10. a) attends, b) admission, c) achievement, d) attentive

в) Прочтите каждое из следующих слов, определите, к какой части речи оно относится и от какого слова образовано. Переведите каждое слово.

| | | |
|-------------|----------------|--------------|
| durability | dangerous | replacement |
| stormy | movement | quantitative |
| indifferent | simplicity | entrance |
| dwelling | irregular | flyer |
| appearance | weakness | hardly |
| influential | distant | bravely |
| development | slowly | traveller |
| mainly | weightlessness | different |
| thickness | supposition | necessity |
| historic | islander | happiness |
| reasonable | promotion | |

GRAMMAR REVIEW

9. а) Проанализируйте приведенные в таблице формы инфинитива и примеры, иллюстрирующие различные функции инфинитива. б) Затем прочтите тексты, найдите в них и проанализируйте случаи употребления инфинитива.

| Infinitive | | |
|------------|-----------------|----------------------|
| | Active | Passive |
| Indefinite | to write | to be written |
| Continuous | to be writing | — |
| Perfect | to have written | to have been written |

**Инфинитив в функции
обстоятельства цели**

He used his influence **to get** me a job.
You must work hard **to pass** this exam.
I turned on the light **to see** what time it
was.

**Инфинитив в функции
определения**

The conference discussed some new
methods **to be used** in teaching English as
a foreign language.

a) My hobby is to read books. I like to read books everywhere – at home, at the institute, but mostly in the bus on my way home or to the institute.

If I want to read a book I always remember that some books are to be tasted, others to be swallowed (глотать), and some few to be chewed (обдумывать) and digested. I also know well that there is a great difference between the eager man who wants to read a book, and the tired man who wants a book to read.

b) *MOTHER*: It's time to go to bed, baby.

BABY: Why, mummy? You always make me go to bed when I don't want to sleep, and you want me to get up when I am quite sleepy.

10. Переведите следующие словосочетания и предложения, обращая внимание на инфинитив.

to send the letter to inform them
the house to be built
to build the road to connect two towns
the story to listen to
the question to be answered

I am happy to help you.
I am glad to have helped him.
He was glad to have been helped.
I am glad to be helping them.
I am glad to be helped.

11. Прочтите и переведите на русский язык следующие словосочетания. Укажите, чем выражено определение.

the problem to be solved
the new device to be introduced
the theory to be considered
the instrument to be used
the bridge to be constructed
the road to be paved
the experiment to be carried out

the remark made
the distance travelled
the money paid
the delayed train
the translated article
the collapsed building
the tested method

12. Прочтите и переведите следующие предложения, обращая внимание на инфинитив.

1. They were happy to take part in our expedition.
2. She wanted to be answered at once.
3. He was happy to be working with the famous scientist.
4. It's very difficult to drive a car in a big city.
5. Water may be used to drive dynamos which generate electricity.
6. Sputniks do not need any additional energy to move along their orbit.
7. Newton made use of the three laws of motion to explain the movement of the Moon around the Earth and of the planets around the Sun.
8. To extend the main street they had to destroy some old buildings.
9. The workers will use powerful machinery to assemble these huge units.
10. In this area there are no monuments to speak of.

11. Dalton's atomic theory was the first to make successful use of the old Greek theory of atoms in chemistry.

12. The new channel to be constructed here will be the longest in the country.

13. The new branches of industry to be developed in this part of the country are metallurgy and radio engineering.

14. Another reason to consider is the absence of necessary facilities for the experiment.

13. а) Проанализируйте способы выражения определения в таблице. б) Затем переведите приведенные словосочетания на русский язык.

Цепочка определений

| Артикль | Существительные в роли определения | Определяемое существительное |
|---------|------------------------------------|------------------------------|
| the | land | transport |
| the | land transport | improvement |
| the | land transport improvement | problem |

the traffic speed

the traffic speed increase

the railway bridge

the railway bridge reconstruction

the London underground

the London underground problem

the thermoelectric generator
development

the energy accumulation process

the modern house ventilation
facilities

the car speed calculation

the arch bridge construction site

the high quality concrete

the research program result

the Moscow region newspaper

the temperature limit determination

the household goods

the household goods store

the steam engine invention

the soil stabilization result

the transport animal

the wheel invention

the deep sea current measuring
device

a rocket-propelled five ton sputnik
spaceship

14. Проанализируйте, чем выражено определение в следующих словосочетаниях, и переведите их.

the new device to be introduced

the theory to be considered

connecting line

advanced students

tested method

general plan

internal combustion engine

George Washington Bridge bus

terminal station

supersonic vertical take-off bomber

fourteen bird and animal stories and
plays

wooden house advantages

automatic flight control equipment

essential research programme

beginning college student

improved traffic flow

free school bus service

destroyed bridge
travelling passenger
the bridge to be constructed
a smiling face
the instrument to be used
current events
cylinder wall
English Channel coast

two-page story
two-bed hotel room
life-long hobby
federal highway office
Dynamo versus Spartak football
match
National Coal Research Institute
Electronic Research and
Engineering Laboratory

15. Переведите на русский язык следующие предложения, обращая внимание на инфинитив в различных функциях.

1. The problem to be discussed is connected with the city water supply system.

2. This method is not good enough to be used everywhere.

3. A new comfortable coach was developed to transport people over long distances.

4. He was saving money to travel about the country.

5. It did not take much time to pave the road.

6. The internal combustion engine to be used in this lorry is of a new design.

7. The road surface to be repaired was destroyed many years ago by heavy vehicles.

8. Goods to be transported to the north are stored at the railway station.

9. He was too tired to be asked any questions.

10. England looks like one well ordered park. Englishmen like to preserve various old trees. There are some trees which were even too old to be cut for building ships in the seventeenth century.

11. A high speed electronic machine has introduced great changes in carrying out various mathematical calculations. This electronic machine works according to a programme to be prepared in advance and can carry out several thousand arithmetic operations per second.



LISTENING PRACTICE

1. Travelling by car at a high speed is an exciting experience. Car races attract a lot of spectators and racing drivers have crowds of admirers.

a) Listen to the detective story "The Blue Star" about a racing driver, Mr. Finch, and his favourite car, "the Blue Star". Be ready to answer the questions below. Try to find an explanation for Mr. Finch's decision.

1. Where did Mr. Finch keep his car?
2. When was the big race to start?
3. What happened one night?
4. Who offered Mr. Finch his help?
5. What did Mr. Finch tell the old man?
6. Why didn't the old man want Mr. Finch to take part in the race?

b) Retell the story.

c) You are Mr. Finch. Tell your friends about the incident.

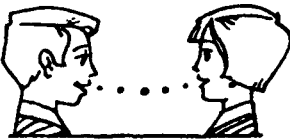
2. Can you drive a car? Do you have a driving license? Do you think it is difficult to pass a driving test in order to get a driving license?

a) Listen to the story "A Driving Test". Then fill in the chart.

| Tests | Times of the test | Number of mistakes |
|--------|-------------------|--------------------|
| Test 1 | | |
| Test 2 | | |
| Test 3 | | |

b) Check your answers with your teacher or groupmates.

c) Read the transcript of the text on p. 431. Look up the words you do not know in your dictionary.



ORAL PRACTICE

1. Topic. *The Museum of Land Transport.*

The authorities in your region have decided to open a museum of land transport. Now you have the opportunity to describe your own project. Present information on:

- 1) the city in which the museum should be situated;
- 2) the building it will be housed in;
- 3) the types of land transport which should be included in the exhibition;
- 4) the vehicles of the past which will be shown in the museum;

- 5) the vehicles of the present which will be shown in the museum;
- 6) transport engineers and scientists whose portraits should be exhibited;
- 7) the people who will visit the museum;
- 8) why you think the museum of land transport will be popular.

2. Pairwork. Paul is crazy about cars. He is a member of a racing team. Today he has given a lift to Julia and Ann in the sports car he will drive during the next racing car competition.

a) Listen to their conversation.

JULIA: What is your car speed during the races?

PAUL: Up to 200-230 km/h.

ANN: So fast? But it seems to me that in town you drive so slowly.

PAUL: The roads are crowded and you should be careful. And besides I remember a day when I drove too fast.

ANN: What happened then?

PAUL: I was driving along the main road. All of a sudden a blue car shot out of the side road.

JULIA: Just in front of you?

ANN: Without any warning? Was it possible to slow down?

PAUL: It was completely unexpected. I braked as hard as I could. I stopped just in time. I was lucky there were no cars or trucks around me. Since that time I've never driven faster than 55-60 km/h in town.

JULIA: So when in town you follow the proverb "Haste makes waste".

b) Complete the following dialogues.

1. **A.:** ...?

B.: Up to 80 km/h.

A.: So fast? ...

2. **A.:** What happened?

B.:

A.: Just in front of you?

B.:

3. **A.:** How fast were you driving?

B.:

A.: Did you see anybody in front of you?

B.:

A.: Were there any cars around?

B.:

3. Think of some good answers to the following questions. The answers needn't be true.

1. Too big.
2. I'm glad.
3. No, the same.
4. At once.
5. Rather good.

6. I don't think so.
7. The inventor himself.
8. Engineers.
9. In the introduction.
10. I think you are right.

4. a) You are preparing for a driving test. Say what a driver must do when he sees the following road signs.



Pedestrian crossing



Speed limit



No entry



Railroad crossing



Two way traffic



Other dangers



Intersection with the main road



Load limit



No right turn



Hotel or motel



No parking



Road works

b) A traffic inspector is examining a student who wants to get a driving license. The student can pass a driving test if he gets five points. One point is given for each correct answer.

INSPECTOR: During the test you show eight road signs without legends and ask the driver to explain what he must do when he sees them.

STUDENT: Try to answer all the inspector's questions.

5. **Discussion.** The first cars appeared on the roads at the end of the 19th century. Nowadays there are a lot of cars in the streets. In some towns it

is very difficult to find parking. We can't imagine life without a car. At the same time driving a car causes a lot of problems. So, is the car our friend or enemy?

a) Read the following arguments. Think of some more.

| <i>The car is our friend</i> | <i>The car is our enemy</i> |
|---|--|
| 1. It saves our time. 2. It carries our luggage. 3. It gives us comfort while travelling. 4. It gives us the opportunity to travel and see the world around. 5. It brings help quickly (police, ambulance, fire engines). | 1. It makes noise. 2. It causes air pollution. 3. Many people are killed or injured in car accidents. 4. It causes traffic jams. 5. You don't walk enough and it does harm to your health. |

b) Discuss the problem in groups of 3-5 students in order to make a decision.

c) Fill in the chart and give your reasons.

| | Group 1 | Group 2 | Group 3 | Group 4 |
|------------------------|---------|---------|---------|---------|
| The car is our friend. | | | | |
| The car is our enemy. | | | | |



READING PRACTICE

1. a) Transportation plays a very important role in modern world. In our everyday life we use land transport maybe more often than any other means of transport. Read the text "The History of Land Transport" and be ready to do the exercises that follow it.

TEXT 8A

THE HISTORY OF LAND TRANSPORT

Introduction

1. The word *transport* means to carry people or goods from place to place. It is also used for the vehicles that carry people or goods – for example, motor transport includes buses, lorries, motor coaches and motor

cars. The American word for the same thing is *transportation*, and the remark "transportation is civilization" was made by an American, the motor-car manufacturer Henry Ford.

The history of transport is divided into two stages. The first stage is that in which all forms of transport depended directly on the power of men or animals or on natural forces such as winds and current. The second stage began with the development of the steam engine, which was followed by the electric motor and the internal combustion engine as the main sources of power for transport.

Porters and Pack Animals

2. The most ancient peoples were probably wanderers. They did not live in settled homes because they did not know how to till the soil. As they moved from place to place they had to carry their goods themselves. The porters were usually the women, probably because the men had to be ready to beat off attacks by wild beasts or enemies. Even now, to carry the household goods is the job of women in backward wandering tribes.

The next step was the use of pack animals for carrying goods. The kind of animal used varied in different places, but the general idea was the same – the bundles or baskets were carried by the animals on their backs. The dog, although too small to carry much, was probably one of the first transport animals used because it is so easily trained. Dogs are still to be trained for dragging sledges in the Arctic because of their light weight.

3. The next advance in land transport came with the invention of the wheel. The wheel at once led to the development of two-wheeled carts and four-wheeled waggons and carriages, but before these could be used for carrying goods over long distances, a system of roads was necessary. These roads had to be wide enough to take a cart and paved, for unless their surface was paved the wheels sank in and the cart stuck. In Britain, and also over much Europe, the first long-distance paved roads were made by the Romans, chiefly so that troops could be marched without delay from place to place. The roads made it possible to use wheeled traffic. However, when the Roman Empire collapsed, the roads gradually got into a very bad state.

4. There were two problems to be solved – first, how to make good roads, and, second, to decide who was to pay for them. In Great Britain these problems were solved in the 18th century. Stretches of roads were handed over to groups called *trusts*. The trusts borrowed money for repairing and improving the roads, paying it back from the sums they collected from road users. This method of paying for new roads and bridges is still used, especially in the United States.

Then it became possible to travel rather comfortably by coaches. In cities like London, rich people had their own carriages, while poor people went on horseback or walked. Then appeared carriages that could be hired for short distances. They correspond to the modern taxis. The word is short for *taxi cab* which in turn comes from the words *taximeter* and *cabriolet*. A cabriolet is a light two-wheeled carriage introduced from France in the 19th century. The taximeter is a mechanical device connected with the wheels which, by measuring the distance travelled, shows the fare due at any moment. It is also controlled by a clock so that waiting time too is charged for.

- b) Find in the text the passage describing how financial problems were solved in Great Britain and the United States and translate them into Russian.
 - c) Read aloud the passage you have translated. The approximate time of reading is 45 seconds.
 - d) Find in the text sentences with the Infinitive and translate them.
 - e) Find in the text and put down key words to speak about land transport.
2. a) Skim the text to understand what it is about. Time your reading. It is good if you can read it for four minutes (80 words per minute).

TEXT 8B

THE WHEEL, STEAM CARRIAGES AND RAILWAYS

One of mankind's earliest and greatest inventions was the wheel. Without it there could be no industry, little transportation or communication, only crude farming, no electric power.

Nobody knows when the wheel was invented. There is no trace of the wheel during the Stone Age, and it was not known to the American Indians until the White Man came. In the Old World it came into use during the Bronze Age, when horses and oxen were used as work animals. At first all wheels were solid discs.

The problem to be solved was to make the wheels lighter and at the same time keep them strong. At first holes were made in the wheels, and they became somewhat lighter. Then wheels with spokes were made. Finally, the wheel was covered with iron and then with rubber.

Light two-wheeled carriages were used widely in the ancient world. As time passed they were made lighter, stronger, and better. Later people joined together a pair of two-wheeled carts into a four-wheeled vehicle. At first only kings and queens had the privilege of driving in them.

In the West the first steam carriage was invented in France. The three-wheeled machine had the front wheel driven by a two-cylinder steam engine, and carried two people along the road at a walking pace. It was not a great success, as the boiler did not produce enough steam for keeping the carriage going for more than about 15 minutes.

The steam engine appeared in 1763. It was followed by several improved steam road carriages. Their further development was prevented by railway companies. The rapid spread of railways in the United Kingdom was due largely to George Stephenson, who was an enthusiast as well as a brilliant engineer.

He demonstrated a locomotive that could run eighteen kilometres an hour and carry passengers cheaper than horses carried them. Eleven years later Stephenson was operating a railway between Stockton and Darlington. The steam locomotive was a success.

In Russia the tsar's government showed little interest in railway transportation. After long debates the government, which did not believe in its own engineers, finally decided to invite foreign engineers to submit (представить) projects for building railways in Russia.

Yet at the very time when foreign engineers were submitting their plans, in the Urals a steam locomotive was actually in use. It had been invented and built by the Cherepanovs, father and son, both skilful mechanics and serfs (крепостные). The first Russian locomotive was, of course, a "baby" compared with the locomotives of today. Under the boiler (котел) there were two cylinders which turned the locomotive's two driving wheels (there were four wheels in all). At the front there was a smoke stack (труба), while at the back there was a platform for the driver.

b) Answer the following questions.

1. What kind of animals were used for work during the Bronze Age?
2. What were the first wheels like?
3. What are the stages in the development of the wheel?
4. How many people did the first steam carriage carry?
5. Who demonstrated the first locomotive in the United Kingdom?
6. Was the Russian government interested in railway transportation?
7. Who were the Cherepanovs?
8. What was the first Russian locomotive like?
9. Are the locomotives widely used in Russia?
10. What kind of locomotives are used in Russia now?

3. Read the text to find answers to the given questions.

TEXT 8C

DIFFERENT KINDS OF LAND TRANSPORT

1. What was the reaction of the people after the invention of the steam engine?

In Washington the story is told of a director of the Patent Office who in the early thirties of the last century suggested that the Office be closed because "everything that could possibly be invented had been invented". People experienced a similar feeling after the invention of the steam engine.

But there was a great need for a more efficient engine than the steam engine, for one without a huge boiler, an engine that could quickly be started and stopped. This problem was solved by the invention of the internal combustion engine.

2. Who introduced the first cheap motor car?

The first practical internal combustion engine was introduced in the form of a gas engine by the German engineer N. Otto in 1876.

Since then motor transport began to spread in Europe very rapidly. But the person who was the first to make it really popular was Henry Ford, an American manufacturer who introduced the first cheap motor car, the famous Ford Model "T".

3. When did diesel-engined lorries become general?

The rapid development of the internal combustion engine led to its use in the farm tractors, thereby creating a revolution in agriculture. The use of motor vehicles for carrying heavy loads developed more slowly until the 1930s when diesel-engined lorries became general.

The motor cycle steadily increased in popularity as engines and tyres became more reliable and roads improved. Motor cycles were found well suited for competition races and sporting events and were also recognized as the cheapest form of fast transport.

4. When were the trams introduced first?

Buses were started in Paris in 1820. In 1828 they were introduced in London by George Shillibeer, a coach builder who used the French name *Omnibus* which was obtained from the Latin word meaning "for all". His omnibuses were driven by three horses and had seats for 22 passengers. Then in the 20th century reliable petrol engines became available, and by 1912 the new motor buses were fast replacing horse-driven buses.

Trams were introduced in the middle of the 19th century. The idea was that, as the rails were smoother than the roads, less effort was needed to pull a tram than a bus. The first trams were horse-drawn but the later trams were almost all driven by electricity. The electric motor driving the tram was usually with electric current from overhead wires. Such wires are also used by trolleybuses, which run on rubber tyres and do not need rails.

Another form of transport used in London, Paris, Berlin, Moscow, St. Petersburg, Kiev and some other crowded cities is the underground railway.

London's first underground railway of the "tube" type was opened in 1863, the Moscow underground in 1935.

5. What do the longest oil pipe-lines connect?

The pipe-lines, which were in use by the ancient Romans for carrying water supplies to their houses, are now mainly used to transport petroleum. The first pipe-line of this kind was laid in Pennsylvania, the United States, in 1865.

Some of the longest oil pipe-lines connect oil-fields in Iraq and near the Persian Gulf with ports on the Mediterranean coast. A famous Pipe-Line Under the Ocean (PLUTO) was laid across the English Channel in 1944.

6. What are the cableways used for?

A form of transport which is quite common in some mountainous parts of the world, especially in Switzerland, is the aerial cableway. Cableways are used at nearly all winter sport centres to pull or carry skiers to the top of the slopes. Cableways are used by many Alpine villages which lie high up the mountain-sides for bringing up their supplies from the valley below.

4. a) Old automobiles always attract everybody's attention but often people do not know much about their history. Read the text on this topic to find new exciting facts.

TEXT 8D

THE EARLY DAYS OF THE AUTOMOBILE

1. One of the earliest attempts to propel a vehicle by mechanical power was suggested by Isaac Newton. But the first self-propelled vehicle was constructed by the French military engineer Cugnot in 1763. He built a steam-driven engine which had three wheels, carried two passengers and ran at maximum speed of four miles. The carriage was a great achievement but it was far from perfect and extremely inefficient. The supply of steam lasted only 15 minutes and the carriage had to stop every 100 yards to make more steam.

2. In 1825 a steam engine was built in Great Britain. The vehicle carried 18 passengers and covered 8 miles in 45 minutes. However, the progress of motor cars met with great opposition in Great Britain. Further development of the motor car lagged because of the restrictions resulting from legislative acts. The most famous of these acts was the Red Flag Act of 1865, according to which the speed of the steam-driven vehicles was limited to 4 miles per hour and a man with a red flag had to walk in front of it.

Motoring really started in the country after the abolition of this act.

3. In Russia there were cities where motor cars were outlawed altogether. When the editor of the local newspaper in the city of Uralsk bought a car, the governor issued these instructions to the police: "When the vehicle appears in the streets, it is to be stopped and escorted to the police station, where its driver is to be prosecuted."

4. From 1860 to 1900 was a period of the application of gasoline engines to motor cars in many countries. The first to perfect gasoline engine was N. Otto who introduced the four-stroke cycle of operation. By that time motor cars got a standard shape and appearance.

In 1896 a procession of motor cars took place from London to Brighton to show how reliable the new vehicles were. In fact, many of the cars broke, for the transmissions were still unreliable and constantly gave trouble.

The cars of that time were very small, two-seated cars with no roof, driven by an engine placed under the seat. Motorists had to carry large cans of fuel and separate spare tyres, for there were no repair or filling stations to serve them.

After World War I it became possible to achieve greater reliability of motor cars, brakes became more efficient. Constant efforts were made to standardize common components. Multi-cylinder engines came into use, most commonly used are four-cylinder engines.

5. Like most other great human achievements, the motor car is not the product of any single inventor. Gradually the development of vehicles driven by internal combustion engine – cars, as they had come to be known, led to the abolition of earlier restrictions. Huge capital began to flow into the automobile industry.

From 1908 to 1924 the number of cars in the world rose from 200 thousand to 20 million; by 1960 it had reached 60 million! No other industry had ever developed at such a rate.

6. There are about 3,000 Americans who like to collect antique cars. They have several clubs such as Antique Automobile Club and Veteran Motor Car Club, which specialize in rare models. The clubs practise meetings where members can exhibit their cars. Collectors can also

advertise in the magazines published by their clubs. Some magazines specialise in a single type of car such as glorious Model "T". A number of museums have exhibitions of antique automobile models whose glory rings in automobile history. But practically the best collection – 100 old cars of great rarity – is in possession of William Harrah. He is very influential in his field. The value of his collection is not only historical but also practical: photographs of his cars are used for films and advertisements.

7. In England there is the famous "Beaulieu Motor Museum" – the home for veteran cars.

The founder of the Museum is Lord Montague, the son of one of England's motoring pioneers, who opened it in 1952 in memory of his father. Lord Montague's father was the first person in England to be fined by the police for speeding. He was fined 5 pounds for going faster than 12 miles per hour!

In the Museum's collection there is a car called the *Silver Ghost* which people from near and far go to see. It was built by Rolls-Royce in 1907, and called the *Silver Ghost* because it ran so silently and was painted silver.

There is a car called *The Knight*. It is the first British petrol-driven car. Its top speed was only 8 m.p.h.!

In the Museum there is also a two-seater car built in 1903.

b) Write the summary of the text in Russian.



WRITING PRACTICE

Many people learning a foreign language would like to find a pen-friend in that far-away country so as to have the opportunity to correspond in the language.

a) Look through the advertisement page from a magazine and choose the person you would like to write letters to.

Friedrich Kurtz

15, Lange Str., Dresden, Germany
In the 18-25 age group, Friedrich, a student, would like to correspond with people from anywhere in the world. His interests are science fiction, travel, pop music, antique cars.

Barbara Stashevski

Stasov St/1 34-2, Gdansk, Poland

Would like to correspond with people between ages 20 to 30.

Barbara is 20, a secretary.

Interested in music, travelling, reading and sport.

José Dandi

PO Box 2415 090010
Barcelona, España

Aged 22, interested in volleyball, windsurfing, reading, going to discos. Would like to correspond with people all over the world.

Anna Valencino

Via. Gran Palazzo, 33
Milano, Italia

Ann is 18, speaks Russian, German and Japanese, enjoys reading, talking to people, writing letters. Interested in horoscopes. Would like a male pen-friend.

Portugal

Aged 19, would like to correspond with BBC listeners, interested in motor cars, motorbikes, arts and films, alpskiing.

b) Write the first letter to the pen-friend you have chosen. The following questions will help you.

1. Where do you live?
2. What do you do?
3. Do you have a large family?
4. What are your interests?
5. Where do you study English?
6. What kind of sport do you do?

VOCABULARY LIST

1. **also** (*adv*)
2. **backward** (*a*)
3. **beat** (*v*)
4. **because of** (*ppr*)
5. **charge** (*v*)
6. **chiefly** (*adv*)
7. **coach** (*n*)
8. **collapse** (*n, v*)
9. **combustion** (*n*)
10. **connect** (*v*)
11. **current** (*n, a*)
12. **delay** (*n, v*)
13. **device** (*n*)
14. **directly** (*adv*)
15. **distance** (*n*)
16. **drag** (*v*)
17. **due** (*a*)
18. **engine** (*n*)
19. **force** (*n, v*)
20. **general** (*a*)
21. **goods** (*n*)
22. **gradually** (*adv*)
23. **hand** (*n, v*)
24. **internal** (*a*)
25. **introduction** (*n*)
26. **lead** (*v*)
27. **lorry** (*n*)
28. **mean** (*v*)
29. **measure** (*n, v*)
30. **at once**
31. **pave** (*v*)
32. **pay** (*n, v*)
33. **rather** (*adv*)
34. **remark** (*n, v*)
35. **repair** (*n, v*)
36. **the same** (*a*)
37. **settle** (*v*)
38. **soil** (*n*)
39. **source** (*n*)
40. **stage** (*n*)
41. **step** (*n, v*)
42. **stretch** (*n, v*)
43. **surface** (*n*)
44. **unless** (*cj*)
45. **vary** (*v*)
46. **vehicle** (*n*)
47. **weight** (*n*)
48. **wheel** (*n, v*)
49. **wide** (*a*)
50. **wind** (*n*)

UNIT 9

WATER TRANSPORT

LANGUAGE MATERIAL

VOCABULARY

1. Прочитайте новые слова вслух, познакомьтесь с их русскими эквивалентами. Определите их значения в данных предложениях.

- | | |
|-----------------------------------|---|
| 1. TO WEIGH весить | This boat weighs several tons. |
| 2. SLOWLY медленно | Cars were moving slowly along the mountain road. |
| 3. HORSEPOWER лошадиная сила | The "Moskvitch-2141" has a 82-horsepower engine. |
| 4. IN ORDER TO для того чтобы | He came here in order to see us. |
| 5. TO FLY (FLEW, FLOWN) лстать | Who was the first to fly over the North Pole? |
| 6. TO SUPPOSE полагать | He is right, I suppose. |
| 7. TO SEEM казаться | He was thirty, but he seemed much older. |
| 8. ISLAND остров | On the fifth day of the voyage they saw an island. |
| 9. MILE миля | In the morning the travellers saw a snowcapped mountain at a distance of about 5 miles. |
| 10. TILL до | I'll be waiting for you here till 5 o'clock. |
| 11. CENTURY век | The twentieth century ends on the 31st of December 2000. |
| 12. ROUND вокруг | The children were dancing round a big tree. |

13. TO PROVE

1) доказывать

2) оказываться

1) It is difficult to prove his point of view.

2) He proved (to be) a very good friend, when I needed help.

14. END

КОНЕЦ

TO END

кончатся

At the end of the lesson the teacher gave us a test.

How does the story end?

15. LIKE

1) подобный

2) как

1) He is like his father in everything.

2) They are behaving like children.

16. FOR

1) так как

2) в течение

3) для

1) He did not come to the meeting for he was ill.

2) He was ill for five days.

3) He has left this book for you.

17. IRON

железо

The first iron bridge was built in the 18th century.

18. STEEL

сталь

Modern ships are built of iron and steel.

19. TO REPLACE

заменять, вытеснять

Buses are replacing trams in towns.

20. TIMBER

строительный лес; дерево

(древесина)

In Scandinavia trees are planted for timber.

21. SIZE

размер

The scientists studied the shape and size of meteorites found in the taiga.

22. TO PROMOTE

способствовать, содействовать

It is necessary to build good roads to promote the rapid development of this region.

23. QUANTITY

количество

I prefer quality to quantity.

24. RAW

сырой; необработанный

In the 19th century a considerable number of raw materials was imported from colonial countries.

25. SUCH AS

как например, такой как

I like English poets such as Keats and Shelley.

26. COTTON
хлопок

27. A GREAT DEAL
много

28. SMOOTH
ровный, плавный

29. EFFICIENT
эффективный, продуктивный

30. A FEW
несколько

31. OWING TO
благодаря, из-за, вследствие

32. TO OPERATE
1) работать, действовать
2) управлять, приводить в движение (*машину*)

33. NEGLIGIBLE
незначительный

34. CAPACITY
1) мощность

2) емкость

35. RELIABLE
надежный

36. PROTECTION
защита, ограждение

37. TO WIDEN
расширять(ся)

38. TO DEEPEN
углублять(ся)

39. NARROW
узкий

40. TO RUN (RAN, RUN)
1) бежать

Some European countries import raw cotton from America and India and export cotton goods to other parts of the world.

A great deal of earth work is to be done before the construction starts.

It's easy to drive when the road is smooth.

Efficient methods were used to increase the quantity of manufactured goods.

Only a few people could understand the significance of the discovery at that time.

There was much delay of transport owing to the accident.

1) The lift is operated by electricity.

2) This powerful machine is operated by one person.

A negligible quantity of the chemical substance is sometimes enough to determine its properties.

1) This factory has a production capacity of 200 cars a week.

2) The tank has a capacity of 100 litres.

He was recommended as a reliable person.

When working an electrician must use some means of protection.

The old street had to be widened.

This shallow river must be deepened for better navigation.

This narrow bridge has been used for many years; now it needs widening.

1) You have to run very quickly, if you want to catch the bus.

2) проходить

2) For several miles the road runs through a thick forest.

3) работать (о машине)

3) The engine was running at full speed.

2. Работа со словарем. Прочтите предложения, определите исходную форму выделенных слов, скажите, к какой части речи они относятся, и найдите соответствующие значения этих слов в словаре.

1. a) A loaded boat was moving in the direction of the port.
b) A lot of people went boating on this Sunday afternoon.
c) Will this boat hold all five of us?
2. a) They used boats to carry supplies of food to the island.
b) I took with me a good supply of books.
c) The expedition was supplied with all the necessary equipment.
3. a) In modern ports the ships are loaded and unloaded mechanically.
b) When does the ship leave?
c) Have the goods for the Polar Station been shipped?
4. a) The boat was sailing at full speed.
b) The boat had beautiful sails.
c) Can you sail a boat?
5. a) Our opinions differ on some points.
b) The water was heated to the boiling point.
c) Everything points to a cold winter.
6. a) Before crossing a street look first to the left, then to the right.
b) Put a cross on the map to show where we are.
c) We can cross the river at the next village.
7. a) The lorries were loaded mechanically.
b) The load weighs a hundred kilograms.
c) They loaded us with work.
8. a) Every machine needs oiling.
b) Water is heavier than oil.
c) What sort of oil is there at this service station?
9. a) What kind of fuel is used in these motor cars?
b) We had to stop to fuel the car.
c) This passenger car needs fuelling every 300 miles.
10. a) He is working on the design for a new machine.
b) The architect is designing a new school.
c) The ice-breaker is designed for operation in Arctic waters.

3. Прочитайте следующие интернациональные слова вслух и, основываясь на значениях соответствующих русских слов, определите их значения.

barge [bɑ:dʒ]

ton [tʌn]

aeroplane [ˈæɹəpleɪn]

companion [kəmˈpænjən]

army [ˈɑ:mi]

colony [ˈkɒləni]

magnetic [mægˈnetɪk]

compass [ˈkʌmpəs]

motor [ˈmoutə]

revolution [ˌrevəˈlu:ʃn]

port [pɔ:t]

turbine [ˈtɜ:bɪn]

diesel [ˈdi:zəl]

reactor [rɪˈæktə]

radiation [ˌreɪdɪˈeɪʃən]

atomic [əˈtɒmɪk]

canal [kəˈnæl]

4. а) Найдите в правой колонке слова, противоположные по значению словам в левой колонке.

- | | |
|---------------|--|
| 1. negligible | a) internal, b) previous, c) considerable, d) permanent |
| 2. slowly | a) chiefly, b) directly, c) rather, d) quickly |
| 3. narrow | a) flat, b) wide, c) shallow, d) advanced |
| 4. to load | a) to operate, b) to design, c) to unload, d) to develop |
| 5. shortage | a) abundance, b) protection, c) establishment, d) significance |
| 6. to repair | a) to cross, b) to damage, c) to test, d) to widen |
| 7. the same | a) close, b) recent, c) main, d) different |
| 8. weakness | a) capacity, b) strength, c) century, d) provision |
| 9. simple | a) complicated, b) reliable, c) successful, d) major |
| 10. gradually | a) unfortunately, b) probably, c) at once, d) scarcely |
| 11. small | a) valuable, b) rapid, c) main, d) huge |

б) Найдите в правой колонке слова, близкие по значению словам в левой колонке.

- | | |
|-----------------|--|
| 1. a great deal | a) quantity, b) according to, c) plenty of, d) consist of |
| 2. to promote | a) to need, b) to require, c) to receive, d) to facilitate |
| 3. to replace | a) to load, b) to cross, c) to change, d) to include |
| 4. till | a) round, b) until, c) in order to, d) for |
| 5. to suppose | a) to like, b) to find out, c) to try, d) to think |
| 6. boat | a) ship, b) fuel, c) island, d) cotton |
| 7. to solve | a) to develop, b) to consider, c) to decide, d) to send |
| 8. between | a) round, b) among, c) in spite of, d) through |

9. to supply
10. invention
11. to design
12. earth

- a) to sail, b) to maintain, c) to provide, d) to move
- a) century, b) influence, c) size, d) discovery
- a) to point, b) to construct, c) to test, d) to drive
- a) land, b) iron, c) steel, d) coal

5. Переведите следующие словосочетания на русский язык.

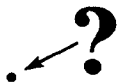
to load a ship
 a loaded barge
 to move slowly
 weighing several tons
 a plane flying northwards
 to seem young
 an old islander
 fresh supplies
 a steamship
 to fly round the Earth
 reliable sources of
 information
 to protect children
 to design according to the
 plan
 to widen a road
 to deepen a river
 a narrow place
 to run between two points

to prove something
 to be made of iron, steel
 and concrete
 to replace iron
 rich in timber
 different sizes
 to promote progress
 quality and quantity
 to obtain raw materials
 to provide with cotton
 in order to know better
 at the distance of fifteen
 miles
 till three o'clock
 till you come
 in the last century
 to test new equipment
 to like music and
 literature

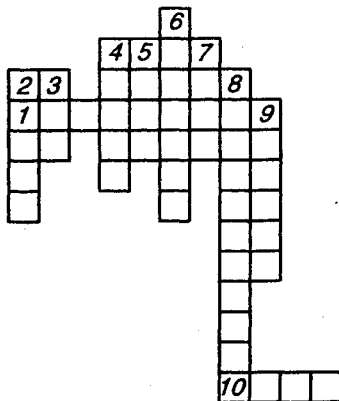
a great deal of goods
 to work smoothly
 efficient measures
 to supply oil
 fuel for vehicles
 a few remarks
 owing to the advantage
 to operate well
 negligible progress
 for ten years
 such a beautiful garden
 few words
 a few words
 to cross the street
 before crossing the street
 slow movement
 to prove efficient

6. Решите кроссворд.

1. The process of sending out heat light.
2. To show that something is true or give reasons for belief in something.
3. Coal, clay, sand are ... materials.
- 4.



5. A kind of fuel which was used for ships in the 19th century.
6. A period of hundred years.
7. A piece of strong cloth fixed in position on a ship to move it through the water by the force of the wind.
8. A measure of the capacity of an engine, representing the force needed to pull 550 pounds one foot a second.
9. Opposite to *wide*.
10. One of the earliest types of a boat.



WORD-BUILDING

7. Найдите в правой колонке перевод слов, приведенных в левой.

- | | |
|------------------|---|
| 1. поселение | a) settle, b) settlement, c) settler, d) settles |
| 2. независимость | a) dependence, b) independent, c) depend, d) independence |
| 3. здание | a) builder, b) builds, c) building, d) build |
| 4. реставрация | a) restoration, b) restorative, c) restore, d) restores |
| 5. содействующий | a) promote, b) promoting, c) promotion, d) promotes |
| 6. замененный | a) replacement, b) place, c) replace, d) replaced |
| 7. значение | a) mean, b) meaning, c) meant, d) means |
| 8. предположение | a) supposes, b) suppose, c) supposed, d) supposition |
| 9. летчик | a) flyer, b) fly, c) flight, d) flying |
| 10. мощный | a) power, b) powerless, c) powerful, d) proper |
| 11. медленно | a) slower, b) slowly, c) slow, d) slowest |
| 12. вес | a) weighty, b) weightlessness, c) weight, d) weightless |

8. а) Проанализируйте модели образования слов, прочтите и переведите слова, созданные на их основе. б) Затем найдите в тексте слова, имеющие общий корень со словами перед текстом, определите, к какой части речи они относятся и каковы их значения. Прочтите и переведите текст.

МОДЕЛЬ 19

основа существительного/прилагательного + -ize → глагол

| | |
|----------------------|-------------------------|
| vapour – пар | to vaporize – испарять |
| character – характер | to characterize – _____ |
| oxygen – кислород | to oxidize – _____ |
| critic – критик | to criticize – _____ |
| real – реальный | to realize – _____ |
| magnet – магнит | to magnetize – _____ |
| fraternal – братский | to fraternize – _____ |
| general – общий | to generalize – _____ |

| | |
|----------------------------|-------------------------|
| computer | abnormal – ненормальный |
| to pollute – загрязнять | local – локальный |
| to detect – обнаруживать | industrial |
| to indicate – указывать | chemistry |
| to predict – предсказывать | meteorology |

A computerized air pollution control has been installed in the Netherlands between Rotterdam and the North Sea. The area is densely

populated and highly industrialized. Thirty-one detectors have been installed in the district. They are sensors (датчики) measuring levels of chemical substances considered to be indicators of general level of pollution. Signals of the sensors which also include meteorological information are sent electronically to a warning centre computer. The computer then gives predictions based on information from the sensors as well as on more general meteorological information. An abnormally high source of pollution can be localized within a minute. Plant operations are then curtailed (сокращать) or shut down through previous agreements with air pollution control authorities.

GRAMMAR REVIEW

9. а) Проанализируйте структуру объектного инфинитивного оборота. б) Затем переведите предложения, обращая внимание на объектный инфинитивный оборот.

Complex Object

A. Подлежащее + глагол- сказуемое + дополнение + инфинитив с to.

| | | | |
|----|---------|-----|----------------------------|
| I | want | you | to help me clean the flat. |
| He | expects | me | to type these letters. |

B. Подлежащее + глагол- сказуемое + дополнение + инфинитив без to.

| | | | |
|-----|-------------------|---------|--------------------------|
| I | saw | him | cross the road. |
| I | heard | the car | stop. |
| She | made (заставлять) | me | learn the poem by heart. |

(Ho: I was made to learn the poem by heart.)

A. 1. He wanted us to visit the art exhibition.

2. I expect you to tell me everything.

3. I suppose her to be about 50.

4. The teacher does not consider him to be a good student.

5. The engineer expected the work to be done in time.

6. We expect you to show good results.

7. We know him to have graduated from the Institute two years ago.

8. Everybody knows him to be working on a new book.

9. We believe cybernetics to be an important branch of modern technology.

10. We thought him to have taken part in their experiment.

B. 1. She felt somebody touch her.

2. We heard him come in and close the door behind him.

3. Have you ever seen Ulanova dance?

4. She watched the boy buy a newspaper, open it, look it through and then throw it away.

5. I heard him mention my sister's name.
6. Many people like to watch the sun rise.
7. She saw her son fall and shouted.
8. He likes to watch his son play in the garden.
9. The students heard the bell ring.
10. You can't make me believe that all these stories are true.
11. In spite of bad weather the instructor made the sportsmen continue their training.

10. а) Проанализируйте структуру субъектного инфинитивного оборота. б) Затем прочитайте текст и проанализируйте случаи употребления Complex Object и Complex Subject.

Complex Subject

Подлежащее + глагол-сказуемое + инфинитив

| | | |
|-----|---------------------|-------------------------|
| He | <i>is said</i> | to be living in France. |
| You | <i>are supposed</i> | to do the washing up. |

Socrates is known to be the Great Greek philosopher and orator. A talkative young man wanted Socrates to teach him oratory. He begged Socrates to hear him speak on some subject. Socrates let him talk as much as he liked and then said: "You must pay me double price, for I'll have to teach you two sciences: how to speak and how to hold your tongue."

11. Переведите следующие предложения на русский язык, обращая внимание на субъектный инфинитивный оборот.
1. The lecture was said to be very interesting.
 2. The members of the committee are reported to come to an agreement.
 3. The English delegation is believed to come at the end of the month.
 4. She seems to know English and French.
 5. He proved to be a good teacher.
 6. This school is considered to be the best in the town.
 7. The weather appears to be improving.
 8. The doctor happened to be there at the time of the accident.
 9. She seems to be waiting for you.
 10. Lake Baikal is said to be the deepest in the world.
 11. This picture proved to be the best at the exhibition.
 12. These two scientists happened to work on the same problem.
12. Закончите следующие предложения, употребляя простой или совершенный инфинитив ... (в активе или пассиве):
1. The speed of the car is known to ...
 2. Mars is expected to ...

3. The diesel engine is known to ...
4. The results are supposed to ...
5. The atmosphere of Saturn is assumed to ...
6. The radio was thought to ...
7. The calculations were considered to ...
8. The new system was believed to ...
9. The scientist is always supposed to ...
10. The match is reported to ...
11. The road is expected to ...
12. The design is said to ...
13. **Переведите следующие предложения на русский язык, обращая внимание на инфинитивные конструкции:**
 1. A lot of people came to watch the ocean liner return home after a long voyage.
 2. Everybody thought him to be quite a reliable person.
 3. The captain declared the load to be too much for his small boat.
 4. He seems to know a great deal about the history of navigation.
 5. The boat, though very small, proved to be quite reliable.
 6. The 20th century is considered to be the century of space travels.
 7. The motor proved to be quite efficient.
 8. Atomic ice-breakers are known to operate on a negligible quantity of atomic fuel.
 9. The results of the test were found to be very interesting.
 10. I know them to be working on the problem of protecting the cosmonauts from the effect of sun radiation.
 11. Rubber is known to have been brought from America.
 12. Ink is supposed to have been invented in Egypt.
 13. We expected him to be appointed director of a new automobile plant.
 14. This question appears to be of great importance.
 15. The plan proved to be a great success.
 16. The travellers found the people of the small island (to be) very friendly.
 17. They reported the capacity of the new engine to have been increased.
 18. The owner of the motor car wanted the old engine to be replaced.
14. а) Проанализируйте функции, в которых употребляются слова *one, ones*. б) Затем переведите предложения, обращая внимание на значения этих слов.

Функции слов *one, ones*

1. He has given me **one** of his English books.
2. **One** must always observe traffic rules.
3. He hasn't got a radio-set, he wants to buy **one**.
4. Those texts are too long, we need shorter **ones**.

1. I shall have to buy a new coat for myself and another one for my sister.
 2. One thing is clear to everybody: one must study hard if one wants to pass one's examinations.
 3. This TV set is very expensive, show me another one.
 4. One never knows what may happen.
 5. What other methods will they use? The one they are using now is not very effective.
 6. The more one studies, the more one knows.
 7. These trucks are too small; they will need bigger ones.
 8. This apparatus is more powerful than the one installed in our laboratory.
 9. He is one of the most experienced drivers.
 10. This article is much more difficult than the one we translated yesterday.
15. а) Проанализируйте случаи употребления слов *that, those*. б) Затем переведите предложения, обращая внимание на значения этих слов.

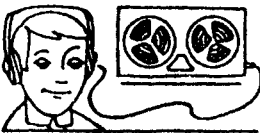
Функции слов *that, those*

1. Give me **that** textbook please. (Give me **those** textbooks.)
2. **That** was a hard day. (**Those** were hard days.)
3. He thought **that** they would arrive tomorrow.
- 4: I will show you the engine **that** we must test.
5. The year on the Earth is twice as short as **that** on Mars.
6. **That** he is a good driver is a well-known fact.

1. I am afraid **that** he has fallen ill.
 2. **That** he agreed to help his friends is only natural.
 3. She said **that** she would come back in ten minutes.
 4. The book **that** you gave me is very interesting.
 5. The question **that** was discussed at the meeting yesterday is very important.
 6. **That** happened the year when I entered the Institute.
 7. **Those** children are always very noisy.
 8. He thought **that** all **those** things were not important.
 9. **That** was the thing **that** he wanted.
 10. The towns and cities **that** were destroyed during the war have been all reconstructed.
16. Переведите следующие предложения, обращая внимание на значения слов *one (ones), that (those)*.
1. This dictionary is very large, show me a smaller one.
 2. One should be very attentive when taking notes at the lecture.

3. The trouble is that they haven't calculated the exact speed of the car.
 4. This device is an ordinary one.
 5. He said that the question should be discussed at once.
 6. This advanced method allows one to get good results.
 7. They knew that the building had collapsed.
 8. One should be very careful when crossing the street.
 9. That was the distance that they covered in one hour.
 10. The properties of gold are different from those of iron.
 11. One never knows what to expect in this case.
 12. This was one of the reasons for extending the bus route.
 13. The problems of water supply in this town are as important as those of lighting and heating.
17. Переведите следующие предложения без словаря, обращая внимание на слова, образованные по способу конверсии.

1. Besides his work Einstein liked most of all playing the violin and boating.
2. He didn't know her likes and dislikes.
3. A small boat couldn't hold so many people.
4. They supply us with all necessary information.
5. Our supplies of fuel have come to an end.
6. When was this ship built?
7. The supplies are shipped to Antarctic Stations in summer.
8. It was a fine day, and many people were boating on the lake.
9. There was no wind and the sails were down.
10. The ships sailed across the Atlantic as early as the 15th century.
11. A submarine of this design can cross the Arctic under water.
12. Large supplies of fuel were stored during summer.
13. Fuelling stations are situated along the highway.
14. Will you step aside, please?
15. He took one step forward.
16. Can you repair my watch?
17. The house needs only small repairs.
18. I didn't like his last remark.
19. He remarked on the kind of work they would have to carry out.



LISTENING PRACTICE

1. There is one part of the Western Atlantic Ocean which has a very strange history. From time to time ships and planes vanish in this area. It

lies between Bermuda, Florida and Puerto Rico and is known as "The Bermuda Triangle". The Bermuda Triangle got its name from a mysterious event which took place on the 5th of December 1945.

a) Listen to the report of this event and be ready to answer the following questions.

1. What was the weather like on the 5th of December 1945?
2. How many officers were going to make a flight to Bermuda?
3. What was the duration of the flight they planned to make?
4. Why did one of the officers want to stay at the base?
5. Did the officers make their flight in the morning, in the afternoon, in the evening or at night?
6. What happened during the flight?
7. What did the Navy do to find the planes?
8. How many planes and people vanished on that day?

b) Retell the story.

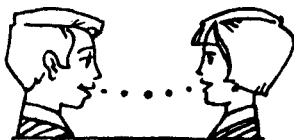
c) You heard the report of the event over the radio. Tell your friends about it.

2. Some records show that since 1945 near the Bermuda Triangle over 100 planes and ships have disappeared and more than 1000 people have been lost. There are different explanations for these disappearances. You can find some of them below. They are based on legends, experience and facts. Look through them and say which of them you consider to be the most convincing.

- 1) There are sea monsters which pull boats down to the sea bed.
- 2) There are visitors from outer space who take them to an unknown planet.
- 3) There are extreme weather conditions in this part of the world (huge waves and cyclones).
- 4) The Bermuda Triangle is one of the two places on the earth where a magnetic compass does not point towards true north.
- 5) The Bermuda Triangle does not exist and all the accidents that happened there are simply a coincidence.
- 6) There are small earthquakes here which create sea storms that pull the ships down to the sea bed.
- 7) There are caves ("blue holes") under the water which create a whirlpool that sinks ships.
- 8) Planes fly into holes in the sky and disappear there.

a) Listen to one of the explanations of the Bermuda Triangle secret in detail. Do you find it convincing? If not, give your reasons.

- b) Read the transcript of the text on p. 433. Look up the words you do not know in your dictionary.



ORAL PRACTICE

1. Topic. *The historic voyage you wish you had taken part in.*

In childhood almost all of us were fascinated by the adventures of great travellers. The most exciting adventures of them happened when travelling by water. Which of the historic voyages do you wish you had taken part in? Speaking about this voyage present information on:

- 1) the time the voyage took place;
- 2) the name of the person who organized and led it;
- 3) the people who took part in it;
- 4) the place the travellers wanted to reach and why;
- 5) the places the travellers visited during their voyage;
- 6) the difficulties the travellers had to overcome;
- 7) what you would have done during this voyage;
- 8) why this voyage seems so interesting to you.

2. Pairwork. Think of some good questions to the following answers. The answers needn't be true.

- | | |
|-----------------------|-------------------------|
| 1. Slowly. | 6. On the island. |
| 2. Till 5 o'clock. | 7. About 60 miles. |
| 3. Only a few books. | 8. Round the village. |
| 4. Owing to his help. | 9. In the 21st century. |
| 5. Quite reliable. | 10. Anything. |

3. A representative of the industry turns to a clerk at the Transportation Agency to hire transport in order to deliver some goods.

REPRESENTATIVE OF THE INDUSTRY: Choose the goods you should deliver (*Table 1*) and turn to the clerk at the Transportation Agency to hire a means of transport.

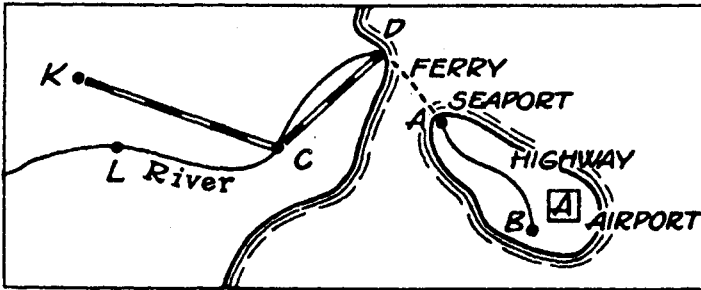
CLERK AT THE TRANSPORTATION AGENCY: Recommend to your client the means of transport which are available at the moment (*Table 2*) for each section of the route.

Table 1

| Cargo | Route |
|----------|-------|
| coal | K - A |
| timber | B - C |
| cars | L - K |
| cars | L - A |
| tomatoes | L - A |

Table 2

| Land transport | Water transport |
|-----------------|-----------------|
| passenger train | ferry |
| cargo train | barge |
| lorry | cargo ship |
| bus | tanker |
| crane | |



4. Discussion. One of the world's greatest mystery stories is about the lost continent of Atlantis. The people who believe in its existence think that it was in the Atlantic Ocean between North America, Europe and Africa 12,000 years ago. One day Atlantis disappeared in the waters of the ocean because of a violent earthquake. There are also people who don't believe in the existence of Atlantis. All of them have their own arguments. Did Atlantis exist or not?

a) Read the following arguments for and against the existence of Atlantis.

| For | Against |
|---|---|
| <ol style="list-style-type: none"> 1. Plato wrote about Atlantis in his "Dialogues". 2. Plato learned of Atlantis from Egyptians who said that the people of Atlantis had had a very advanced civilization. 3. On the land under the Atlantic Ocean scientists found hills and mountains which had once been above water. 4. In the Atlantic Ocean scientists found old parts of buildings and walls which are considered to have been part of an earlier civilization. | <ol style="list-style-type: none"> 1. Atlantis is only a myth. 2. Atlantis is a myth of Greeks, Egyptians, Babylonians and even American Indians about a land where people lived in happiness. 3. People are eager to believe mysteries. 4. 12,000 years ago people couldn't have had an advanced civilization. |

b) Discuss the problem in groups of 3-5 students in order to make a decision.

c) Fill in the chart and give your reasons.

| | Group 1 | Group 2 | Group 3 | Group 4 |
|--|---------|---------|---------|---------|
| Atlantis never existed on Earth. | | | | |
| Atlantis existed in the Atlantic Ocean long ago. | | | | |



READING PRACTICE

1. a) Since the early days people have tried to use rivers, lakes and seas for transportation. They improved the design of ships and there appeared new types of them during different periods. Read the text "Water Transport" and fill in the table following it with information about ships.

TEXT 9A

WATER TRANSPORT

1. One of the most important things about water transport is the small effort needed to move floating craft. A heavy boat or a barge weighing several tons can be moved through the water, slowly but steadily, by one man. An aeroplane of the same weight as the barge needs engines of 1,000 horsepower or more in order to fly.

2. The raft made of logs of wood is supposed to be the earliest type of boat.

Rafts seem to be clumsy vessels, although the Norwegian scientist Thor Heyerdahl and his five companions in 1947 made a voyage on the raft *Kon-Tiki* from Peru to Tuamotu Islands – a distance of 4,500 miles.

3. The water transport in ancient times developed most rapidly on great rivers. The ancient Romans used vessels to carry their armies and supplies to colonies. These ships, usually called galleys, continued to be used in the Mediterranean till 1750.

4. The introduction of the magnetic compass allowed long voyages to be made with much greater safety. At the end of the 15th century, sailing vessels are known to have carried men from Europe to America and round Africa to India.

The middle of the 19th century proved to be the highest point in the development of sailing ships.

5. **Steam and Motor Ships.** One of the earliest steamboats is known to have been tested at the end of the 18th century. The first steamship to cross the Atlantic was the *Savannah*, 98-foot ship built in New York, which made the crossing in 1819. Like all the early steamships, it had sails as well as paddles.¹ By the middle of the 19th century it became possible to build much larger ships for iron and steel began to replace timber.

6. The rapid increase in the size and power of ships was promoted by the industrial revolution. The industrial countries produced great quantities of goods which were carried to all parts of the world by ships. On their return voyages, the ships brought either raw materials such as cotton, metals, timber for the factories, or grain and foodstuffs for the growing population.

During the same period, a great deal was done to improve ports, and that permitted larger ships to use them and to make loading and unloading faster.

7. Improvements introduced in the 20th century included the smoother and more efficient type of engines called steam turbines and the use of oil fuel instead of coal. Between 1910 and 1920 the diesel engine began to be introduced in ships. These diesel-engined ships are called motor ships.² The largest ships, however, are still generally driven by steam turbines. In the late 1950s a few ships were being built which were equipped with nuclear reactors for producing steam.

8. In 1957 the world's first atomic ice-breaker was launched in Leningrad.

This atomic ice-breaker is equipped with an atomic engine owing to which her operating on negligible quantities of nuclear fuel is possible. In spite of the capacity of her engine being 44,000 h.p. it will need only a few grams of atomic fuel a week.

The atomic ice-breaker has three nuclear reactors. The operation of the nuclear reactor is accompanied by powerful radiation. Therefore, the ice-breaker is equipped with reliable means of protection. The ice-breaker is designed for operation in Arctic waters.

9. **Canal Transport.** Sea-going ships can use some rivers, such as the Thames in England, the Rhine, and the Volga in Europe and the Mississippi in the United States. Generally, however, a river has to be "canalized" before ships can use it. This means widening and deepening the channel and protecting its banks so that they do not wash away and block the river with mud.

10. We find the British canals to be quite narrow and shallow.

The canals in Europe are much larger than those in Great Britain. France has a big network of canals, centred on Paris, and linking ports of the Atlantic, Mediterranean and English Channel³ coasts with each other and with other countries.

NOTES TO THE TEXT

¹ paddle – гребное колесо

² motor ship – теплоход

³ the English Channel – Ла-Манш

| The name of the vessel | When did it appear? | What is (was) it driven by? | What is (was) it used for? |
|------------------------|---------------------|---------------------------------|--------------------------------|
| Atomic ice-breaker | in 1957 | by atomic engine of 44,000 h.p. | for operation in Arctic waters |
| Motor ship | | | |
| Steamship | | | |
| Sailing vessel | | | |
| Galley | | | |

- b) Find in the text the passages describing the earliest types of boat and how water transport was developing on great rivers and translate it into Russian.
- c) Read one of these passages aloud. (Approximate time of reading is 45 seconds.)
- d) Find in the text sentences with Complex Object and Complex Subject.
- e) Find in the text and put down the key words which can be used to speak about water transport.
2. a) Skim the text to understand what it is about. Time your reading. A good time would be for seven minutes (80 words per minute). Be ready to answer some questions.

TEXT 9B

INTERESTING FACTS ABOUT CANALS

1. The best examples of canals used for draining land are found in Holland, where much of the country is below sea-level. Dams are used to prevent flooding and since 1932 over 300,000 acres of land have been drained. In winter the Dutch people use the frozen canals for ice-skating.

2. In a hot dry country such as Egypt water is scarce, and to prevent the land from becoming dry long canals are built from dams. These canals must be continually kept open, for the Egyptian farms and cotton fields cannot exist without these life lines of water.

3. Many inland waterways are used for the transport of heavy goods by barges. This method of carrying materials is not so widely used now, for although it is cheaper, it has the disadvantage of being much slower. Speed

is regulated by the number of bridges and locks¹ which the barges encounter.

4. Two notable canals for ships in Europe are the Corinth Canal and the Kiel Canal. The former was built in 1893 across the solid rocks of the isthmus² of Corinth. Bridges from the tops of the steep sides of the canal connect north and south Greece. The Kiel Canal, which also has no locks, was built two years later and it gives the countries of the Baltic Sea quicker access to the west.

5. Venice, at the Adriatic Sea, is one of the most beautiful cities in Europe, for it has many canals instead of streets. Long narrow boats with curved ends, called "gondolas", carry passengers and goods from one part of the city to another. The gondolas are supplied with lanterns, which at night make the canals very colourful and romantic. A peculiar custom of former days was that the Ruler of Venice used to throw a ring into the water each year to show that the city was wed³ to the sea.

6. One of the greatest arteries of world trade is the Suez Canal separating the two continents of Asia and Africa. As trade with India increased, the overland route across Suez became regular but very expensive. In 1859, the French engineer, Ferdinand de Lesseps, started to cut a passage through this flat desert country. Ten years later, the first sea-going ships passed through the canal, which is a hundred miles long and has no locks, thus completing a direct water route from the North Atlantic to the Indian Ocean.

The journey along the canal takes about fifteen hours and shortens the distance from Britain to the East by about 4,000 miles. The canal belongs to Egypt and is a vital waterway serving the merchants fleets of many nations.

7. The Great Lakes which lie between Canada and the United States have become part of the world's ocean highways for it is now possible for big ships to sail up the Saint Lawrence Canal to the ports of Toronto, Cleveland and Chicago. A 218 mile canal joins the Atlantic with these Great Lakes which contain half of all the fresh water in the world. There are seven locks, five on the Canadian side and two on the United States side. Bridges needed to be raised fifty feet to allow big ship traffic to pass and, indeed, from Montreal, these ocean-going vessels are raised 246 feet above the sea-level to Lake Ontario. The Saint Lawrence Canal takes the ships 2,200 miles inland, half-way across the North American continent and deep into the heart of Canada.

NOTES TO THE TEXT

¹ lock – шлюз

² isthmus – перешеек

³ to be wed – быть обрученным

b) Answer the following questions.

1. What are dams in Holland used for?
2. Why aren't barges so widely used now?
3. When was the Corinth Canal built?
4. When was the Kiel Canal built?
5. What makes Venice one of the most beautiful cities in Europe?
6. What makes the canals look so romantic at night?
7. What peculiar custom existed in Venice?
8. When was the Suez Canal opened for navigation?
9. How long does the journey along the Suez Canal take?
10. Who built the Suez Canal?
11. Do the Great Lakes contain fresh or salt water?
12. Can ocean-going ships travel along the Saint Lawrence Canal?

3. Read the text to find answers to the given questions.

TEXT 9C

THE FIRST VOYAGE ROUND THE WORLD

1. What was the aim of Magellan's voyage?

Magellan lived from 1480 till 1521. The first voyage round the world was made by him over 400 years ago. He thought that by going west he could travel by sea round the world and come to the same place again.

In those early days many people in Europe were interested in India. They knew it was a very rich country whose culture was older than theirs. Magellan wanted to find a new way to India. His country, Portugal, did not help him, but he got money, ships, and all things necessary for the voyage from Spain.

2. What kind of person was Magellan?

At last the great day came and the voyage began. That was in September of 1519. Some people thought that nothing would come of it, that Magellan and his men would get lost and never come home again; others were sure that the whole thing would be a success. Who would be right, it was difficult to say at the moment. Magellan belonged to those who stop at nothing and always do their best to get what they want.

3. What did the people whom Magellan met in South America look like?

One day, after a voyage of many months, Magellan's crew saw land. It turned out to be South America. As the travellers were badly in need of food

and water, Magellan decided to stop there. With some of his sailors he went to see what the country was like. They were soon met by a crowd of men and women, who looked quite different from them

These people were dark and had neither shoes, nor clothes. They soon made friends. They could not speak, of course, but understood one another well enough. Then these people went off, but soon returned, bringing with them many different things to eat. In his turn Magellan and his men gave them things which were not dear but looked beautiful. Everyone was well pleased.

4. Why was the voyage to the Philippine Islands difficult?

Magellan did not stay long in South America: he was in a hurry to get to India. This voyage was long and difficult. Islands were few and far between, and the travellers were often in need of food and water. Many of them fell ill, but at last, after many months of travelling, they reached the Philippine Islands. People used to get to India going east, while Magellan wanted to get there by travelling west.

5. In what war was Magellan killed?

In the Philippine Islands Magellan and his men were well met by the people. They stayed there for some time and took part in a war between two different peoples of the islands. Magellan was killed in this war.

Of Magellan's five ships which started for India in 1519 only one returned three years later, after making the first voyage round the world.

4. Among the mysteries of the ocean is the eruption of the volcano Thera (sometimes called Santorini) and the destruction of Minoan civilization on Crete which both took place in the Aegean Sea about 35 centuries ago.

a) Read the article and find different scientific interpretations of the events. Which of them seems to you the most realistic?

TEXT 9D

THE THERA THEORY

This beautiful Aegean island has been charged with an ancient and terrible crime: its eruption supposedly wiped out the peace-loving Minoan civilization on Crete. But the latest evidence says "not guilty".

In 1939 Greek archaeologist Spyridon Marinatos proposed that the relationship between the eruption of Thera and the destruction of Minoan Crete was indeed real.

He believed in the existence of volcanic ashfalls that blanketed the Minoan fields, of giant waves that smashed Minoan ships and ports, and of

earthquakes that shook Minoan buildings, toppling oil lamps and igniting conflagrations that levelled the palaces.

Marinatos's eruption theory was always controversial and he himself realized he needed to find more facts. In the mid-1960s he began looking on Thera for ancient settlements.

His discovery was sensational – Marinatos found two-storey houses well preserved in the volcanic ash.

But Marinatos found no skeletons, apparently because the inhabitants had had warning of the eruption and had fled: and he found no written records.

Marinatos knew he needed help from outside archaeology. So he encouraged a group of geologists and other scientists to study Thera.

Some of the first bad news was reported in the early 1970s by a husband-and-wife team of geologists, Charles Vitaliano and Dorothy Vitaliano. Marinatos had urged them to search for Thera ash at Minoan sites, hoping they would find heavy ashfalls dating from 1450 B.C. After years of collecting and analyzing samples, the Vitalianos found ash, all right, but none anywhere near the date that would support Marinatos's theory.

Not only was the timing of the ashfall on Crete wrong but so was the amount: the ashfall was not very heavy. "The current thinking," says Dorothy Vitaliano, "is that not more than half an inch fell on eastern Crete" – where most of the Minoan settlements were – "which was not enough to do any serious damage."

While the Vitalianos were examining the Cretan ash, other researchers began to reconsider the rest of Marinatos's scenario. His claim that giant waves set off by the eruption of Thera had pounded Minoan ports on the north coast of Crete was at least plausible: eruptions of island volcanoes have been known to trigger such waves, or tsunamis. The problem was that there was no clear evidence that a Thera tsunami actually occurred; no one had found the distinctive type of sedimentary deposit that the wave would have left on the coast. What's more, as tsunami experts achieved a better understanding of the physics of the giant waves, their estimates of the potential size of a Thera wave came down dramatically, from a terrifying destructive 600 feet to an eminently surfable 30 feet.

In any case, the archaeological evidence suggests that much of the destruction of Crete was caused by fire, not by ash or water. Marinatos argued that earthquakes triggered by the eruption of Thera started the fires on Crete by knocking over oil lamps. But as volcanologist Grant Heiken of the Los Alamos National Laboratory, who has studied Thera, points out,

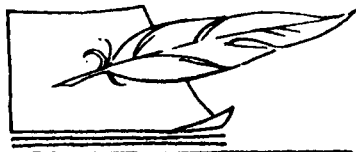
the Los Alamos National Laboratory, who has studied Thera, points out, volcanic earthquakes are usually too small to do much damage 70 miles away.

All these researches raise a question: If the eruption of Thera did not wipe out Minoan civilization, what did? One obvious possibility is that Crete was invaded by the Mycenaeans, or perhaps even by Therans fleeing the effects of the eruption. The trouble with that explanation which seems quite reasonable is that it is not well supported by the mythological evidence. In the Minoan tradition, nowhere is a battle described.

A second possibility supported by some archaeologists is that Minoan civilization was torn apart by internal strife. But this too doesn't seem to fit the facts. "The evidence is completely in the other direction," says Warren. "At the moment of its destruction, the society appears to have been a harmonious one." In the absence of written records, the real cause of the Minoan downfall may never be known.

What we can hope to know about the events in the Aegean between the seventeenth and fifteenth centuries B.C. may never seem quite as satisfying as the mythical possibilities. What we now know is this: A grand civilization collapsed, for reasons that elude us, a grand volcano exploded, but its wider impact seems to have been slight.

b) Write a summary of the text in Russian.



WRITING PRACTICE

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VOCABULARY LIST

1. **boat** (*n, v*)
2. **capacity** (*n*)
3. **century** (*n*)
4. **cotton** (*n*)
5. **cross** (*n, v*)
6. **deepen** (*v*)
7. **design** (*n, v*)
8. **efficient** (*a*)
9. **end** (*n, v*)
10. **a few**
11. **fly** (*v*)
12. **for** (*conj*)
13. **fuel** (*n, v*)
14. **a great deal**
15. **iron** (*n*)
16. **island** (*n*)
17. **horsepower** (*n*)
18. **like** (*a, prep*)
19. **load** (*n, v*)
20. **mile** (*n*)
21. **narrow** (*a*)
22. **negligible** (*a*)
23. **oil** (*n, v*)
24. **operate** (*v*)
25. **in order to** (*prep*)
26. **owing to** (*prep*)
27. **point** (*n, v*)
28. **promote** (*v*)
29. **protection** (*n*)
30. **prove** (*v*)
31. **quantity** (*n*)
32. **raw** (*a*)
33. **reliable** (*a*)
34. **replace** (*v*)
35. **round** (*prep*)
36. **run** (*v*)
37. **sail** (*n, v*)
38. **seem** (*v*)
39. **ship** (*n, v*)
40. **size** (*n*)
41. **slowly** (*adv*)
42. **smooth** (*a*)
43. **steel** (*n*)
44. **such as**
45. **supply** (*n, v*)
46. **suppose** (*v*)
47. **till** (*prep*)
48. **timber** (*n*)
49. **weigh** (*v*)
50. **widen** (*v*)

UNIT 10

AIR TRANSPORT

LANGUAGE MATERIAL

VOCABULARY

1. Прочитайте вслух новые слова, познакомьтесь с их русскими эквивалентами. Определите их значения в данных предложениях.

1. MERELY

только

This device is not merely reliable, but also very efficient.

2. DRAWBACK

недостаток

The main drawback of the new design is its high cost.

3. WHEREAS

тогда как

An atomic ice-breaker needs only a few grams of atomic fuel a week, whereas an ordinary ice-breaker needs more than 100 tons of fuel a day.

4. TO BREAK DOWN (BROKE, BROKEN)

сломаться, разрушиться

The engine broke down at the beginning of the test.

5. AIRCRAFT

самолет; *собр.* авиация

One of the main advantages of an aircraft is its very high speed.

6. TROUBLE

поломка, авария, неполадки

There was some engine trouble and the driver asked the passengers to leave the car.

7. PRECAUTION

предосторожность, мера предосторожности

All precautions were taken against the new epidemic.

8. TO TEND TO

обнаруживать склонность, тенденцию; случаться часто, регулярно

He tends to get angry when criticized. It tends to rain here in the autumn.

9. LOW

низкий

There was a low brick wall around the house.

10. CLOUD

облако

11. ALONE

1) один

2) только

12. UPPER

верхний

13. DENSITY

плотность

14. WEATHER

погода

15. PARTICULARLY

особенно

16. READINGS

показания (на приборе)

17. TO OBSERVE

1) наблюдать

2) соблюдать

18. TO ADOPT

принимать

19. NO LONGER

больше не

20. CAPABLE

способный

21. SKILLED

опытный, квалифицированный

22. AVAILABLE

наличный, имеющийся

23. TO CONVERT

превращать(ся)

24. EXTRA

дополнительный

There was not a cloud in the sky.

1) I can't repair this motor alone; you must help me.

2) He alone can prove that I am right.

If you need a dictionary, it is on the upper shelf.

The density of lower layers of the atmosphere is greater than that of the upper ones.

The work at the meteorological stations goes on regularly in any weather.

He is a good student and is particularly interested in mathematics.

All space rockets are equipped with instruments the readings of which are sent back to the ground.

1) One can observe distant stars by means of a telescope.

2) You must observe the rules of spelling.

The metric system of measures and weights has been adopted by almost all the countries of the world.

He is no longer working here.

An electronic computer is capable of solving different complicated problems.

The expedition consisted of skilled engineers and workers.

Is timber available in this region?

At 100°C water is converted into steam.

You will receive extra pay for extra work.

25. TO RECOGNIZE

1) узнавать

2) признавать

1) He didn't recognize my voice over the telephone.

2) His invention was recognized in many countries.

26. URGENT

срочный, крайне необходимый

URGENTLY

срочно, безотлагательно

It's not urgent. It can wait until tomorrow.

This question must be settled urgently.

27. WHOLLY

совершенно, целиком

The problem hasn't been wholly solved.

28. FAST

быстрый

If you walk fast, you will get there in two hours.

29. EMERGENCY

крайняя необходимость, крайность

In case of emergency the doctors are sent to the island by helicopter.

30. BESIDES

помимо, кроме

Ten of us passed besides Helen.

31. UNLIKELY

маловероятный

It is unlikely that they will discuss the problem today.

32. EVER

когда-либо

Have you ever been to Paris?

33. BULKY

большой, громоздкий

Bulky loads are usually transported by railway or by ship.

34. CARGO

груз

Bulky cargoes are seldom transported by aircraft.

35. NEARLY

почти, приблизительно

What's the time? - It's nearly two o'clock.

36. TO TAKE OFF (TOOK. TAKEN)

взлетать

The airliner took off at 6:30 p.m.

37. TO GAIN

1) выигрывать

2) приобретать

1) They gained a lot of time by using computers in their research work.

2) I hope you'll gain by the experience.

38. TO LOSE (LOST)

1) проиграть

2) терять

1) Unfortunately *Spartak* lost yesterday's match.

2) He has lost the key to his flat.

39. BECAUSE

потому что; так как

We decided to stay at home because it rained.

40. FORWARD

вперед

41. TO COMBINE

соединять; сочетать

42. PURPOSE

цель, намерение

43. ACROSS

через

Their plans are going forward satisfactorily.

The parties combined to form a coalition government.

What was the purpose of their visit?

They built a bridge across the river.

2. Работа со словарем. Прочтите предложения, определите исходную форму выделенных слов, часть речи, к которой они относятся, и найдите соответствующие значения этих слов в словаре.

1. a) The expedition **stayed** in the arctic zone for three months.
b) I met him twice during my **stay** there.
c) I am sorry we can't **stay** here any longer.
2. a) **Trucks** are usually used for carrying heavy loads.
b) The supplies for the mountain observatory can be **trucked** only in summer.
c) Where can I park this **truck**?
3. a) High production costs lead to high prices in the shops.
b) How much does the new model of the car **cost** now?
c) It's **costing** me a fortune to send the children on holiday.
4. a) This device controls the air **flow**.
b) The river **flows** between the high banks.
c) What is the speed of the water **flow** under the bridge?
5. a) He **released** the brake (тормоз) and the car started.
b) His new film has just **been released**.
c) After my examination I had a feeling of **release**.
6. a) The seats of modern design were **fitted** in the motor car.
b) The water in this lake is not **fit** to drink.
c) The lid (крышка) **fits** badly.
7. a) Timber has gone up in **value**.
b) I **value** your opinion very highly.
c) The house has been **valued** at 80,000 dollars.

3. Прочтите следующие интернациональные слова вслух и, основываясь на значениях соответствующих русских слов, определите их значения.

regular ['regjʊlə]

meteorologist [,mi:tjə 'rɒlədʒɪst]

radio ['reɪdiəʊ]

practice ['præktɪs]

medical ['medɪkl]

film [fɪlm]

position [pə'ziʃn]

radar ['reɪdə]

pilot ['paɪlət]

photography [fə'tɒgrəfi]

serious ['sɪəriəs]

helicopter ['helɪkɒptə]

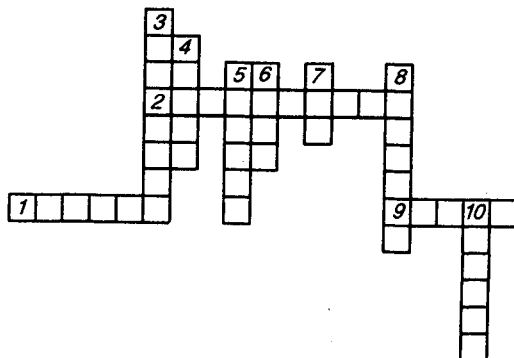
4. Найдите в правой колонке слова, противоположные по значению словам в левой колонке.

- | | |
|----------------|---|
| 1. drawback | a) purpose, b) influence, c) duration, d) advantage |
| 2. low | a) fast, b) high, c) smooth, d) wide |
| 3. capable | a) fit, b) brave, c) incapable, d) due |
| 4. wholly | a) partly, b) nearly, c) no longer, d) steadily |
| 5. to gain | a) to release, b) to lose, c) to take off, d) to send |
| 6. backward | a) available, b) research, c) advanced, d) similar |
| 7. unlikely | a) ordinary, b) possible, c) likely, d) therefore |
| 8. fast | a) slowly, b) usually, c) often, d) enough |
| 9. bulky | a) urgent, b) warm, c) essential, d) small |
| 10. forward | a) across, b) besides, c) ever, d) backward |
| 11. gradually | a) probably, b) scarcely, c) at once, d) unfortunately |
| 12. negligible | a) internal, b) considerable, c) previous, d) permanent |

5. Прочтите и переведите на русский язык следующие словосочетания.

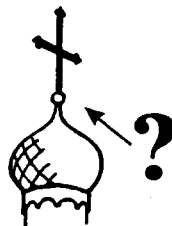
- | | |
|-------------------------------------|--|
| to stay at home | the density of the atmosphere |
| another drawback of the new device | the advantages of the new aircraft design |
| to adopt a new system of control | to fit extra seats |
| to increase the cost | a strong water flow |
| a new feature of this aircraft | to convert work into energy |
| particularly bad weather | a skilled worker |
| it was particularly urgent business | available extra parts |
| to move forward | to recognize the trouble in the engine |
| to walk across the street | densely-populated countries |
| to need little space for taking-off | this fact alone |
| to gain in speed | to take precautions against engine break-down |
| to lose speed | to be capable of solving complicated mathematical problems |
| to need extra parts | to seem merely a chance |
| to combine work and studies | bulky cargoes |
| to lose time | to be no longer significant |
| at a distance of nearly two miles | besides you and me |
| to observe weather changes | a huge cargo |
| on the upper shelf | |
| low clouds | |
| to move very fast | |

6. Решите кроссворд.



1. To give things to a person for use.
2. Too small or unimportant to make any difference or to be worth any attention.
3. Mathematics is a science of pure q ...
4. A strong material used for building modern ships.
5. Opposite to *rapidly*.
6. 1.852 metres = 1 nautical ...
7. The most important raw material used in chemical industry.
8. To put something in place of something else.

9.



- 9.
10. We call a surface without raised or lowered places or points ...

WORD-BUILDING

7. Найдите в каждом ряду слово, образованное от первого слова ряда.

- | | |
|--------------|--|
| 1. science | a) steadily, b) scarcely, c) scientist, d) site |
| 2. land | a) among, b) landing, c) last, d) later |
| 3. simple | a) steamer, b) side, c) simplicity, d) shift |
| 4. determine | a) determiner, b) discovery, c) education, d) decision |
| 5. ordinary | a) obtain, b) outside, c) often, d) extraordinary |
| 6. furnish | a) offer, b) furnishing, c) turn, d) though |
| 7. discover | a) discovery, b) determine, c) degree, d) development |
| 8. refuse | a) research, b) receiver, c) refusal, d) requirement |
| 9. soon | a) closer, b) sooner, c) else, d) once |

- 10. steady
- 11. through
- 12. world

- a) simple, b) carry, c) safely, d) steadily
- a) throw, b) thought, c) throughout, d) therefore
- a) work, b) worldly, c) way, d) weak

8. Найдите в тексте слова, имеющие общий корень со словами перед текстом, определите, к какой части речи они относятся и каковы их значения. Затем прочтите и переведите текст.

resemblance – сходство
to differ – различаться
to complete – завершать
to encourage – поощрять

quick – быстрый
extreme – крайний
to value – ценить
to assist – помогать

A new way of teaching five-year-olds basic words has been used in one of English schools.

Every day 29 boys and girls spend half an hour playing a game resembling lotto. But instead of using cards containing numbers each card has a different set of words used by the children in everyday life. The teacher calls out words such as *cat*, *play*, *ball*, and the children look through their cards to see if they can find them. On completion of a card another game begins. There is no prize, only a word of encouragement from a teacher. The children learn words more quickly by this method than by conventional (обычный) means. This method could also be extremely valuable because it offers certain assistance in teaching backward (отсталый) children from older age-groups.

GRAMMAR REVIEW

9. а) Проанализируйте, какие формы времен используются в условных предложениях.
б) Затем прочтите диалог, найдите в нем условные предложения и объясните, почему в них следует употребить именно эти формы.

| Условные предложения |
|--|
| I. If you leave before ten, you'll catch the train. |
| II. а) If you washed your hair with my shampoo, it would look much better. |
| б) If I hadn't been ill, I would have gone a week ago. |

SAILOR: My father and grandfather had all died at sea.

FARMER: Then, if I were you, I would never go to sea.

SAILOR: And where did your father and grandfather die?

FARMER: Why, in their beds, of course.

SAILOR: In their beds? If I were you, I would never go to bed.

10. Переведите следующие предложения на русский язык, обращая внимание на условные придаточные предложения.

1. If I come home early, I'll be able to write my report today.
2. If he were at the Institute now, he would help us to translate the article.
3. If you had come to the meeting yesterday, you would have met with a well-known English writer.
4. You will get good results if you apply this method of calculation.
5. If he had taken a taxi, he would have come on time.
6. If the speed of the body were 16 km per second, it would leave the solar system.
7. If it had not been so cold, I would have gone to the country.
8. If the air were composed only of nitrogen, burning would be impossible.
9. If you press the button, the device will start working.
10. The design would have been ready by the end of the year if they had supplied us with all the necessary equipment.

11. Проанализируйте следующие предложения и скажите, какие значения они выражают (возможные действия в будущем, нереальные действия в настоящем и будущем).

- A.
1. If you find the exact meaning of this word, you will understand the sentence.
 2. If he works hard at his English he will pass his exam well.
 3. If I get a good dictionary, I shall translate this text.
 4. If you go to a library, you will find there all the books you need.
 5. If we receive the documents tomorrow, we shall start loading the lorries on Monday.
 6. If the student observes the rules, he will not make mistakes.
 7. If you help me, I shall repair the engine in an hour.
 8. If they receive all the necessary equipment, they will be able to carry out their experiment.
 9. If we drive at such a speed all the time, we shall arrive at the village before night.
 10. If they change some details, they will be able to improve the design.

- B.
1. If you traveled by plane, you'd come in time for the conference.
 2. If I took a taxi I would catch the last train.
 3. If the builders hadn't worked overtime, the canal wouldn't have been opened in time.

4. If the satellite's speed were less than required, it would drop and enter the atmosphere.
5. If the students had been more careful, they wouldn't have broken the new apparatus.
6. If the driver had been more careful, the accident would not have happened.
7. If I were you, I wouldn't worry about it.
8. If you knew the design of the motor, you would be able to operate it properly.

12. Измените следующие предложения по образцу, приведенному ниже, и переведите их на русский язык.

ОБРАЗЕЦ: а) If I were in your place, I would do this work myself.

Were I in your place, I would do this work myself.

б) If he had known the subject better, he wouldn't have failed in his exam.

Had he known the subject better, he wouldn't have failed in his exam.

1. If it were necessary to increase the speed of this particular engine, it could be achieved by using a special device.
2. If the road had been better, we would have been here in due time.
3. If the engineer had been informed of the results before, he would have allowed you to repeat the test.
4. If we had used new methods, we would have saved a lot of time.
5. If the oil supply had stopped even for a moment, serious damage might have resulted.
6. If the mechanic were there, he would repair the equipment.
7. If the air within the cylinder were motionless, only a small proportion of the fuel would find enough oxygen.
8. If the books on that subject were available in our library, I would be able to make a good report.

13. а) Изучите значения слова *hand*. б) Затем переведите предложения, обращая внимание на различные значения этого слова.

| Многозначность слов | |
|---------------------|--|
| hand | <i>n</i> 1) рука; 2) работник, исполнитель; 3) <i>pl.</i> команда корабля; 4) почерк; 5) стрелка (<i>часовая</i>); 6) участие в чем-л. |
| | <i>v</i> передавать, вручать |

1. Where can I wash my hands?
2. Will you hand me that pencil?

3. You can see his hand in this experiment.
4. He worked several years as a farm hand.
5. Do you have a hand in this project?
6. The hour hand of my watch is broken.
7. The letter was written in a strange hand.
8. He handed me a telegram.

14. Переведите данные предложения без словаря, обращая внимание на выделенные слова.

1. a) I never have any **trouble** getting the car started.
b) There is some **trouble** with the central heating system.
c) Cars with engine **troubles** of this sort are easily repaired at every service station.
d) Stoppage of fuel supply caused serious **trouble** in the engine.
2. a) The bombers were quickly converted for use by passengers by fitting **extra** seats and windows.
b) Have you got an **extra** ticket?
c) On Sundays they run an **extra** train.
d) People who work and study get **extra** leave during examination time.
3. a) After World War II, bigger and **faster** airliners appeared.
b) If you can get a ticket for the **fast** train, you'll get there in the morning.
c) Which of you runs **faster**?
d) The plane is the **fastest** means of transport.
4. a) Helicopters **gain** in needing very little space for taking-off and landing.
b) You can **gain** by watching how she works.
c) The plane rapidly **gained** height.

15. Переведите следующие предложения на русский язык, обращая внимание на союзы условных придаточных предложений *if, unless, provided*.

1. If they needed the equipment urgently, we could transport it by plane.
2. The accident would not have happened, if they had been more careful.
3. If I were in his place, I would refuse to stop the experiment.
4. If the goods are shipped in April, they will arrive before the expedition starts.
5. The sputnik will keep to its orbit provided it travels at the uniform speed of 8 kilometres per second.
6. It would have been impossible to send up sputniks unless the laws governing the motion of planets had been studied.

7. If I were you I would first test the car.
8. You'll fail in English unless you work harder.



LISTENING PRACTICE

1. Usually people travel by air if they want to save time. But sometimes gangsters and robbers fly by plane in order to escape from the police.

a) Listen to the story "Two Parachutes". Be ready to answer the questions below and try to explain why there were two parachutes and not one.

1. Whom did the man kidnap?
2. Where did he hide the child?
3. How much money did he ask for?
4. Why didn't he take the child with him as a hostage?
5. Did he have a ticket for the plane?
6. If you were a hostess what would you have thought when the man took you to the exit door with two parachutes?
7. What kind of parachutes would you have given him?
8. What can you say about this man's plan of escape?
9. What happened to the man after he had jumped alone from the plane?

b) Retell the story.

c) Say what you would have done if

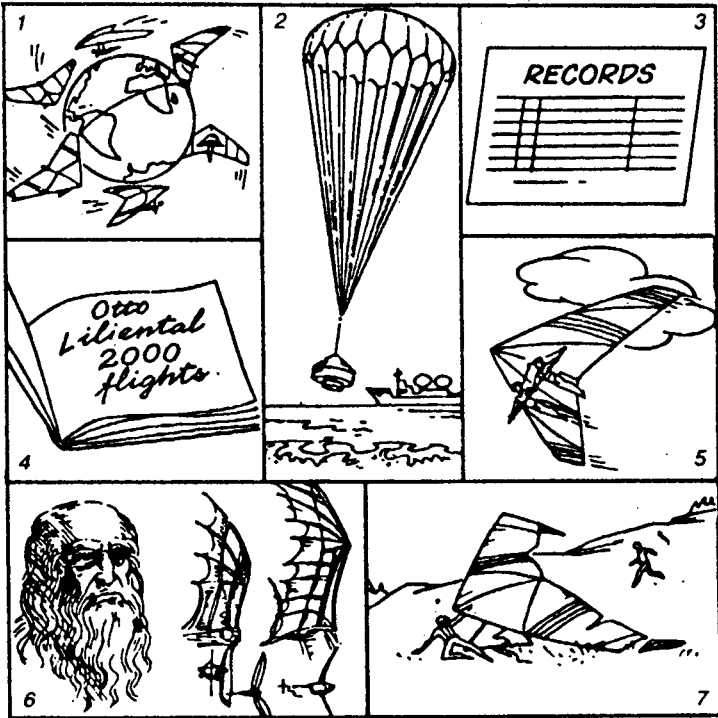
- you were kidnapped;
- you were the pilot;
- you were one of the passengers;
- you were the parents of the kidnapped child;
- you were the detective who was after this man.

2. Since early days people have dreamed of flying. At first it was only a dream (remember the myth about Ikarus!). In the 20th century airplanes and spaceships appeared. Now we have also the hang-glider.

a) Read the definition of the word *hang-glider* and try to find a Russian equivalent for it.

A hang-glider is an aircraft, often without an engine. It can go with the wind or against it. The pilot can change direction by moving the control bar. Hang-gliders rise and fall with movements in the air. For example, near hills they usually go up.

b) You are going to assist the lecturer who is speaking about hang-gliders. Listen to his lecture called "Hang-gliding" and arrange the pictures below in the order which corresponds to the text of the lecture. (Be attentive — not all of them illustrate the lecture.)



c) Read the transcription of the text on p. 435. Look up the words you do not know in your dictionary.



ORAL PRACTICE

1. Topic. *An aircraft of the 21st century.*

A conference of aircraft engineers will be held in a month in London. You have the opportunity to express your idea for an aircraft for the 21st century. In your report present information on:

- 1) the type of an aircraft which will be used in future (a supersonic plane, a turbo-jet plane, a helicopter, a jet-propelled plane);
- 2) the type and the number of engines which will be installed on this aircraft;
- 3) the speed this aircraft will fly at;
- 4) the number of passengers it will seat;
- 5) the distance it will be able to cover;
- 6) the fuel it will use;
- 7) the conveniences for the passengers which will be provided;
- 8) the number of pilots and flight attendants.

2. Think of some good questions for the following answers. The answers needn't be true.

- | | |
|----------------------------|-------------------|
| 1. Low clouds. | 6. Unlikely. |
| 2. Alone. | 7. Nearly 100 km. |
| 3. Because of the weather. | 8. The pilot. |
| 4. Too quickly. | 9. Thank you. |
| 5. Urgently. | 10. Only forward. |

3. In the airport "Sheremetjevo" a reporter meets the millionth passenger. He interviews him.

REPORTER: You are a reporter of the "Moscow News". You are going to publish an article about the millionth passenger of "Aeroflot". You can put the following questions:

- What's your name?
- What country are you from?
- What are you by profession?
- How often do you travel by air?
- Did you enjoy the flight?

Think of some other questions.

PASSENGER: You are Tom (Helen) Smith, the representative of a firm which has contracts with Russian plants. Russian Aeroflot presented you with a miniature model of a Russian airliner. It is a very nice souvenir. You are quite happy and eager to answer all the reporter's questions.

4. **Discussion.** John Smith, a tourist from Great Britain, is going from Moscow to Peterhof which is not far from St. Petersburg. He doesn't know what means of transport to choose – a plane or a train. Give him advice.

a) John Smith has already put down some of the pros and cons of each means of transport. Read them and think of some more.

| Plane | Train |
|---|--|
| <i>For</i> | <i>For</i> |
| 1. The speed is very high. 2. The flight is very short. 3. You can see beautiful clouds in the sky, if the weather is fine. | 1. You can travel in comfort. 2. It takes you little time to get to the railway station. 3. You can go by train in any weather. 4. There are porters who will carry your luggage. |
| <i>Against</i> | <i>Against</i> |
| 1. If the weather is poor you will have to sit in the airport and wait for your plane for hours. 2. It takes you a lot of time to get to the airport. 3. A plane is not a very safe means of transport. | 1. The speed is not very high. 2. The trip is quite long. 3. You sleep badly on the train. |

b) Discuss the problem in groups of 3-5 students in order to take a decision.
 c) Fill in the chart and give your reasons.

| | Group 1 | Group 2 | Group 3 | Group 4 |
|------------------------------|---------|---------|---------|---------|
| It is better to go by plane. | | | | |
| It is better to go by train. | | | | |



READING PRACTICE

1. a) Since ancient times people have dreamt of having the ability to fly like birds. They created a tragic myth about Icarus, who made wings connected with wax. He did not obey his father and flew too close to the sun, so his wings melted and he fell to his death. Read the text below and write an outline for it.

AIR TRANSPORT

1. Modern air transport using craft which is heavier than air requires a good deal of power merely to stay in the air. It is for this reason that air transport uses more fuel to carry a ton over a distance of a mile than land or water transport. Another drawback of air transport is that whereas a ship, truck or train whose engines break down can stop until they are mended, an aircraft with the same trouble must land. This means that an aircraft must have several engines and this increases its cost. Safety precautions for air transport also tend to make it expensive. It cannot be relied upon for regular services in places or seasons with low clouds and mist. The great advantage of air transport being its high speed, all civilized countries try to develop it. If you want to save time, you will naturally fly by air.

2. **Balloons.** The earliest form of air transport was balloons, which are sometimes called "free balloons" because having no engines they are forced to drift by the wind flow. This fact alone makes balloons not reliable enough for carrying people. If they were safer, they would be used more for transportation, but at present the scientists use balloons mostly for obtaining information about the upper atmosphere, its density, and other scientific subjects. Weather balloons are particularly used by meteorologists. They carry instruments whose readings are automatically sent back to the ground by the radio, the position of the balloon being obtained by radar. Small balloons released from air-fields are observed to obtain the direction and strength of the wind.

3. **Aeroplanes.** The heavier-than-air machines called aeroplanes were rather slow in being adopted for transport. The first aeroplane flight was made in 1884.

World War I quickened the development of aeroplanes enormously. By 1918 they were no longer unreliable things capable of only short flights, but powerful machines able to carry heavy loads at high speeds for long distances. What was more, the ending of the war meant that thousands of aeroplanes and skilled pilots were available.

The first aeroplanes were machines that had been used as bombers. They were quickly converted for use by passengers by fitting extra seats and windows. The first regular public air service from London to Paris was started in August 1919.

4. During World War II the value of aeroplanes for carrying heavy loads was recognized. This led after the war to an increase in the practice of sending goods by air. Air freight is expensive but is often thought worth while for such goods as early vegetables, fruit and flowers, as well as for

things urgently needed such as spare parts for machinery, medical supplies, films and photographs. Some parts of the world are hundreds of miles from a road, railway or waterway, and air transport is the only possible kind of transport. Such places are kept supplied wholly by air.

5. After World War II, bigger and faster airliners were introduced. Jet-propelled aircraft were first used in 1950. Air transport is very valuable for emergency medical work. The most important use of air transport besides carrying passengers is carrying mail. If the letters are sent by air mail, they are not long in coming. Although it is unlikely that aircraft will ever replace ships for carrying heavy and bulky cargoes such as oil, coal, minerals, grain and machinery, air transport is already proving a serious rival to passenger ships on some routes.

6. **Helicopters and Hovercraft.**¹ Helicopters are very useful in places where there is no room for long, flat runways.² Modern turbo-jet airliners need a run of nearly two miles long to take off, but helicopters can use small fields, platforms mounted on ships and the flat tops of buildings. Helicopters were first introduced for regular airline service in 1947. Later, helicopters were used for carrying passengers and mail on short routes, and for taking airline passengers between the centres of cities and the main airports.

7. While helicopters gain in needing very little space for taking-off and landing, they lose because the speed at which they move forward is quite low. So the problem was to develop an aircraft combining the advantages of the helicopter with the high speed of an ordinary aircraft. If the designers could develop such a machine the problem would be solved. So for this purpose the hovercraft was designed. Hovercrafts are likely to be useful for ferry services – for example, in ferrying motor cars across the English Channel. They may also be useful for travel in roadless countries.³

NOTES TO THE TEXT

¹ **hovercraft** – машина на воздушной подушке

² **runway** – взлетно-посадочная полоса

³ **in roadless countries** – в условиях бездорожья

- b) Find in the text the passage about the earliest form of air transport and translate it into Russian.
- c) Read this passage aloud. (Approximate time of reading is one minute.)
- d) Find in the text key words which you can use to speak about balloons, aeroplanes and helicopters.
- e) Find in the text four conditional sentences and translate them into Russian.
- f) Write the summary of the text in English.

2. a) Skim the text to understand what it is about. Time your reading. It is good if you can read it for four minutes (100 words per minute).

TEXT 10B

THE FIRST BALLOONS

Etienne and Joseph Montgolfier lived in the eighteenth century in a little village in France where their father had a paper factory. The two brothers took paper bags from their father, filled them with smoke over a fire (ОГОНЬ) and watched them go up into the air.

After numerous experiments they were ready to show how their balloon worked. On the day of the flight people from different places came to the little village to see the spectacle. The brothers had constructed a bag some thirty feet in diameter. That big bag was held over a fire. When it was filled with hot smoke, it went high up into the air. It was in the air for ten minutes and then, as the air bag became cold, the balloon went slowly down.

The news about the experiment reached the king who wanted to see it himself. So on September 19, 1783 the Montgolfier brothers repeated their experiment in the presence of the King and Queen of France. This time the balloon carried a cage with a sheep, a cock, and a duck (ОВЦА, ПЕТУХ, УТКА) who were thus the first air travellers. The flight was successful. The balloon came down some distance off with the sheep, the cock and the duck completely unharmed (НЕВРЕДИМЫЙ).

If the animals could live through this, men could risk too. A month later a balloon was sent up with a Frenchman, Rozier by name. He stayed up in the air for twenty-five minutes at a height of about one hundred feet above the ground, and then came down, saying that he had greatly enjoyed the view (ВИД) of the country.

A month later he and Arlandes made the first free balloon flight. Their friends who came to say good-bye to them were very sad because they thought the flight was very dangerous, but they went up several hundred feet, were carried by the wind over Paris and came down in safety.

In 1785 a Frenchman and an American crossed the English Channel in a balloon. When they had covered three quarters of the way, the balloon began to go down. They threw everything they could overboard. They even undressed and threw away practically all their clothes. If they had not done it, they would have never reached the French coast safely.

- b) Complete the following sentences choosing the most suitable variant.

1. The Montgolfier brothers lived:
 - 1) in England;
 - 2) in France;
 - 3) in the USA.

2. Their balloon was filled with:

- 1) smoke;
- 2) special gas;
- 3) steam.

3. In the cage fastened to the balloon there were:

- 1) some instruments;
- 2) a hen, a dog and a cat;
- 3) a sheep, a cock and a duck.

4.1) Very few people

2) Some friends from their village

3) People from different places

} came to see the experiment.

5. Rozier's flight

- 1) lasted twenty-five minutes;
- 2) was unsuccessful;
- 3) ended in a disaster.

3. Read the text to find answers to the given questions.

TEXT 10C

LONDON AIRPORT SERVES THE WORLD

1. Why is a big airport like a town?

If you have travelled by plane (we also say "by air"), you will probably agree that travelling by plane is a very exciting experience. An airport is so different from a railway station or a bus stop, the people you meet and the things you see are very interesting and new. What is more, a big airport is like a town – with its own shops, banks and police.

2. How do the passengers approach the centre of the airport?

London airport is one of the most modern in the world today and is a popular visiting place for both old and young. The airport covers over four square miles, and the road round it is 13 miles long. The airport has five main runways: the longest is 12,000 feet. The total number of people who work at the airport is nearly 36,000. London airport is one of the busiest in the world – more than 50 airlines operate from it every week. Every day of the week in the summer, over 800 planes land or take off.

London airport is unique in its layout (планировка). All passenger and control buildings are in the centre of the airport. The only way for passengers to approach these buildings is by a tunnel which has been constructed under the main runways.

3. What helps the passengers to pass London airport easily and quickly?

This great airport is famous for the efficiency of its service to the passengers who are continually travelling to all parts of the world. At the airport, all luggage (багаж) is mechanically handled. This is done by a system of conveyor belts, which enables the passengers to pass this great airport with ease.

The cost of making such an airport was approximately 20 millions, but much more will be spent before the work is completed. Each year money is needed for the development of the airport to accommodate great new transatlantic aircraft. Runways have to be lengthened to enable these airplanes to take off with their heavy loads. Air bus system started in 1977.

4. From what place can the visitors see how London airport operates?

One of the big attractions at London airport is the Roof Gardens which are open to visitors who wish to see how a modern airport operates. The Roof Gardens give a view of the whole of the airport. From the garden you can see all the aircraft landing and taking off: you can see VC-10 – an intercontinental airliner – which has its engines at the back, and has a speed of 600 m.p.h., the Trident, the Boeing 707, the Concord, and many others. While you are watching the planes, a loudspeaker tells you where they are all going to or where they have come from. It also tells you if there are any film-stars, actors or other personalities on board. If you have your own camera you can take a lot of exciting pictures.

5. What accommodation does London airport have for animals?

The English, as you know, like animals very much. You will not be surprised, therefore, when we tell you that London airport has a special animal "hotel". Every year, thousands of animals arrive at London airport. Some stay the night there; others stay several weeks. Some just go to have a drink of water and a rest. The "hotel" looks after birds, insects, fish, elephants, monkeys and spiders.

4. a) Read the text and be ready to answer the questions that follow it.

TEXT 10D

TRANSPORTATION FOR THE 21ST CENTURY

1. Experts estimate that in the 21st century we will go by rocket from New York to Tokyo in 30 minutes. We will be able to reach any point on the globe from any other point through tunnels deep in the earth. The prospect is adventurous and exciting.

It's possible, that within the next two or three decades we will be riding in remote-controlled electronic cars.

Trips through metropolitan areas will be made on quiet, swift buses travelling on separate express lines of city streets. Helicopters may carry whole buses loaded with passengers from point to point above city traffic. "Flying crane" helicopters soon may help solve the complicated problem of getting passengers from the centre to the airport and back again.

2. Most of the advances in air transportation will materialize within the next few years. The largest airplane ever designed for commercial service, capable of seating nearly 500 passengers, is already being built.

Supersonic transport prototypes now in development are forerunners of a new generation of 1,800 miles per hour passenger jet-liners.

The "ideal" short-haul air transport is a vertical or short take-off and landing aircraft that can fly 30 to 45 passengers right into the heart of a city or its suburbs trips up to 260 miles.

3. Mankind has entered an age of high speeds, pressures, and temperatures which could be generated and withstood only with the help of new and hitherto unknown materials.

In the 1920s the top speed of an airplane was not more than 200 kilometres per hour, the load per square metre of the wing area was about 50 kilograms. The main construction material was wood. In our day, the speed of aircraft, even passenger planes, is approaching 3,000 kilometres per hour, loads may be as high as 600 kilograms per square metre of wing. The turbine that drives such an aircraft is not only a miracle of design, it is also a miracle of materials strength. Its blades, for example, rotate at a tremendous speed and at the temperature greater than 1,000° Centigrade. The given examples are sufficient to indicate the complexity of materials studies today and the extent to which progress in the near or more distant future depends on them.

4. Of tremendous importance is the creation of new materials. Chemists engaged in polymer research have produced the world's best synthetic materials.

Metallurgists studying a new class of aluminium alloys have produced a very durable alloy which is being used in aircraft and rocket engineering. The alloy helps reduce the weight of apparatus substantially, thereby effecting a considerable saving of materials.

Plastics are employed in a number of aircraft engine applications and have successfully displaced metals in jet turbine impellers where the high fatigue resistance of the material is of great importance. If suitable higher temperature plastics were developed, it is quite feasible that turbines will one day be all of plastic construction.

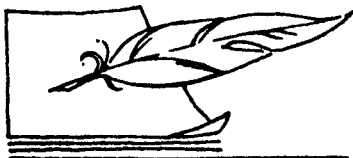
At present a great deal of research and development is being carried out to produce special grades of plastics for space vehicles.

For space travel, resistance to cosmic radiation is an important consideration. Many plastic materials possess this property, and also offer the advantage of light weight. Astronaut couches, space capsules, missile fuel cases are manufactured of plastic materials.

5. Some ideas of rapid air transportation are on the drawing boards, some may never get off. Some are already under way and operational, while others may not take shape until the next decade. But changes are taking place, and there are more to come.

b) Answer the following questions.

1. How long will it take people to get from New York to Tokyo in the 21st century?
2. What transport will people use in the next two or three decades?
3. How will people travel within the city?
4. By what transport will the passengers get from the centre to the airport?
5. How many passengers will the new planes seat?
6. What kind of transport will be used for transportation up to 260 miles?
7. What was the main construction material at the beginning of the 20th century?
8. What increased the requirements to the strength of materials?
9. What new important materials have chemists and metallurgists created?
10. What makes plastic materials so attractive for space vehicles?



WRITING PRACTICE

a) Yesterday your friend and you read the following advertisement in the newspaper *City Times*.

Junior Accountant

Accountant requires assistant, preferably with previous experience. As the firm has many clients in Europe, fluency in English is essential.

Good salary and benefits are offered.

Write to the Personnel Manager, Box 2613, RBM Company,
27 Green Street, Star City, Dreamland

- b) Both of you become very interested. Read the letter of application written by your friend and find the most important ideas in it.

| | |
|--|---|
| | The Royal Hotel 5 Blue St Star City Dreamland 12th April 1999 |
| Personnel Manager RBM Company 27 Green Street Star City Dreamland | |
| Dear Sir, | |
| I would like to apply for the position of junior accountant which you advertised in yesterday's <i>City Times</i> . I am a student in the Economics Department and I have been bookkeeping at my father's firm for two years. I speak good English and feel that I am qualified to fill your position. | |
| Please send any application forms that you want me to fill in and let me know if you would like to arrange an interview. | |
| | Yours faithfully |

- c) Write your own application letter following the model below and the letters in a) and b).

| | |
|---|---|
| | Адрес и телефон отправителя Дата отправления |
| 1) кому адресовано 2) должность 3) название фирмы и ее адрес | |
| Обращение | |
| Текст письма | |
| Заключительная часть | |
| Подпись | |

VOCABULARY LIST

1. across (*prp*)
2. adopt (*v*)
3. aircraft (*n*)
4. alone (*a*)
5. available (*a*)
6. because (*cj*)
7. besides (*prp*)
8. break down (*v*)
9. bulky (*a*)
10. capable (*a*)
11. cargo (*n*)
12. cloud (*n*)
13. combine (*v*)
14. convert (*v*)
15. cost (*n, v*)
16. density (*n*)
17. drawback (*n*)
18. emergency (*n*)
19. ever (*adv*)
20. extra (*a*)
21. fast (*a*)
22. fit (*a, v*)
23. flow (*n, v*)
24. forward (*adv*)
25. gain (*v*)
26. lose (*v*)
27. low (*a*)
28. merely (*adv*)
29. nearly (*adv*)
30. no longer
31. observe (*v*)
32. particularly (*adv*)
33. precaution (*n*)
34. purpose (*n*)
35. readings (*n*)
36. recognize (*v*)
37. release (*n, v*)
38. skilled (*a*)
39. stay (*n, v*)
40. take off (*v*)
41. tend (*v*)
42. trouble (*n, v*)
43. truck (*n, v*)
44. unlikely (*a*)
45. upper (*a*)
46. urgently (*adv*)
47. value (*n, v*)
48. weather (*n*)
49. whereas (*cj*)
50. wholly (*adv*)

UNIT 11

CONSTRUCTION MATERIALS AND STRUCTURES

LANGUAGE MATERIAL

VOCABULARY

1. Прочитайте новые слова вслух, познакомьтесь с их русскими эквивалентами. Определите их значения в данных предложениях.

- | | |
|--|---|
| 1. OUTSTANDING выдающийся | Lobachevsky was an outstanding mathematician. |
| 2. READILY легко | I readily agreed to his suggestion. |
| 3. TO EVOLVE развивать(ся) | He has evolved a new theory. |
| 4. BEAM балка | Timber beams were transported by special lorries. |
| 5. TO REACH достигать; простираться | The forest reaches as far as the river. |
| 6. BY MEANS при помощи, посредством | The load was lifted by means of a crane. |
| 7. ROPE веревка, канат | They tied him with a piece of rope. |
| 8. TO SUSPEND 1) подвешивать 2) приостанавливать | 1) The lamp is suspended rather high. 2) The work was suspended for a week. |
| 9. ROCK 1) скала 2) горная порода | 1) In the darkness the boat approached the rock. 2) To build this tunnel we had to cut through the solid rock. |
| 10. TO LAY (LAID) класть, положить | He laid his coat over a chair. |

11. **TEMPORARY**
временный
12. **EXTREMELY**
крайне, чрезвычайно
13. **PILE**
свая
14. **BED**
русло, дно
15. **BASIS**
основа
16. **TO PREVENT**
предотвращать, мешать
17. **PASSAGE**
проход
18. **CIVIL**
гражданский
19. **PROJECT**
проект
20. **TO TAKE INTO CONSIDERATION**
принимать во внимание
21. **LOCAL**
местный
22. **SUITABLE**
подходящий
23. **WIDTH**
ширина
24. **DEPTH**
глубина
25. **TO ERECT**
строить, соорудить
26. **TO DISTRIBUTE**
распределять, раздавать
27. **RANGE**
1) цепь (гор)
- 2) пределы (колебаний, изменений)

The workers lived in temporary buildings.

It's extremely important to get this information.

The structure was built on piles.

Driving piles into the bed of a river is considered to be very hard work.

There is no scientific basis for these claims.

Nothing could prevent him from doing his duties.

They went through a long passage and entered the yard.

Civil engineering includes the construction of roads, railways, bridges, tunnels, canals, etc.

The new project has some advantages over the previous one.

A rapid growth of the population should be taken into consideration when planning a town.

When constructing a road it is cheaper to use local materials.

This machine is suitable for loading and unloading earth.

The width of the channel was not enough for big ships.

What is the depth of this lake?

The monument to the scientist was erected in the centre of the town.

Ten prizes were distributed to the winners.

1) A range of mountains goes through the whole continent from the north to the south.

2) The temperature range in the experiment was from 10 to 20 degrees Centigrade.

- | | |
|---|---|
| <p>28. TO ACQUIRE приобретать</p> | <p>One must work hard to acquire a good knowledge of a foreign language.</p> |
| <p>29. CIRCULAR круглый, окружной</p> | <p>The construction of a new circular road which will link several districts has already started.</p> |
| <p>30. CROSS-SECTION поперечное сечение</p> | <p>The cross-section of the tube has been measured.</p> |
| <p>31. TO SUGGEST предлагать</p> | <p>He suggested a good plan. I suggest leaving now/that we should leave now.</p> |
| <p>32. TO AGREE соглашаться</p> | <p>I thought it was a good idea, but he didn't agree.</p> |
| <p>33. ACTUALLY фактически, действительно</p> | <p>A moving car is actually acted upon by various forces.</p> |
| <p>34. SCHEME схема, план, проект</p> | <p>According to this scheme the channel will be deepened and widened.</p> |
| <p>35. LAYER слой</p> | <p>The device can be used for studying the upper layers of the atmosphere.</p> |
| <p>36. TO PENETRATE проникать</p> | <p>It was a reliable means of protection; radiation could not penetrate it.</p> |
| <p>37. TO SHARE делить</p> | <p>They had shared troubles together and now they were close friends.</p> |
| <p>38. SO FAR до сих пор</p> | <p>So far no explanation of this phenomenon has been given.</p> |

2. Работа со словарем. Прочитайте предложения, определите исходную форму выделенных слов и часть речи, к которой они относятся, и найдите соответствующие значения этих слов в словаре.

1. a) I have no **doubt** about it.
b) He **doubted** the results of the experiment.
c) He **doubts** your honesty.
2. a) He is said to have published a paper that **concerns** drug abuse.
b) Everyone was filled with **concern** when news came about the accident.
c) It does not **concern** me.
3. a) It's dark here, be careful not to **fall** down.
b) A heavy **fall** of snow was expected.
c) The **fall** of the regime occurred in 1986.
4. a) They hope to have your **support**.
b) **Hard** rock provides a strong **support**.
c) He **supports** a big family.

5. a) Mother wants to feel **secure** about her children's future.
 b) By strengthening the river banks, the city **secured** itself against floods.
 c) Is this bridge **secure**?
6. a) Having reached the river they stopped as it was unsafe to move **further**.
 b) After the discussion they carried on **further** research.
 c) The house was on the **further** side of the hill.
7. a) There is a great **demand** for cars in many countries.
 b) He was stopped by a man who **demand**ed his name and address.
 c) He **demand**ed to be told everything.
8. a) The two boats were linked with an iron **chain**.
 b) The dog was **chained** to the tree.
 c) They saw a **chain** of mountains in the distance.
9. a) They **object**ed to our change in the plan.
 b) There were some strange **object**s in the corner.
 c) He always **object**s to being treated like a child.
10. a) The ground was full of **cracks** after the hot dry summer.
 b) Some parts of the structure **cracked**.
 c) Boiling water will **crack** a glass.
11. a) The engineer was asked to **estimate** the costs for the repair of the building.
 b) I do not know enough about him to form an **estimate** of his abilities.
 c) We **estimated** that it would take three months to finish the work.
12. a) I **hoped** he would **mention** my name too.
 b) He made no **mention** of the fact.
 c) There was no **mention** of Popov's invention in the book.

3. Прочтите следующие интернациональные слова вслух с помощью транскрипции и, основываясь на значениях соответствующих слов русского языка, определите их значения.

story ['sto:ri]

progress ['prougres]

communication [kə,mju:ni'keiʃn]

barrier ['bæriə]

canyon ['kænjən]

central ['sentrəl]

parallel ['pærələl]

cable ['keɪbl]

lift [lɪft]

peak [pi:k]

ventilate ['ventileɪt]

automobile ['ɔ:təməbi:l]

4. Прочтите и переведите следующие словосочетания на русский язык.

| | |
|--|--------------------------------------|
| outstanding invention | to acquire experience |
| outstanding writer | circular cross-section |
| no doubt about it | to suggest a scheme |
| to have no concern | to agree to such a schedule |
| a fallen tree | actually different |
| to evolve a theory | to object to the condition |
| supporting beam | the layers of the soil |
| to get no support | numerous cracks |
| to rope a box | to penetrate rapidly |
| to support a family | to estimate the cost |
| to lay bricks | to share losses |
| to be secure from danger | so far unknown |
| to secure freedom | to mention the same fact |
| to prevent an accident | upper layer and lower layer |
| to prevent war | to reach the railway station in time |
| a bridge pile | by means of sputniks |
| to drive piles | to suspend research |
| the fall of an apple | to be readily calculated |
| civil engineer | temporary construction |
| a number of projects | extremely difficult |
| although it was taken into consideration | to deepen the bed of the river |
| local transport | the basis of the economy |
| a suitable person | a narrow passage |
| the width and the depth of the river | temperature range |
| to erect buildings | a demand for specialists |
| to distribute books | a gold chain |

5. Переведите следующие предложения на русский язык, обращая внимание на слова латинского и греческого происхождения, имеющие сходное написание, но различные значения в английском и русском языках (так называемые «ложные друзья переводчика»).

- | | |
|--|---|
| 1. ACCURATE точный (а не аккуратный) | Is your watch accurate? |
| 2. ACTUAL действительный (а не актуальный) | These are his actual words. |
| 3. CONCRETE бетон (а не только конкретный) | a) The house was built of steel and concrete. b) Have you got any concrete proposal? |

4. CONTROL
управление
(а не только контроль)
5. COPY
экземпляр
(а не только копия)
6. DATA
данные
(а не дата)
7. FIGURE
цифра
(а не только фигура)
8. FILM
пленка
(а не только фильм)
9. MAGAZINE
журнал
(а не магазин)
10. OBJECT
цель
(а не только объект)
11. OPERATION
работа, управление
(а не только операция)
12. ORIGINAL
первоначальный
(а не только оригинальный)
13. PRINCIPAL
главный
(а не принципиальный)
14. PROGRESSIVE
постепенный
(а не только прогрессивный)
15. RACE
гонки, быстрое движение (а не рейс)
- a) He lost control of his motor car and had an accident.
- b) I lost control of myself and hit him.
- a) All copies of the magazine were sold out.
- b) I want to have a copy of my document.
His data are quite reliable.
- a) 3, 5, 7 are figures.
- b) The girl has a nice figure.
- a) There was a thin film on the surface.
- b) A new film is being shown in the club.
You will find some interesting articles in this magazine.
- a) What's the object of your visit?
- b) What's that little black object?
- a) The operation of this machine is quite easy.
- b) Only an operation will help him.
- a) Some changes have been made in the original design.
- b) It was quite an original idea.
His principal problem was lack of time.
- a) Progressive loss of sight in old age is inevitable.
- b) This is a progressive firm that uses the most modern systems.
Boat-racing is a popular sport at Cambridge.

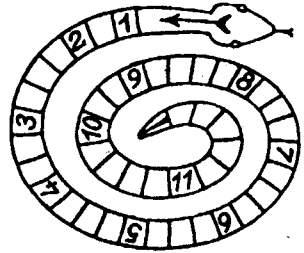
- | | |
|---|--|
| <p>16. RECORD запись (а не только рекорд)</p> | <p>a) They were making a record of his speech. b) She broke the record for long distance swimming.</p> |
| <p>17. SOLID твердый (а не только солидный)</p> | <p>a) Solid water is called ice. b) He is a man of solid build.</p> |
| <p>18. SQUARE квадрат (а не сквер)</p> | <p>Squares are studied in plane geometry.</p> |
| <p>19. TANK бак (а не только танк)</p> | <p>a) After the accident they had to replace the fuel tank. b) The tank attack began at night.</p> |

6. Найдите в словаре нужные значения выделенных слов и переведите предложения на русский язык.

1. I want a room with two **beds**.
2. People try to explore the ocean **bed**.
3. They crossed a dry river **bed**.
4. The machine rests on a **bed** of concrete.
5. They **shared** the money equally between five men.
6. He **shared** his dinner with a friend.
7. He does more than his **share** of the work.
8. The two children **shared** a room.
9. The table was **piled** with books.
10. The house was built on **piles**.
11. The workers **piled** bricks on each other.
12. In the middle of the room there was a **pile** carpet.
13. We all have **civil** rights and **civil** duties.
14. Try to be **civil** to her.
15. He left army and entered **civil** life.
16. The work of the conference was **suspended**.
17. The water was not pure. There was some **suspended** matter in it.
18. The child was **fast** asleep.
19. If you take a **fast** train you can get there in two hours.

7. Решите чайворд.

1. The course of a river or ground surface on which a river is flowing.
- 2.



- | | |
|--|--|
| <ol style="list-style-type: none"> 3. A large room for meetings, dances, etc. 4. As a rule concrete is made of ... materials. 5. Thickness of some material laid over a surface. 6. A connected line of mountains. 7. To build something. | <ol style="list-style-type: none"> 8. A passage for a road through a mountain. 9. A mechanism for taking people up from one floor to another. 10. A dozen. 11. A number of players in a football team. |
|--|--|

WORD-BUILDING

8. а) Найдите в каждом ряду существительное.

1. a) recognize, b) precaution, c) pave, d) promote
2. a) tend, b) deepen, c) density, d) destroy
3. a) round, b) readings, c) raw, d) restore
4. a) observe, b) operate, c) alone, d) observer
5. a) capability, b) capable, c) cloudy, d) cut
6. a) distant, b) directly, c) distance, d) due
7. a) skilled, b) settlement, c) slowly, d) smooth
8. a) backwardness, b) beat, c) backward, d) because
9. a) convert, b) chiefly, c) connect, d) conversion
10. a) merely, b) meaning, c) main, d) mean
11. a) dependent, b) durable, c) depend, d) dependence
12. a) reliable, b) replace, c) replacement, d) run

б) Найдите в правой колонке слова, образованные от слов в левой.

- | | |
|--------------|--|
| 1. skill | a) steel, b) ship, c) sail, d) skilled |
| 2. avail | a) available, b) aircraft, c) arouse, d) above |
| 3. recognize | a) replace, b) recognition, c) repair, d) restore |
| 4. capable | a) charge, b) chiefly, c) capability, d) capacity |
| 5. adopt | a) advantage, b) adoptive, c) advanced, d) alone |
| 6. observe | a) opportunity, b) obtain, c) observer, d) weather |
| 7. read | a) readings, b) order, c) region, d) remark |

8. particular a) precaution, b) protection, c) particularly, d) pavement
 9. dense a) design, b) dependence, c) independent, d) density
 10. cloud a) convert, b) cloudy, c) low, d) longer
 11. tend a) trouble, b) tendency, c) thickness, d) timber
 12. backward a) branch, b) building, c) backwardness, d) break down

GRAMMAR REVIEW

9. а) Ознакомьтесь с различными случаями употребления многозначных глаголов и изучите примеры. б) Затем переведите предложения, обращая внимание на глаголы *shall, will, should, would*.

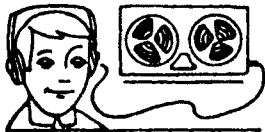
| Многозначность глаголов <i>shall, will, should, would</i> | |
|---|---|
| shall | 1. предложение услуг, идея Shall we go out this evening? Shall I carry your bags for you? 2. (со 2-м или 3-м л.) обещание, угроза You shall have the goods by next week. He shall regret it. 3. (с 1-м л.) будущее время (в британском варианте языка) I shall be twenty tomorrow. |
| will | 1. будущее время She will be twenty tomorrow. 2. просьба, приглашение (в вопросе) Will you shut the door, please? Will you sit down? 3. обещание I will do it, I promise. 4. строгое приказание You'll do as I tell you. |
| should | 1. долг, обязанность We should be polite to each other. 2. совет You should better go now, or you'll be late. |
| would | 1. просьба, приглашение Would you like to come to dinner? Would you give me your phone number? 2. сослагательное наклонение (выражение пожеланий) It would be nice to stay here longer. 3. будущее в прошедшем He said he would be here on time. 4. регулярное действие в прошлом He would sit for hours, doing nothing. |

1. I shall take my examination in June.
2. They shall do what the chief tells them.
3. This new car will be tested tomorrow.
4. Shall I go on reading?
5. You should do it by all means.
6. They know that I should fly to London.
7. I said I would not change my plans.
8. She said she would be at the Institute.
9. He would sit for hours on the shore looking at the water.
10. You should work harder if you want to pass your exam.
11. You will have to take measures to prevent spring waters from penetrating the foundation.
12. You should acquire certain skill before beginning the work you are so interested in.
13. Shall I help you?
14. He shall do it, I'll make him do it.
15. Won't you stay for dinner?
16. I will write as soon as I arrive in London.
17. It would be useful to have juice instead of coffee but I like it so much.
18. Would you join us tomorrow? It would be nice.

10. Переведите следующие предложения на русский язык, обращая внимание на модальные глаголы и их заменители.

1. Much more complicated problems are to be solved.
2. They will have to complete the experiment next month.
3. I shall not be able to leave Moscow until we finish our calculations.
4. The engineer was to make a report at the conference.
5. One is to be very attentive when crossing the street.
6. A machine can often do work which a man is unable of doing.
7. Children under 16 are not allowed to see this film.
8. They will have to try the method described in the article.
9. The engineer could correct the program during the test of the engine.
10. The material collected is to be sent to the laboratory for examination.
11. You might use all the new equipment for your experiments.
12. He had to study the theory of interplanetary travel.
13. They couldn't discover any atmosphere on the planet.

14. To design a spaceship, designers must take many things into consideration.



LISTENING PRACTICE

1. In designing a building, a bridge or any other structure, the choice of construction materials is of vital importance. There are some structures in the world which got their names from the material from which they're made. The White House in Washington, D. C. is one of them.

a) Listen to the text "The White House" and be ready to answer the questions below.

1. When was the cornerstone of the White House laid?
2. What did the White House look like before the fire?
3. What happened to the building during the fire?
4. How was the building reconstructed after the fire?
5. How did the White House get its name?
6. When was the President's home named the White House officially?
7. What do you think of the architecture of this building?

b) Retell the text.

c) You are a guide. Tell the tourists who are making a tour of Washington, D. C. the history of the White House.

2. Historically, the first structures people built were bridges. Nowadays you can see a lot of beautiful bridges across rivers and canyons. They are made of various materials.

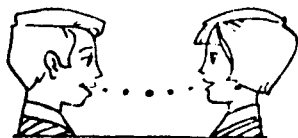
a) Say which of the following materials are used for bridge building.

crystal; wood; plastics; steel; stone; paper; limestone; glass; sand; clay; reinforced concrete; concrete; china

b) Listen to the text "Experimental Bridge". Try to find an exotic material for bridge building and fill in the chart.

| Material | Span | Weight | Load capacity | Width | Height |
|----------|------|--------|---------------|-------|--------|
| | | | | | |
| | | | | | |
| | | | | | |

- c) Check your answers with the teacher or your groupmates.
- d) Read the transcript of the text on p. 436. Look up the words you do not know in your dictionary.
- e) Do you think that using paper as a material for bridge building has a future? Give your reasons using the chart.



ORAL PRACTICE

1. Topic. *The city of beautiful bridges.*

You are a guide in St. Petersburg. Tourists from the United States of America ask you to show them the bridge which you consider to be the most beautiful. They expect you to present information on:

- 1) the name of the bridge;
- 2) when it was constructed;
- 3) who it was designed by;
- 4) the construction materials which were used;
- 5) the way it looks;
- 6) how long, wide and high it is;
- 7) some interesting facts connected with this bridge;
- 8) why you consider it to be the most beautiful.

2. Pairwork. Think of some good questions for the following answers. The answers needn't be true.

- | | |
|-----------------------------------|--------------------------|
| 1. By means of computers. | 6. No doubt |
| 2. Extremely talented. | 7. Nowhere. |
| 3. I'm afraid he'll object to it. | 8. It is suitable. |
| 4. I don't agree with you. | 9. Circular. |
| 5. Some cracks in the structure. | 10. In the rocky canyon. |
3. Bridge builders meet representatives of various design offices to choose the best project for the bridge each of them is to build.

BUILDERS (1-5 students): You are responsible for building bridges in various places:

- a road bridge across a sea strait which is 2000 m wide and about 50 m deep;
- a viaduct for road traffic across a rocky canyon which is 750 m wide and 100 m deep;

- a temporary pedestrian bridge across a river which is 30 m wide;
- a city bridge across a navigable river which is 500 m wide;
- a railway bridge across a highway which is 55 m wide.

Listen to the reports of bridge designers presenting various projects and choose the most suitable for your task.

BRIDGE DESIGNERS (1-6 students): Describe the project for the bridge which the engineers in your design office worked out. Try to persuade the builders to choose the project from your office (figures 1-6, p. 275).

4. Discussion. A new subway line is being built in the centre of the city, but the route is obstructed by a ship-going river. You have to decide whether to build a tunnel or a bridge.

a) Read the following arguments which should be taken into consideration. Think of some more.

| A tunnel | A bridge |
|---|---|
| <i>For</i> | <i>For</i> |
| 1. No obstruction for shipping. 2. Little space is needed for the approaches. | 1. The construction of a bridge is cheaper than that of a tunnel. 2. It takes less time to build. 3. Later it can be widened if necessary. 4. The traffic capacity of the bridge per hour is higher than that of a tunnel. |
| <i>Against</i> | <i>Against</i> |
| 1. Too costly. 2. Limited capacity. 3. Difficulties of construction. 4. No opportunity for later widening. | 1. Obstruction to shipping. 2. Some people think bridges spoil the view. |

b) Discuss the problem in groups of 3-5 students in order to make a decision.

c) Fill in the chart and give your reasons.

| | Group 1 | Group 2 | Group 3 |
|------------------------------------|---------|---------|---------|
| It's better to construct a tunnel. | | | |
| It's better to construct a bridge. | | | |



READING PRACTICE

1. a) Travelling by cars or trains we meet obstacles — mountains or rivers. Overcoming these obstacles has been one of the most difficult tasks for civil engineers. On p. 275 you will find pictures illustrating the text below. Read the text and rearrange the pictures according to the contents of the text.

TEXT 11A

THE HISTORY OF BRIDGE AND TUNNEL BUILDING

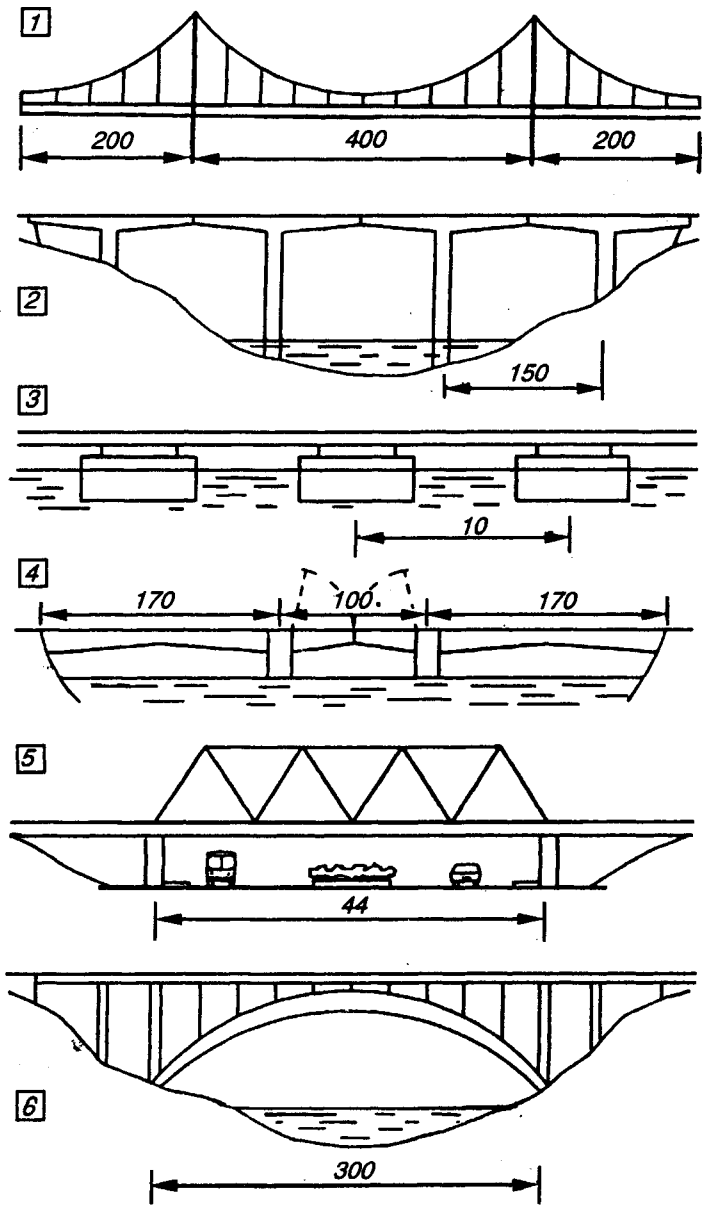
1. An outstanding statesman once said in his speech, "There can be little doubt that in many ways the story of bridge-building is the story of civilization. By it we can readily measure an important part of a people's progress." Great rivers are important means of communication, for in many parts of the world they have been, and still are, the chief roads. But they are also barriers to communication, and people have always been concerned with finding ways to cross them.

2. For hundreds of years men have built bridges over fast-flowing rivers or deep and rocky canyons. Early man probably got the idea of a bridge from a tree fallen across a stream. From this, at a later stage, a bridge on a very simple bracket or cantilever principle¹ was evolved. Timber beams were embedded into the banks on each side of the river with their ends extending over the water. These made simple supports for a central beam reaching across from one bracket to the other. Bridges of this type are still used in Japan, and in India. A simple bridge on the suspension principle² was made by early man by means of ropes, and is still used in countries such as Tibet. Two parallel ropes suspended from rocks or trees on each bank of the river, with a platform of woven mats laid across them, made a secure crossing. Further ropes as handrails³ were added. When the Spaniards reached South America, they found that the Incas of Peru used suspension bridges made of six strong cables, four of which supported a platform and two served as rails.

3. All these bridges made possible crossings only over narrow rivers. The type of temporary floating bridge,⁴ the pontoon bridge, has been used for military purposes; military engineers can construct a temporary bridge on this principle, able to carry all the heavy equipment of a modern army, in an extremely short time.

The idea of driving wooden piles into the bed of the river in order to support a platform was put into practice 3,500 years ago. This is the basis of the 'trestle' or pile bridge⁵ which makes it possible to build a wider crossing easier for the transport of animals and goods.

4. With the coming of the railway in the 19th century there was a great demand for bridges, and the railways had capital for building them. The



first railway bridges were built of stone or brick. In many places long lines of viaducts were built to carry railways; for instance, there are miles of brick viaducts supporting railways to London.

The next important development in bridge-building was the use of iron and, later, steel. The first iron bridge crossed the river Severn in Great Britain.

The idea of a drawbridge,⁶ a bridge hinged so that it can be lifted by chains from inside to prevent passage, is an old one. Some St. Petersburg bridges were built on this principle.

A modern bridge probably demands greater skill from designer and builder than any other civil engineering project. Many things should be taken into consideration, and these may vary widely according to local conditions. In deciding what type of bridge is most suitable the designer has to consider the type and weight of the traffic, and width and depth of the gap to be bridged, the nature of the foundations and the method of erecting the bridge. The designer has to calculate carefully how the various loads would be distributed and to decide which building materials are more suitable for carrying these loads.

Tunnels

5. Tunnelling is difficult, expensive and dangerous engineering work. Tunnels are built to provide direct automobile or railway routes through mountain ranges, under or over rivers. They can also provide underground channels for water, sewage or oil. Before the 19th century men had not acquired enough skill in engineering to carry out extensive tunnelling. Tunnels, however, were known in ancient times. They were, for instance, driven into the rock under the Pyramids of Egypt, and the Romans built one in Rome for their chief drain, parts of which still remain. One of the earliest tunnels known was made in Babylon. It passed under the Euphrates river, and was built of arched brickwork being 12 feet high and 15 feet wide.

Other ancient tunnels were built for water supply and for drainage.

6. Modern tunnels are often very long and deep. The Simplon Tunnel on the France-to-Italy railway, for example, is 12 miles long and in one place the peaks of the Alps rise over 6,000 feet above it. Some tunnels are over 50 feet in diameter. Many are circular in cross-section. Others are horseshoe-shaped,⁷ with a level floor on which it is easy to lay permanent roads and railways.

Tunnel Under Channel

7. Connecting the Isles of Great Britain to mainland Europe is a fantasy that can be dated back nearly 200 years.

We can name very few projects against which there existed a deeper and more powerful prejudice than the construction of a railway tunnel between Dover and Calais.

The objections have been cultural, political and, of course, military. The British government objected to the scheme mainly because they thought that the enemy could easily invade England through such a tunnel.

The first suggestion to construct a tunnel came from Napoleon in 1800. His engineers even drafted a tunnel plan, but Britain and France were at war at that time.

In 1988 the question of a Channel Tunnel was studied afresh by a group of French and British engineers and the work actually began. They agreed to start boring for the Eurotunnel on both English and French Coasts.

The Tunnel runs under the sea through a layer of dense chalk which is known to be free of cracks and allows water to penetrate it slowly.

The work proceeded very quickly and was successfully completed in about six years. The Tunnel was opened to traffic on May 7, 1994.

Two main tunnels, with service tunnel between, carry one-way rail traffic.

8. Original estimate was 7.2 billion dollars at current exchange rates, but cost to date is 13.1 billion dollars shared between Britain, France and other investors. So far the project is not quite profitable and still needs more investments.

Cars and trucks carried by rail make the crossing in 35 minutes, about an hour less than by ferry. Passengers remain in their vehicles.

The Tunnel personnel does its best to make passengers feel comfortable and safe during the crossing. But as it was mentioned by the commercial director of the Tunnel, they still have many serious problems and one of them is security. Nevertheless, the authorities are sure to be able to solve all the problems successfully.

NOTES TO THE TEXT

¹ a bridge on a bracket or cantilever principle (= a bracket or cantilever bridge) - консольный мост

² a bridge on the suspension principle (= suspension bridge) - висячий (подвесной) мост

³ handrails - поручни

⁴ a floating bridge - понтонный мост

⁵ a 'trestle' or pile bridge — мост на рамных основах

⁶ a drawbridge - разводной мост

⁷ horseshoe-shaped - подковообразный

b) Find in the text the passage describing the things that should be taken into consideration when designing a modern bridge and translate it into Russian.

- c) Read this passage aloud. (Approximate time of reading is 45 seconds.)
- d) Find in the text key words which you can use to speak about the history of bridge building.
2. a) Skim the text to understand what it is about. Time your reading. It is good if you can read it for seven minutes (110 words per minute).

TEXT 11B

THE TRIUMPH OF HUMAN SPIRIT

The Brooklyn Bridge was built in the year 1883. It is still one of the most popular places of interest in New York.

The plan for the Brooklyn Bridge was made by a man named John Roebling. This was in the year 1867.

Roebling was a German. He emigrated to the United States when he was twenty-five. In 1867 Roebling was already quite famous. Years before he had invented the steel cable (трос). Using this steel cable he built several bridges, one at Niagara Falls (Ниагарский водопад) and a second across the Monogahela River at Pittsburgh. He was sure he could build this new bridge.

It was decided to give Roebling a chance. A company was organized. Roebling was head engineer. He began to work making the plans for the bridge. He sent his son Washington to Europe to study some new bridges there. Some experiments had been made with working in a large box under water.

And then the accident happened. Roebling was working near the river. A boat struck the dock on which he was standing. Two weeks later he died. Before he died he asked that his son Washington should continue his work.

W. Roebling began to work with the same interest and energy as his father. The bridge was begun. There were many problems. According to the plans, there were to be two large towers (башни). One of these towers was to be on the Brooklyn side of the river and the other was to be on the Manhattan side. From the towers hung (свешиваться) a system of steel cables. These steel cables were to hold (удерживать) the bridge.

Today engineers know how to do these things. They have had experience. They have special machines. But at that time no one knew exactly how to do this work. The Brooklyn Bridge was the first bridge of its kind in the world. They used the new box that Washington Roebling had studied in Europe. The box was made of wood and was about the size of a house. In this box men could work under water. Air was forced into the box and the water was forced out of it. It was very dangerous. No one understood the problems of this kind of work. Men became sick. There were

many accidents. Roebling himself worked with the men in the box. He tried to encourage the men.

One day a worker went down into the box. He felt perfectly well. Within half an hour he began to feel strong pains (боль). Five minutes later he was dead. The same thing happened to other men. One day Roebling himself had a similar attack. He could not talk. He could not hear. He became paralysed. After a week or two he felt better. He went back again to work in the box. He had a second attack, more serious than the first. He could not work again. In fact he was unable to work again during the rest of his life. He remained a cripple (калека). Yet the work had to continue. And Washington Roebling continued to direct the construction of the bridge. His home was near the bridge. He used a telescope. He watched the work every day. His wife helped him. Each day she went to the bridge. She carried her husband's orders to the men. She worked with the men. At night she returned to her husband. She told him about the work of the day. In this way, year after year, the work continued.

In 1876 the first cable was placed from one tower to the other. In 1883 about fifteen years after it was first begun, the bridge was officially opened. Many important people, including the President of the US, took part in the ceremony. Washington Roebling watched the ceremony through his telescope.

The bridge was one of the wonders of the nineteenth century. It is still today. There is more traffic on it today than ever before. The bridge remains very strong. It also remains a monument to the two men who built it, John Roebling and his son Washington.

b) Complete the statements choosing the variant corresponding to the contents of the text.

1. When John Roebling came to the United States:

- 1) nobody knew him;
- 2) he was known for his invention of the steel cable;
- 3) only his friends knew him.

2. Washington Roebling:

- 1) was only making the plans for the bridge;
- 2) was making experiments;
- 3) began building the bridge.

3. During the construction of the bridge the people used the box:

- 1) which was constructed by John Roebling;
- 2) which was used in Europe;
- 3) which was invented by Washington Roebling.

4. Washington Roebling became a cripple after:
 - 1) he had fallen down the bridge;
 - 2) he had an accident during the construction of the bridge at Niagara Falls;
 - 3) he had worked in the box.
5. Washington Roebling:
 - 1) did not live to see the ceremony of the opening the bridge;
 - 2) could see the ceremony;
 - 3) was present at the ceremony.

3. Read the text to find answers to the given questions.

TEXT 11C

LONDON AS A PORT

1. What are the “hands” of London known for?

The port of London is to the east of the City. Here, today, are miles and miles of docks, and the great industrial areas that depend upon shipping. This is the East End of London, unattractive (непривлекательный) in appearance, but very important to the country's commerce. The East End is a great proletarian area populated by factory workers, and small craftsmen. The East End is the “hands” of London. The hands which have built the palaces, theatres, shops and hotels, the hands which unload the cargoes in the docks, which make furniture (мебель), dresses, motor cars, and a million and one other things which fill the shops.

2. How were the goods unloaded in the early days?

The River Thames, flowing from west to east, divides London into two parts known as the north bank and the south bank. Years ago the Thames used to overflow its banks when the tide (прилив) came up, but now it has been banked up and you see a fine wide roadway called the Embankment. The Thames estuary (устье) offered excellent facilities for shipping. The deep channel and high tide of the lower river enable vessels to pass inland as far as the bridge and unload in waters that were little troubled by heavy storms in the North Sea. In the early days they anchored (бросать якорь) in the river and unloaded into small boats and barges which carried the goods to landing-places on the banks.

3. How are the goods unloaded now?

As the ships grew larger this became too slow a process, and the river was overcrowded, so docks were constructed, deep-water basins excavated

in the banks of the river, where vessels could come alongside and unloaded their cargoes directly on the wharves (пристань) or even into lorries if necessary. Vessels increased rapidly in size during the last century and are still growing, and hence, larger and larger docks have had to be constructed with deeper and deeper basins.

4. When can ocean-going ships go up the Thames?

The Thames has the benefit (преимущество) of a good tidal range so that the biggest vessels can go up the river and enter docks at high tide. By closing the dock gates and thus shutting off their waters from the river, deep water can be maintained in the dock all the time it is occupied by vessels. On the river there are ocean-going ships, and lines of barges pulled along by tugs (буксир). Ships up to 6,000 tons can come as far as London Bridge below which is the part of the river called the Pool.

5. How are the two halves of the drawbridge raised?

The ships can pass under Tower Bridge. It was designed by Sir Horace Jones, London architect, and Sir John Wolfe Barry, civil engineer. It took eight years to build it (1886-1894). It has permanent spans (пролет) 270 feet long, suspended on great chains, connecting them with the river bank and smaller towers (башня) at the shore approaches. The two halves of the drawbridge each weighing 100 tons, can be raised for the passage of ships by hydraulic machinery in a minute and a half only.

4. Read the text and write the summary of it in English.

TEXT 11D

PANAMA CANAL

1. The construction of the Panama Canal had a long and not a simple history. The first steps were undertaken in 1880 by a Frenchman, Ferdinand de Lesseps who had built the Suez Canal. His idea was to build the Panama Canal by driving it straight through, at sea level. To carry out this plan it was necessary to deep cuts through rocky hills and mountains, which was soon found to be hard to achieve.

2. Then another French expedition was sent out to see what could be done. But again the technical difficulties were too much for them. Moreover, lots of workers died from yellow fever.

3. In early 1900's the American government wanted to build a canal across the Isthmus of Panama. The isthmus is the neck of land that joins North and South America and separates the Caribbean Sea from the Pacific

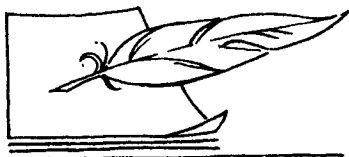
Ocean. Building a canal across it would mean that American ships could travel quickly between the east and west coasts of the United States instead of having to make a long sea journey around South America.

4. The main problem was that the United States did not own the isthmus: it belonged to a Latin American country called Colombia. In 1903, when the Colombian government was slow to give the Americans permission to build the canal, President Theodore Roosevelt sent warships to Panama. The warships helped a small group of Panamanian businessmen to rebel against the Colombian government.

5. The rebels won victory and declared Panama a new independent state. A few days later they gave the Americans control over a ten-and-a-half-mile wide strip of land called the Canal Zone across their new country. The way was clear for the Americans to build their canal.

6. In 1908 Colonel Goethals – the man who turned a great engineering failure into a great victory – was appointed as a Chief Engineer in charge of the construction of the Panama Canal. The first thing he did was to organize a fight against the diseases which had been killing the workers since the canal was first begun. All swamps and lakes were covered with a film of oil to destroy the breeding places of mosquitoes; windows and doors were protected with fine wire netting.

7. Colonel Goethals did not follow the idea of building a canal on the same level all the way. His idea was to carry the canal at different heights by means of locks and sluices. He was successful where so many others had failed. The canal was finished in October 1913, a great achievement in modern engineering. On the 10th of October President of the United States Wilson pressed a golden button in the White House in Washington; 2000 miles away the electric current from the White House made a dynamite charge explode and blow up the last dam between the finished canal and the sea. The Atlantic and the Pacific were now connected with each other.



WRITING PRACTICE

- a) You've received a letter from RBM Company in which they request you to send your curriculum vitae¹ (CV, i.e. brief personal history). Study the CV of your friend which provides the most important information about the applicant.

| | |
|---------------------|--|
| Name | <u>Andrew Silvery</u> |
| Address | <u>15, Pan Street,</u> <u>Austen, Texas,</u> <u>USA</u> |
| Telephone No. | <u>512 4732 986</u> |
| Place of Birth | <u>Zurich, Switzerland</u> |
| Nationality | <u>American</u> |
| Marital Status | <u>Single</u> |
| Age | <u>22</u> |
| Education | <u>High School,</u> <u>Chicago University</u> |
| Languages | <u>Fluent French besides</u> <u>the mother tongue</u> <u>English</u> |
| Previous Experience | <u>2 years in father's office</u> |
| Interests | <u>Travel, music,</u> <u>windsurfing</u> |

¹ При приеме на работу Вам потребуется представить краткую автобиографию - Curriculum vitae = CV = résumé (USA). Она является основой для оценки и сравнения претендентов. Она должна давать четкие ответы на следующие вопросы:

1. Имя, адрес, номер телефона.
2. Дата и место рождения.
3. Национальность.
4. Семейное положение (женат, холост, перечислить детей и их возраст).
5. Образование (когда и какое учебное заведение окончил).
6. Знание иностранных языков.
7. Предыдущие места работы и должность.
8. Интересы, занятия, хобби.

Ниже приведены возможные ответы на эти вопросы:

1. Petr Ivanovich Volkov, 55 Apt, 20 Bld, Tverskaya St, Moscow, Russia; 4228340
2. 19th April 1970, Moscow
3. Russian
4. Single
5. 10 years Moscow secondary school, 5 years Moscow Technical University
6. English
7. 3 years as shift engineer at the ZIL automobile plant assembly shop
8. Travel, hockey, drama

b) Prepare your own CV.

VOCABULARY LIST

1. **acquire** (*v*)
2. **actually** (*adv*)
3. **agree** (*v*)
4. **basis** (*n*)
5. **beam** (*n*)
6. **bed** (*n*)
7. **chain** (*n, v*)
8. **circular** (*a*)
9. **civil** (*a*)
10. **concern** (*n, v*)
11. **crack** (*n, v*)
12. **cross-section** (*n*)
13. **demand** (*n, v*)
14. **depth** (*n*)
15. **distribute** (*v*)
16. **doubt** (*n, v*)
17. **erect** (*v*)
18. **estimate** (*n, v*)
19. **evolve** (*v*)
20. **extremely** (*adv*)
21. **fall** (*n, v*)
22. **further** (*adv, a*)
23. **lay** (*v*)
24. **layer** (*n*)
25. **local** (*a*)
26. **by means of**
27. **mention** (*n, v*)
28. **object** (*n, v*)
29. **outstanding** (*a*)
30. **passage** (*n*)
31. **penetrate** (*v*)
32. **pile** (*n*)
33. **prevent** (*v*)
34. **project** (*n*)
35. **range** (*n*)
36. **reach** (*v*)
37. **readily** (*adv*)
38. **rock** (*n*)
39. **rope** (*n*)
40. **scheme** (*n*)
41. **secure** (*a, v*)
42. **share** (*v*)
43. **so far**
44. **suggest** (*v*)
45. **suitable** (*a*)
46. **support** (*n, v*)
47. **suspend** (*v*)
48. **to take into consideration**
49. **temporary** (*a*)
50. **width** (*n*)

UNIT 12

PC MEANS A PERSONAL COMPUTER

LANGUAGE MATERIAL

VOCABULARY

1. Прочитайте новые слова вслух, познакомьтесь с их русскими эквивалентами. Определите их значения в данных предложениях.

- | | |
|--|--|
| 1. HARDWARE аппаратное обеспечение | My friend is a specialist in computer hardware. |
| 2. BOARD доска | The floor of the house was covered with boards. |
| SYSTEM BOARD системная плата | |
| 3. POWER сила, мощность, энергия; приводить в движение | What is the power of this engine? |
| 4. KEYBOARD клавиатура | The computer is already on the desk, but the keyboard has not been unpacked yet. |
| 5. MOUSE (pl. MICE) 1) мышь 2) мышь (устройство указания) | 1) We were afraid that there might be mice in the house. 2) Usually it takes some time to learn to use a mouse. |
| 6. TO PROCESS обрабатывать | Thanks to computers we can process information millions of times more quickly. |
| PROCESSOR процессор | CPU stands for the central processor unit. |
| 7. DRIVE дисковод | The drives can read and write on diskettes. |
| 8. DRIVER программа управления устройствами | Drivers are one of the components of a computer. |

9. CASE
- 1) случай
 - 2) коробка, футляр, кожух
10. CONTENTS
содержание
11. TO TYPE
печатать
12. KEY
клавиша
13. MANUAL
- 1) справочник, руководство
 - 2) ручной
14. SOFTWARE
программное обеспечение
15. APPLICATION
применение
16. TO SLIDE
скользить
17. REMOTE
дальний, отдаленный
18. ROUGH
неровный, шероховатый
19. ARROW
стрела
20. SCREEN
экран
21. POINTER
указатель, указка
- 1) Telephone the safety engineer in case of an emergency.
 - 2) We decided against moving the case's cover.
- I do not know the contents of this book. You can find the necessary information in the contents of the book.
- The text of the contract will be ready in an hour; the secretary is already typing it.
- How many letter keys are there on this computer keyboard?
- 1) Two manuals come with this computer.
 - 2) Automation makes manual labour unnecessary.
- You can buy a computer and the necessary software as well.
- Nobody expected that the application of this device would be so wide.
- The surface was wet and nothing could prevent the machine from sliding off.
- This remote control needs 4 batteries to power it.
- He is a remote relative of mine.
- Tractors can easily drive along rough ground.
- Draw an arrow on the map to show the direction of the movement.
- The music started playing and everybody looked at the screen.
- You can move the pointer on the screen with the help of the mouse.

22. **BUTTON**
 1) пуговица
 2) кнопка
23. **GAME**
 игра
24. **TO DISPLAY**
 выставлять, показывать
25. **CHARACTER**
 символ
26. **DOT**
 точка
27. **SHARP**
 острый; резкий
28. **RESOLUTION**
 разрешающая способность
29. **TO PLUG**
 затыкать
TO PLUG IN
 вставлять штепсель (в розетку)
30. **STRAIN**
 натяжение, напряжение, нагрузка
31. **TO REDUCE**
 уменьшать, понижать
32. **TO ADJUST**
 приспособлять(ся)
33. **ANGLE**
 угол
34. **SCREEN SAVER**
 режим отключения экрана при паузах в работе
35. **IDLE**
 незанятый; (техн.) холостой
- 1) The boy has lost a button from his jacket.
- 2) Press the button to switch on the device.
- What sports games do you like playing?
- The British tend not to display much emotion in public.
- A few figures were displayed on the screen.
- You can type letters and other characters using this keyboard.
- A dot is one of the two characters of the famous Morse code.
- I need a very sharp knife to cut this.
- Those scissors are sharp. The TV picture isn't very sharp.
- Resolution is one of the characteristics of the monitor.
- Of course the radio is not working, you have not plugged it in.
- Not all the people can stand the strains of cosmic flights.
- Much is being done to reduce air pollution in large cities.
- The body quickly adjusts to changes in temperature. If the chair is too high you can adjust it to suit you.
- They have measured the angles of the triangle.
- Nobody knew how to set a screen saver to darken the monitor screen.
- Being idle for a long time is not good for teenagers. The idling speed can be adjusted by turning this handle.

2. Работа со словарем. Прочтите предложения, определите исходную форму выделенных слов, часть речи, к которой они относятся, и найдите соответствующие значения этих слов в словаре.

1. a) He wears jeans in the office.
b) Drivers do their best to reduce the car body wear.
2. a) There were a lot files on the desk.
b) It took operator some time to find the necessary file.
3. a) You can use only floppy disks with this computer.
b) This hard disk holds more information than 100 floppies.
4. a) This floppy drive is usually referred to as drive A.
b) All the references are usually located at the end of the article.
5. a) According to the readings of the instrument a considerable amount of fuel was stored in the tank.
b) The speed of the rocket carrier amounts to eight kms per second.
6. a) The access to the mountain village was extremely difficult because of many rapid rivers.
b) You can get access to a great amount of information with the help of CD-ROM.
7. a) This computer is not IBM-compatible.
b) The account section has been completely computerized.

3. Прочтите следующие интернациональные слова вслух и, основываясь на значениях известных слов русского языка, определите их значения.

| | |
|-----------------------------|----------------------|
| monitor [ˈmɒnɪtə] | unison [ˈjuːnɪzn] |
| video [ˈvɪdɪoʊ] | icon [ˈaɪkən] |
| component [kəmˈpounənt] | graphics [ˈgræfɪks] |
| electronics [ˌɪlekˈtrɒnɪks] | adapter [əˈdæptə] |
| stereo [ˈstiəriəʊ] | contract [ˈkɒntrækt] |
| instruction [ɪnˈstrʌkʃn] | disk [dɪsk] |
| command [kəˈmɑːnd] | format [ˈfɔːmæt] |
| punctuation [ˌpʌŋktjuˈeɪʃn] | megabyte [ˈmegəbaɪt] |
| specialize [ˈspeʃəlaɪz] | photo [ˈfəʊtəʊ] |
| combination [ˌkɒmbɪˈneɪʃən] | |

4. Найдите в правой колонке слова, перевод которых дан в левой.

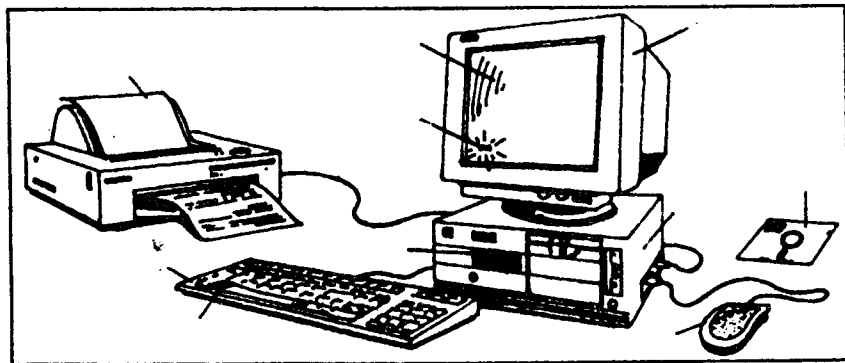
1. программное обеспечение a) hardware, b) commands, c) instruction, d) software, e) remote control
2. обрабатывать a) to access, b) to process, c) to reduce, d) to adjust, e) to install
3. символ a) letter, b) figure, c) character, d) key, e) pointer
4. неровный a) flat, b) rough, c) manual, d) remote, e) idle

5. применение a) software, b) resolution, c) application, d) sharpness, e) amount
6. установить a) to access, b) to type, c) to install, d) to plug, e) to adjust
7. совместимый a) suitable, b) convenient, c) compatible, d) floppy, e) remote
8. ссылаться a) to display, b) to process, c) to refer, d) to point, e) to plug
9. дисковод a) driver, b) arrow, c) screen saver, d) drive, e) screen
10. напряжение, нагрузка a) access, b) strain, c) pointer, d) angle, e) case

5. Назовите возможные сочетания следующих глаголов и существительных.

| | |
|------------|--------------------|
| to plug | characters |
| to adjust | a computer |
| to install | a keyboard |
| to reduce | an image |
| to process | information strain |
| to type | a floppy disc |
| to display | a remote control |
| | a mouse dots |

6. Подберите соответствующие названия изображенных частей компьютера из приведенных ниже.



1. keyboard; 2. key; 3. mouse; 4. drive; 5. case; 6. screen; 7. monitor; 8. a floppy disk; 9. printer; 10. character

7. Прочтите и переведите на русский язык следующие словосочетания.

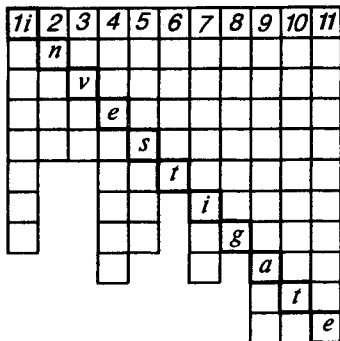
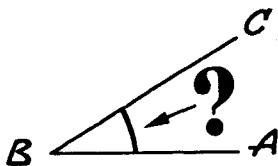
hardware pieces
to produce hardware
to power an engine
to supply power
to use a keyboard
an ordinary keyboard
a white mouse
many mice
to connect a mouse to the computer
to process information
word processor
a disk drive
an engine case
an attaché case
in case of an accident
to type a letter
the best typist in the office
Latin letters keys
to press any key
to read a manual carefully
to produce the software
a wide application of the product
applied mathematics
to slide down
a remote control
a remote village
a rough surface
sharp arrows
a screen of the display
a long pointer
to press the button
to switch on a stereo system
to play computer games
to communicate with a computer
a flat surface
to release the mouse button
as far as smth is concerned

a sports game
to display a character
to display an image
to connect two dots with a line
the sharpness of the image
at 5 o'clock sharp
a plug
the strain of the war
to reduce the number of mistakes
to adjust the equipment to the needs
of the experiment
the right angle
to measure the angle between two
lines
to get a screen saver
to be idle
idling speed
to reduce the wear on the engine
to wear jeans
to lose a file
to put all the files on the table
a floppy disc
to refer to the experimental data
a great amount of information
to determine the total amount
the access to this important
information
to access the main highway
to buy earphones
expensive earphones
to be compatible with most
computers
the compatibility of computers
the sharpness of the picture
eye strain
even lightning
at a slight angle
to plug earphones into the jack

8. Решите кроссворд.

1. To point out, to show something.

2.



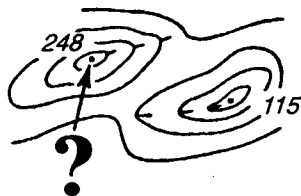
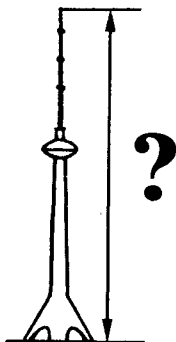
3. To lie on the surface of something.

4. In another way, differently.

5. There are great ... of oil in Western Siberia.

6.

7.



8.



9. Coming before and preparing for something more important.

10.



11. To make or produce by machinery, etc.

9. Ознакомьтесь с примерами употребления составных предлогов и переведите предложения.

| Составные предлоги | |
|--------------------|--|
| 1. according to | According to the information received by us the ship will arrive on the 10th of April. |
| 2. as far as | I go by bus as far as the State Library and then walk a few blocks to my office. |
| 3. because of | They didn't go to the country because of the rain. |
| 4. by means of | In big ports ships are loaded and unloaded by means of cranes. |
| 5. due to | The train did not arrive in time due to the snow storm. |
| 6. in addition to | In addition to the trouble in the engine there appeared another in the transmission. |
| 7. in front of | Who is sitting in front of him? |
| 8. in order to | The new equipment was used in order to test the vibration of the engine. |
| 9. in spite of | He left in spite of all my protests. |
| 10. instead of | What book can you give me instead of that one? |
| 11. on account of | The match was delayed on account of heavy rain. |
| 12. owing to | Owing to the new system of regulations the number of accidents went down. |
| 13. thanks to | Thanks to his help we finished our work early. |

10. Переведите следующие предложения, обращая внимание на составные предлоги.

1. By means of this device we can carry out more operations in less time.
2. The work is going on according to the schedule.
3. The engine didn't operate well because of bad fuel.
4. In order to protect the surface from heat and cold it was covered with special substance.
5. Due to the establishment of new trolley-bus routes the passenger service in the city was improved.
6. The monument was restored in spite of many difficulties.
7. Who can repair the apparatus instead of him?
8. No planes took off on that day on account of low clouds.
9. Is there a high building in front of your house?

10. Owing to his works not only was the problem solved but a wholly new approach evolved.

11. The expedition sailed as far as Borneo.

12. In addition to sails the boat was also supplied with a motor.

13. In addition to the usual methods of computation they made use of computers.

11. а) Ознакомьтесь с примерами употребления составных союзов. б) Затем переведите предложения, обращая внимание на составные союзы.

| Составные союзы | |
|--------------------|--|
| 1. as ... as | My younger brother is as tall as I am. |
| 2. as long as | I shall remember you as long as I live. |
| 3. as soon as | I'll telephone you as soon as I return home. |
| 4. as well as | This book is interesting as well as useful. |
| 5. both ... and | Both the bridge and the tunnel will be constructed next year. |
| 6. either ... or | I shall leave either tonight or tomorrow. |
| 7. in order that | In order that the comfort of the driver may be improved, the design of the seat was changed. |
| 8. neither ... nor | I could find him neither at home nor in the office. |
| 9. so that | They crossed the mountains so that they could reach the village before dark. |
| 10. the ... the | The longer I think of your plan, the more I like it. |

1. The shorter the lever (рычаг) arm, the greater effort is needed to lift the weight.

2. Both the bridge and the dam will be completed before the navigation season.

3. You can get to that part of the city either by bus or by the underground.

4. As soon as all the calculations are completed, we will begin the tests.

5. These children know neither German nor French.

6. You can stay here as long as the room is free.

7. The strength of this synthetic material is as high as that of steel.

8. Special containers were used in order that the supply of food could be improved.

9. The sun gives us both light and heat; it gives us energy as well.

10. The investigations at the Arctic research station are carried out daily in good as well as in bad weather according to a carefully worked out plan.

11. We decided to cross the mountains so that we could reach the airfield in the daytime.

12. Установите, в каких предложениях данные слова имеют указанное значение.

1. **organized** – организованный

- The exhibition is organized by two societies.
- The exhibition organized by the two societies was held in London.
- The Society of Motor Manufactures organized the exhibition in London.

2. **is (to)** – должен

- The equipment is to be supplied by a Japanese firm.
- The equipment is being supplied by a Japanese firm.
- The equipment is supplied by a Japanese firm.

3. **has, have (to)** – должен

- The electrical equipment has been manufactured in France.
- Electrical equipment of special design has to be manufactured.
- They have electrical equipment manufactured in France.

4. **manufacturing** – производящий

- CAV is a British firm manufacturing diesel engines.
- The firm is manufacturing diesel engines for automobiles.
- By 2000 the firm will be manufacturing 1-2 million engines a year.

5. **experimenting** – экспериментируя

- They are experimenting with the new component.
- Experimenting with the new component they found out that it was most suitable for road surfacing.
- The two men started experimenting with the component several years ago.

6. **tested** – испытал

- The motor car was tested on the roads.
- The firm tested the motor car on the mountain roads.
- The motor car was to be tested next spring.



LISTENING PRACTICE

1. More and more often we use telephone answering machines. Some people like them; some are nervous about speaking to them.

a) Listen to the message on the telephone answering machine. Be ready to answer the questions below.

1. What office is it?
2. What is the name of the agency?
3. What days is the agency open?
4. What time is the agency open?
5. What is its telephone number?

b) Retell the message.

c) Write a short message for your own answering machine at home and for the Computer Centre.

2. a) You are interested in the information about a desktop personal computer. Listen to the advertisement. Fill in the chart given below.

| Make or model of the computer | Type of monitor | Kind of extras available | Compatible with | Price |
|-------------------------------|-----------------|--------------------------|-----------------|-------|
| | | | | |

b) Check your answers with your teacher or groupmates.

c) Read the transcript of the text on p. 437. Look up the words you do not know in your dictionary.



ORAL PRACTICE

1. Topic. *The computer we use at the institute.*

At the institute you have a special subject – computer science – where you learn to use computers properly. You also use computers while studying other subjects. Speak about the computers you work on:

- 1) the make and model of the computer you use;
- 2) the type and number of drives it has;
- 3) the volume of memory;
- 4) the type of extras;
- 5) the kind of monitor;
- 6) what machines it is compatible with;

- 7) what programs you can use with it;
- 8) the advantages and disadvantages this computer has.

2. **Pairwork.** You are in a shop which sells electrical goods.

CUSTOMERS: Choose what you are going to buy (a video, a computer or a sound system). Fill in the form below and then visit several shops to find and buy the thing you want.

| | |
|--------------------|-------|
| CUSTOMER | |
| Type of equipment | _____ |
| Make | _____ |
| Price range | _____ |
| Other requirements | _____ |

SHOP ASSISTANTS: Choose what you are going to sell (videos, computers or sound systems). Fill in the form below.

In the shop give all the necessary information to the customer and try to sell the equipment.

| | |
|-----------------------|-------|
| SHOP ASSISTANT | |
| Type of equipment | _____ |
| Makes | _____ |
| Prices | _____ |
| Other details | _____ |

3. **Discussion.** More and more people are using computers in their work. Some of them cannot imagine their lives without this invention of the 20th century. Children find computer games very interesting. Are computers one of the greatest or the most dangerous inventions?

Say whether you use a computer in your work or for playing computer games. Do you use your computer in any other way or for any other purposes?

a) Read the following arguments. Think of some more.

| Computers are one of the greatest inventions | Computers are one of the most dangerous inventions |
|--|--|
| <ol style="list-style-type: none"> 1. They save a lot of time. 2. They can do calculations and other things which people do not find interesting. 3. They help you to process information. 4. You can learn many things using a computer as a tutor. 5. You can relax playing computer games. | <ol style="list-style-type: none"> 1. They are dangerous for your health. 2. People waste a lot of time playing computer games. 3. You can lose your work if something goes wrong with the computer. 4. Some people live in a virtual reality not in the real world. 5. Children cannot do the simplest arithmetic sums because they rely on computers. |

b) Discuss the problem in groups of 3-5 students in order to make a decision.

c) Fill in the chart and give your reasons.

| | Group 1 | Group 2 | Group 3 | Group 4 |
|--|---------|---------|---------|---------|
| Computers are one of the greatest inventions | | | | |
| Computers are one of the most dangerous inventions | | | | |



READING PRACTICE

1. a) Below you will find a text about a personal computer "Gateway 2000" produced by a company in the USA. Read the text about the main components of

the computer and fill in the chart. Check the time required to read the text. Are you reading faster than you used to?

| The part | Its function |
|----------|--------------|
| | |
| | |
| mouse | |
| | |
| | |
| | |
| | |

TEXT 12A

GATEWAY 2000

The Main Parts of the System

There are many hardware pieces in a computer system. Some are: the system board, power supply, keyboard, mouse, hard drive, monitor and the video card¹ and its drivers.

The case

The large metal box that is the main part of the computer is called the case. The case and its contents (power supply, system board, etc.) is called the system unit. The case has several functions:

- Protects the delicate electronics inside.
- Keeps electromagnetic emissions inside so your TV, cordless phone, and stereo don't go haywire when you power up the computer.
- Can also hold the monitor.

Don't remove the case's cover unless you need to do something inside the unit, and always replace the cover when you are done.

The keyboard

You communicate with your computer with the keyboard. With it, you type instructions and commands for the computer, and information to be processed and stored. Many of the keys on the keyboard are like those on a typewriter; letter keys, punctuation keys, shift keys, tab, and the spacebar. Your keyboard also has many specialized keys.

The instruction manuals for most software applications contain a section describing the functions of each key or combination of keys.

The mouse

The mouse works by sliding it around (ball down) on a flat surface. The mouse does not work if you hold it in the air like a remote control! The desktop is fine, but a ready-made mouse pad is the best surface to roll the mouse on. Its surface is flat and usually somewhat textured. If a surface is too smooth or rough, the ball inside can slip. As you glide the mouse, the ball inside moves in the direction of your movement. You will see the arrow on your screen moving in unison. The arrow is called a pointer, and the most important part is the very tip of its point. That's the only part the computer pays attention to. To use the mouse, slide it on the mousepad until the pointer's point is on something, like a button or an icon. Then:

Click – position the mouse pointer over an element and press and release the left mouse button one time.

Double-click – same as above except press the mouse button twice in quick succession *without moving the mouse between clicks*. It may take a little practice to not twitch the mouse when you first start double-clicking. Usually you double-click on an icon to start the program.

Drag – position the mouse pointer over an element, press and hold the left mouse button, and drag the mouse across the screen. The pointer moves, dragging the element. At the desired location, release the mouse button. The pointer lets go of whatever it was dragging.

An excellent way to practice using the mouse is to play the Solitaire game that comes with Windows.

The monitor

Your computer is not complete without the monitor, a TV-like device that usually sits on top of the computer. The monitor displays text characters and graphics. It allows you to see the results of the work going on inside your system unit. The image that you see is made up of tiny dots called *pixels*. The sharpness of the picture depends on the number and size of these² pixels. The more pixels, the sharper the image. This is called *resolution*.

A display adapter card is actually what builds the video images; the monitor simply displays them. The display adapter for your system is either built onto the system board or is an expansion card plugged into your system board.

If you sit in front of a monitor for long periods of time, eye strain can be reduced if you follow a few guidelines:

- Use the computer in a room with even lighting. Adjust the controls on the monitor to vary the contrast and brightness of the display to suit the lighting in the room.

- Keep the screen clean.

- Adjust your chair so that you are looking down at the screen at a slight angle.

- Turn the monitor away from windows and bright lights to avoid glare.

Some of the controls on the monitor change the size and position of the image. You should set them for the largest image without losing any part of it.

You can set a *screen saver* to appear on your monitor screen if the computer sits idle for a period of time. Screen savers can reduce wear on your screen. Windows includes a number of screen savers.

The floppy drive

Floppy drives provide a way to pass files to and from the hard drive or to and from another computer. At Gateway 2000, we install either of two types of floppy disk drives:

- 3.5-inch 1.44MB drives, usually drive A:

- Combo drives (includes both a 3.5-inch 1.44MB drive and a 5.25-inch 1.2MB drive, called drive A: and drive B: respectively).

The drives can read and write on floppy diskettes. If you put a brand new diskette into the drive, the computer cannot read it. You have to format it first.

The hard drive

Unlike the floppy drive, the hard disk drive is inside the computer's case and you cannot see it. Usually it is referred to as drive C:. Hard drives also hold a LOT of data. The smallest hard drives Gateway 2000 offers hold more information than 100 floppies! The size of a hard drive is measured in megabytes, or MB for short.

The CD-ROM drive

The CD-ROM drive installed in your Gateway 2000 computer is similar to the one(s) you might have in your home or car. It can play music CDs as well as read software program CDs and the new Kodak photo CDs.

The amount and variety of material you can access with CD-ROM is amazing, particularly when you realize that a CD disc holds over 600MB of data! As far as your computer is concerned, the CD-ROM is just another

hard drive, except that, although you can read from it, you can't save anything to it.

To operate the drive, press the Eject button to open the tray. Put a CD in the tray (label side UP!) and gently start to push the tray in. The motor takes over and pulls the tray the rest of the way in.

You can play ordinary music CDs if your system has speakers or if you plug earphones into the jack in the front of the drive.

NOTES TO THE TEXT

¹ video card – видеокарта

² display adapter card – видеоадаптер (системное плато, генерирующее сигналы для получения изображения на мониторе)

- b) Find in the text the passage describing the usage of the mouse and translate it into Russian.
 - c) Read this passage aloud and translate it. Approximate time of reading is 1,6 minutes.
 - d) Reread the text and write a summary of it in English.
 - e) Find the key words to describe a computer.
2. a) Skim the text to understand what it is about. Time your reading. It is good if you can read it for nine minutes (110 words per minute).

TEXT 12B

MS-DOS AND ITS MAIN TERMS

What is MS-DOS

The Microsoft MS-DOS *operating system* is like a translator between you and your computer. The programs in this operating system allow you communicate with your computer, your disk drives and your printer, letting you use these resources to your advantage.

MS-DOS also helps you to manage programs and data. Once you have loaded MS-DOS into your computer's memory, you can compose letters and reports, run programs and languages such as Microsoft GW-BASIC, and use devices such as printers and disk drives.

Terms You Should Know

When you are introduced to a new or different idea, you must often learn a new set of words to understand the idea. The MS-DOS operating system is no exception. The following pages explain some terms you will need to know so that you can read and use the manuals.

Program

Programs, often called *application programs*, *applications*, or *software* are series of instructions written in computer languages. These instructions are stored in files and tell your computer to perform a task. For example, a program might tell your computer to alphabetically sort a list of names. Spreadsheets and word processors are other examples of programs.

File

A file is a collection of related information, like the contents of a file folder in a desk drawer. File folders, for instance, might contain business letters, office memos, or monthly sales data. Files on your disks could also contain letters, memos, or data. For example, your MS-DOS master disk contains more than thirty files. Your other disks may contain files that you've created, or that came with the disk.

Filename

Just as each folder in a file cabinet has a label, each file on a disk has a name. This name has two parts: a *filename* and an *extension*. A filename can be from one to eight characters in length, and can be typed in uppercase or lowercase letters. MS-DOS automatically converts filenames to uppercase letters.

Filename extensions consist of a period followed by one, two, or three characters. Extensions are optional, but it's good idea to use them, since they are useful for describing the contents of a file to you and to MS-DOS. For instance, if you want to be able to quickly identify your report files, you can add the filename extension *.rpt* to each one. Here's an example of a filename with this extension:

```
progress .rpt
  |         |
  filename filename extension
```

Directory

A directory is a table of contents for a disk. It contains the names of your files, their sizes, and the dates they were last modified.

Volume Label

When you use a new disk, you can put a label on the outside of it to help you identify its contents. You can also give each of your disks an internal name, called a *volume label*.

You can look at the volume label on a disk by displaying its directory. Some programs may look at the volume label to see if you are using the correct disk. So make sure that you label your disks.

Disk Drive

To use the files or programs that are on a floppy disk, you must first insert the disk into a floppy disk drive. Floppy disk drives are commonly referred to as the A drive and the B drive. A hard disk drive, normally installed inside your computer, is usually referred to as the C drive.

Drive Name

A complete *drive name* consists of a *drive letter* and a *colon*. When using a command, you may need to type a drive name before your filename to tell MS-DOS where to find the disk that contains your file. For example, suppose you have a file named *finances.doc* on the disk in drive B. To tell MS-DOS where to find this file you would type the drive name before the filename:

b: finances.doc

|
drive name filename with extension

Command

Just as you will run programs to create and update files containing your data, you will also need to run some special programs, called MS-DOS commands, that let you work with entire files.

When you type MS-DOS commands, you are asking the computer to perform tasks. For example, when you use the **diskcopy** command to copy your MS-DOS master disk, you are using a file named *diskcopy.exe*, whose task is to copy the files on the MS-DOS disk.

Error messages

If you or your computer makes a mistake when using a device or MS-DOS command, MS-DOS displays an appropriate *error message*. Error messages apply to general errors (such as misspelling a command) or to device errors (such as trying to use a printer that is out of paper). For a complete list and explanation of each MS-DOS error message (device and general), see the *MS-DOS User's Reference*, Appendix F.

Memory

Memory is the place in your computer where information is actively used. When you run a program, MS-DOS stores that program and the files

it uses in the computer's available memory. Some programs and files use more memory than others, depending on how large and complex they are.

Devices

Whenever you use your computer, you supply the information (input) and expect a result (output). Your computer uses pieces of hardware called *devices* to receive input and send output.

For example, when you type a command, your computer receives input from your keyboard and disk drive, and usually sends output to your screen. It can also receive input from a mouse, or send output to a printer. Some devices, such as disk drives, perform both input and output.

Device Names

Device names are special names given to each device that your computer "knows" about. An example of a device name is LPT1, which stands for the first parallel lineprinter connected to your computer.

When you add a new device, such as a mouse, to your computer, you sometimes need to tell MS-DOS about it by setting up (configuring) your computer for that device.

b) Find in the text definitions of the terms you find to be the most important for you.

3. Read the text to find answers to the following questions.

1. What are the advantages of Windows?
2. What is Windows?
3. Why do we call it Windows?
4. What is another feature of Windows?
5. What firm was the first to have some results developing the prototype of Windows?

TEXT 12C

WINDOWS

Microsoft Windows (or simply Windows) is a software program that makes your IBM PC (or compatible) easy to use. It does this by simplifying the computer's *user interface*.

The word *interface* refers to the way you give your computer commands, the way you interact with it.

Usually the interface between you and the computer consists of the screen and the keyboard: you interact with the computer by responding to what's on the screen, typing in commands at the DOS command line to do your work.

DOS often isn't very intelligent at interpreting your commands and most people consider it awkward or intimidating as a user interface. These commands can be confusing and difficult to remember. Who wants to learn lots of computer commands just to see what's on your disk, copy a file, or format a disk?

Windows changes much of this. What's been missing from the PC is a program that makes the computer easy to use. Windows is just such a program. With Windows, you can run programs, enter and move data around, and perform DOS-related tasks simply by using the *mouse* to point at objects on the screen. Of course, you also use the keyboard to type in letters and numbers.

Windows interprets your actions and tells DOS and your computer what to do.

In addition to making DOS housekeeping tasks such as creating directories, copying files, deleting files, formatting disks, and so forth, easier, Windows makes running your favorite *applications* easier, too. (An application is a software package that you use for a specific task, such as word processing. WordPerfect is an example of an application. In this book, I'll use the words *program* and *application* interchangeably.)

Windows owes its name to the fact that it runs each program or document in its own separate *window*. (A window is a box or frame on the screen.) You can have numerous windows on the screen at a time, each containing its own program and/or document. You can then easily switch between programs without having to close one down and open the next.

Another feature is that Windows has a facility – called the Clipboard – that lets you copy material between dissimilar document types, making it easy to *cut* and *paste* information from, say, a spreadsheet into a company report or put a scanned photograph of a house into a real estate brochure. In essence, Windows provides the means for seamlessly joining the capabilities of very different application programs. Not only can you paste portions of one document into another, but by utilizing more advanced document-linking features those pasted elements remain “live”. That is, if the source document (such as some spreadsheet data) changes, the results will also be reflected in the secondary document containing the pasted data.

As more and more application programs are written to run with Windows, it'll be easier for anyone to learn how to use new programs. This is because all application programs that run in Windows use similar commands and procedures.

Windows comes supplied with a few of its own handy programs, and we will discuss them in this book. There's a word-processing program called Write, a drawing program called Paintbrush, a communications program

called Terminal for connecting to outside information services over phone lines, small utility programs that are helpful for keeping track of appointments and notes, a couple of games to help you escape from your work, and a few others.

Years of research went into developing the prototype of today's popular graphical user interfaces. It was shown in the early 1980s that the graphical user interface, in conjunction with a hand-held pointing device (now called the mouse), was much easier to operate and understand than the older-style keyboard-command approach to controlling a computer. A little-known fact is that this research was conducted by the Xerox Corporation and first resulted in the Xerox Star computer before IBM PCs or Macintoshes existed. It wasn't until later that the technology was adapted by Apple Computer for its Macintosh prototype, the Lisa.

4. **Natasha, an experienced computer user, has recently bought a CD-ROM drive unit. She enjoys using it. But she regularly makes three mistakes. Read the safeguards in English, the girl's description of her work in the letter to her pen-friend in Russian and find these mistakes.**

Не так давно я купила замечательное восьмискоростное устройство для работы с компакт-дисками. Мне часто приходится работать с компьютером. Мой друг, который хорошо разбирается в компьютерах и знает английский язык, помог мне правильно подсоединить его к компьютеру, строго следуя инструкциям. Он меня предупредил, что нужно строго следовать инструкции. Ему пришлось установить специальную розетку для устройства. Он рассказал мне, что нельзя ставить устройство и компьютер вблизи источников тепла, и я это строго выполняю. Мне приходится очень много работать, и, чтобы снизить вредное излучение от монитора, я ставлю на компьютер кактусы. Кроме того, это создает уютную обстановку и удобно, так как их не надо поливать. Иногда для работы мне нужно много книг, журналов, справочников. Компьютер часто завален книгами. Мне не хватает места. Мне приходится ставить компьютер и все устройства на пол. Но это не страшно, так как на полу лежит толстый мягкий ковер. Я слежу за тем, чтобы шнур не попадал ни под какие предметы. Я знаю, что, если произойдут какие-то сбои в работе техники, лучше обратиться за помощью к профессионалу. Но пока все в порядке. И я получаю удовольствие от работы. Особенно, когда работаешь и рядом стоит чашечка горячего крепкого кофе.

CD-ROM DRIVE UNIT E2850

Important Safeguards

1. *Read Instructions* – All the safety and operating instructions should be read before the product is operated.

2. *Retain Instructions* – The safety and operation instructions should be retained for future reference.

3. *Heed Warnings* – All warnings on the product and in the operating instructions should be adhered to.

4. *Follow Instructions* – All operating and use instructions should be followed.

5. *Water and Moisture* – The product should not be used near water, for example, near a bathtub, washbowl, kitchen sink, laundry tub, in a wet basement, or near a swimming pool, etc.

6. *Carts and Stands* – The product should be used only with a cart or stand that is recommended by the manufacturer.

A product and cart combination should be moved with care. Quick stops, excessive force, and uneven surfaces may cause the product and cart combination to overturn.

7. *Mounting* – The product should be mounted into a computer or a product only as recommended by the manufacturer.

8. *Ventilation* – The product should be situated so that its location or position does not interfere with its proper ventilation. For example, the product should not be situated on a bed, sofa, rug, or similar surface that may block the ventilation openings; or, placed in a built-in installation, such as a bookcase or cabinet that may impede the flow of air through the ventilation openings.

9. *Heat* – The product should be situated away from heat sources such as radiators, heat resistors, stoves, or other appliances (including amplifiers) that produce heat.

10. *Power Source* – The product should be connected to a power supply only of the type described in the operating instructions or as marked on the product.

11. *Power-Cord Protection* – Power-supply cords should be routed so that they are not likely to be pinched by items placed upon or against them, paying particular attention to cords at plugs convenience socket and/or jacks, and the point where they exit from the product.

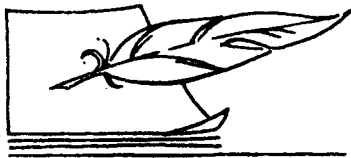
12. *Cleaning* – The product should be cleaned only as recommended by the manufacturer.

13. *Object and Liquid Entry* – Care should be taken so that objects do not enter and liquids are not spilled into the enclosure through openings.

14. *Damage Requiring Service which is NOT covered under warranty* – The product should be serviced by qualified service personnel when:

- a) The power supply cord or the jack/plug has been damaged; or
- b) Objects have entered, or liquid has spilled into the product; or
- c) The product has been exposed to rain; or
- d) The product does not appear to operate normally or exhibits a marked change in performance; or
- e) The product has been dropped, or the enclosure damaged.

15. *Servicing* – The user should not attempt to service the product beyond that described in the operating instructions. All other servicing should be referred to qualified service personnel.



WRITING PRACTICE

Type your CV using the word processing programme Microsoft Word 6.0 and hand it in to your teacher for corrections and comments.

VOCABULARY LIST

- | | | |
|------------------------------------|-----------------------------------|------------------------------------|
| 1. access (<i>n</i>) | 16. drive (<i>n</i>) | 31. pointer (<i>n</i>) |
| 2. adjust (<i>v</i>) | 17. driver (<i>n</i>) | 32. plug (<i>v</i>) |
| 3. amount (<i>n</i>) | 18. earphone (<i>n</i>) | 33. reduce (<i>v</i>) |
| 4. angle (<i>n</i>) | 19. file (<i>n</i>) | 34. refer (<i>v</i>) |
| 5. application (<i>n</i>) | 20. floppy (<i>a</i>) | 35. remote (<i>a</i>) |
| 6. arrow (<i>n</i>) | 21. game (<i>n</i>) | 36. resolution (<i>n</i>) |
| 7. board (<i>n</i>) | 22. hardware (<i>n</i>) | 37. rough (<i>a</i>) |
| 8. button (<i>n</i>) | 23. idle (<i>v</i>) | 38. screen (<i>n</i>) |
| 9. case (<i>n</i>) | 24. key (<i>n</i>) | 39. screen saver |
| 10. character (<i>n</i>) | 25. keyboard (<i>n</i>) | 40. sharp (<i>a</i>) |
| 11. compatible (<i>a</i>) | 26. manual (<i>n, a</i>) | 41. strain (<i>n</i>) |
| 12. computer (<i>n</i>) | 27. mouse (<i>n</i>) | 42. slide (<i>v</i>) |
| 13. contents (<i>n</i>) | 28. power (<i>n</i>) | 43. software (<i>n</i>) |
| 14. display (<i>n</i>) | 29. processor (<i>n</i>) | 44. type (<i>v</i>) |
| 15. dot (<i>n</i>) | 30. process (<i>v</i>) | 45. wear (<i>v</i>) |

UNIT 13

A FEW CONCEPTS OF MARKET ECONOMY

LANGUAGE MATERIAL

VOCABULARY

1. Прочитайте новые слова вслух, познакомьтесь с их русскими эквивалентами. Определите их значения в данных предложениях.

1. PROFIT

прибыль, польза, выгода

GROSS PROFIT

валовая прибыль

The plant introduced new technology and gained a high profit.

In this table you can find a lot of data including gross profit.

2. ASSETS

1) имущество

2) актив(ы) (баланса)

1) The company's assets are enormous.

2) It is very important to know a firm's assets.

FIXED ASSETS

основной капитал

CURRENT ASSETS

оборотный капитал

3. LIABILITY

1) обязательство

2) *pl* пассив (правая сторона бухгалтерского баланса)

1) If your liabilities are greater than your assets you may go bankrupt.

2) The journalists discussed the environmental liability of producers for damage.

4. TO APPRECIATE

ценить, оценивать

She does not appreciate our friendship.

5. OWN

собственный

The country has its own oil and doesn't need to import any.

6. PREMISES

1) недвижимость

1) Taxes (налоги) on business premises are higher than those on private premises.

- 2) помещение, здание, дом
- 2) I usually meet my partners on my company's premises.
This coin is no longer in current use.
7. CURRENT
находящийся в обращении
8. TO INVEST
помещать, вкладывать деньги, капитал
9. STOCK
запас, фонд
10. DEBT
долг, обязательство
11. CASH
наличные деньги
12. TO CIRCULATE
быть в обращении (*о средствах*)
13. TO TURN INTO
превращаться
14. TO SELL
продавать
15. CUSTOMER
клиент, заказчик
16. TO OWE
быть должным, задолжать
17. TO PURCHASE
покупать; покупка
18. LONG-TERM
долгосрочный
19. LOAN
заем, ссуда, кредит
20. HENCE
следовательно
21. ACCOUNT
счет (бухгалтерского учета)
ACCOUNTANCY
бухгалтерия
ACCOUNTING
бухгалтерский счет
22. TRANSACTION
сделка, дело
23. STATEMENT
отчет
- You can make a lot of money by investing in this new branch of industry.
How long will coal stocks last?
I am in debt at the moment but hope to be out of debt when I get paid.
I'm short of cash at the moment.
Money circulates in the economy.
The meeting unexpectedly turned into a party.
This product is selling well.
It is well-known that customers are always right.
He owed a lot of money to his friends.
He gave his son some money for the purchase of his school books.
No one knows what the long-term effect of this phenomenon will be.
We took out a loan without interest to expand the business.
He has neither ear nor voice, hence he cannot sing.
My salary is paid directly into my bank account.
The bank charges a fixed rate for each transaction.
The president gets a bank statement every month.

24. TO MEET REQUIREMENTS

отвечать требованиям

25. INVOICE

счет

26. CREDIT NOTE

кредитовое авизо

27. RECEIPT

расписка, квитанция

28. TO SUMMARISE

суммировать, резюмировать,
подводить итоги

29. DAY-BOOK

ежедневная счетная книга

30. LEDGER

бухгалтерская книга, регистр

31. LOSS

1) потеря

2) убыток

PROFIT AND LOSS ACCOUNT

счет прибылей и убытков

32. BALANCE SHEET

балансовый отчет

33. TREND

направление, тенденция

34. CONVENTIONAL

обычный, привычный, традиционный

35. TO REFLECT

отражать(ся)

36. TO EARN

зарабатывать

37. DEDUCTION

вычитание, удержание

38. TO ABBREVIATE

сокращать (на письме)

This product meets the requirements of all our customers.

He collected all the invoices to send them to customers.

When returning the goods she was asked to produce a credit note.

Ask the shop for a receipt when you pay the bill.

She summarised the results of the discussion in a few sentences.

A day-book is a book for recording sales as they take place, before transferring them later to a ledger.

A ledger is an account book recording the money taken in and given out by a business or bank.

1) She did not report the loss of her bag to the police.

2) The company has suffered big losses this year.

It took her a week to prepare a balance sheet.

The conference was devoted to the trends of modern engineering.

I am afraid, I am rather conventional in my tastes.

His behaviour reflects his lazy attitude to work.

How does she earn her living?

What deductions have you made from the money he earned?

January is often abbreviated as *Jan.*

2. Работа со словарем. Прочтите предложения, определите исходную форму выделенных слов, часть речи, к которой они относятся, и найдите соответствующие значения этих слов в словаре.

1. a) Paris is the **capital** of France.
b) We need a lot of **capital** to start up a new business.
c) The word **DICTIONARY** is printed in **capitals**.
d) The **opposition** parties are making political **capital** out of the government's difficulties.
2. a) He is living in **relative** comfort.
b) My uncle is my nearest living **relative**.
c) The chief asked for the papers **relative** to the case.
3. a) The football player is hoping to be **transferred** to another team.
b) In London we **transferred** from the train to a bus.
c) Now we often use the electronic **transfer** of money.
4. a) The journalist **recorded** the information in his notebook.
b) Their **conversation** was secretly **recorded**.
c) Keep a **record** of how much you spend.
5. a) The new **law** comes into force next month.
b) Driving when you have had too much to drink is against the **law**.
c) She studied **law** at the University.
6. a) Women demand **equal** pay for equal work.
b) We consider ourselves **equals**.
c) The year's sales figures up until October **equal** the figures for the whole of the last year.
7. a) He is good at **spending** but not at saving.
b) We **spent** an hour or two talking with our friends.

3. Прочтите следующие интернациональные слова вслух и, основываясь на значениях соответствующих русских слов, определите их значения.

business [ˈbɪznɪs]

finance [faɪˈnæns]

firm [fɜːm]

company [ˈkʌmpəni]

normal [ˈnɔːmə]

credit [ˈkredit]

creditor [ˈkredɪtə]

manager [ˈmænədʒə]

action [ˈækjən]

original [əˈrɪdʒɪnəl]

document [ˈdɒkjumənt]

balance [ˈbæləns]

intelligent [ɪnˈtelɪdʒənt]

interpretation [ɪn.təˈprɪˈteɪʃn]

factor [ˈfæktə]

statistics [stəˈtɪstɪks]

plus [plʌs]

material [məˈtɪəriəl]

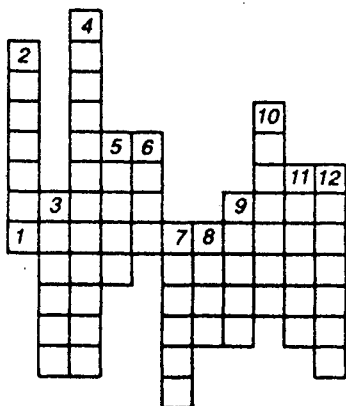
4. Найдите в правой колонке слова, перевод которых дан в левой колонке.

- | | |
|---------------------------------|--|
| 1. наличные деньги | coal, clay, cargo, cash, coach |
| 2. выгода, польза | power, project, point, profit, purpose |
| 3. счет | account, attempt, abolition, accident, access |
| 4. обычный, традиционный | convenient, capable, conventional, considerable, careful |
| 5. заем, ссуда | length, limit, lorry, load, loan |
| 6. сокращение | advantage, achievement, ability, abbreviation, absolution |
| 7. направление, тенденция | traffic, term, test, trend, time |
| 8. сделка | translation, transaction, truck, trouble, task |
| 9. вкладывать деньги | to install, to include, to increase, to invest, to influence |
| 10. счет-фактура | introduction, invention, influence, increase, invoice |
| 11. недвижимость, собственность | population, part, pay, premises, property |
| 12. равный | equal, empty, early, exact, every |

5. Переведите следующие словосочетания на русский язык.

- | | |
|--------------------------|-----------------------------|
| a more exact statement | to pay in cash |
| a bank statement | the transaction of business |
| to have no credit note | a debt collector |
| invoice in dollars | debt of honour |
| to send an invoice | to be a debtor |
| to have no invoice | to offer a loan |
| conventional words | to pay off a loan |
| conventional clothes | to earn one's living |
| a new trend in a style | to have equal rights |
| a detailed account | first among equals |
| a job of an accountant | agricultural profit |
| to send an account | commercial profit |
| a long-term plan | farm profit |
| a short-term plan | monthly profit |
| business premises | to distribute a profit |
| to provide premises | planned profit |
| to sell own goods | to invest money |
| to own a car | to have no money |
| to summarize these facts | to spend money |
| a news summary | money well spent |
| a one-page summary | a loss of money |
| cash transaction | to transfer money |

6. Решите кроссворд.



1. A piece of business, the act of transacting.
2. A sum of money kept in a bank which may be added to or taken from.
3. A system of buying goods or services and paying for them later.
4. A shortened form of a word.
5. A general tendency or direction in the way a situation is changing or developing.
6. The act of losing or failing to keep something.
7. All the things a firm owns.
8. Money in the form of coins and notes.
9. A supply of something for use.
10. A list of goods supplied or work done stating quantity and price.
11. Money gained by trade or business.
12. Provide money for a project, etc.



LISTENING PRACTICE

1. When travelling outside your own country you find that not only the language is different. It is also very important to know customs and ways of behaving and to understand physical gestures, eye contact and other things.

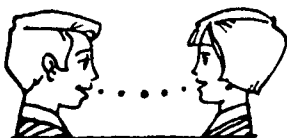
Listen to the text "Cross-Cultural Communication". Be ready to answer the following questions.

1. Do people shake hands if they see each other regularly in Great Britain?
2. Do they shake hands in the same situation in France and America?
3. Can you put personal questions to people in the States?
4. When do people begin using first names in America and in Russia?

5. What do you know about smoking in the States?
6. Why is it better to have a credit card in the USA?
7. How should you behave at an American restaurant?

2. Retell the text.

3. You have recently visited the United States of America. Give some advice to those who are going there on a business trip.



ORAL PRACTICE

1. Topic. *The firm producing the best ice-cream.*

An exhibition of milk products has been organized in your town. You represent a firm producing ice-cream of high quality there.

Give information about your firm:

- 1) the name of the firm.
- 2) how large the premises of the firm are.
- 3) how many people work for the firm.
- 4) how much ice-cream the firm produces a day.
- 5) what kinds of ice-cream the firm produces.
- 6) whether your product meets the requirements of the customers.
- 7) whether you took a loan in a bank.
- 8) whether you have debts.
- 9) your plans for the near future.

2. **Pairwork.** Mr. Black is on business in London. He is planning to stay there for three days. He has to make an appointment with Mr. Smith, the sales manager of the firm ELCO.

Student A takes the part of Mr. Black. Student B takes the part of Mr. Smith.

MR. BLACK. Telephone your partner Mr. Smith early in the morning on Monday and make an appointment with him. On Monday at 3 o'clock you are visiting an exhibition, on Wednesday at 12 you are visiting a factory. Your departure time on the same day is 7 p.m.

MR. SMITH. You think it is necessary for you to meet Mr. Black. Find the most convenient time for the appointment. Remember that on Monday you will be at the conference and on Tuesday you have a meeting at 11 o'clock. You have a lot of time on Wednesday.

3. **Discussion.** Soon you will have to look for a job or maybe you have already one. Which is better for a graduate, to work for a large or for a small firm?

a) Read the following arguments which should be taken into consideration. Think of some more.

| Which is better, to work for a large firm or for a small firm? | |
|--|---|
| 1. It has specialized staff and equipment 2. It has its own training centre 3. Everything is very stable 4. There is possibility of promotion in the future | 1. Simplicity of organisation 2. People have an opportunity to succeed 3. The firm is more adaptable 4. The firm does not need large markets |

b) Discuss the problem in groups of 3-5 students in order to make a decision.

c) Fill in the chart and give your reasons.

| | Group 1 | Group 2 | Group 3 |
|---------------------------------------|---------|---------|---------|
| It's better to work for a large firm. | | | |
| It's better to work for a small firm. | | | |



READING PRACTICE

1. a) It is very important for future specialists to understand the meaning of financial terms. The text "Understanding Capital and Profit" describes some of these terms.

Look through the text and say if the text is

- a) a report for a conference;
- b) an article from a journal;
- c) an extract from a textbook;
- d) a newspaper feature.

UNDERSTANDING CAPITAL AND PROFIT

Introduction

No business will succeed unless it has a sound financial foundation.

This means that the **capital** invested in the firm must:

- be **sufficient** for its needs,
- be organised in the most **efficient** way.

But what is capital?

Unfortunately, the word **capital** is used in many ways. Even within the **business world**, it has various meanings. *It is very important that, when you see the word, you ask yourself 'In what way is this word being used?'*

Capital, assets and liabilities

To understand the ways in which the word *capital* is used, it is **necessary** to appreciate the nature of a firm's assets and liabilities.

What are assets?

Assets consist of *all the things a firm owns*, whether these are paid for or not.

Assets fall into two groups. These are:

1. Fixed assets

These remain in the firm for a relatively long period of time. Examples include land, premises, machinery, equipment, vehicles. 'Fixed assets' is sometimes referred to as **fixed capital** – that is, the amount of capital invested in the fixed assets.

2. Current assets

These are constantly being used and replaced during everyday business. Examples include stocks (of both raw materials and finished goods), debtors and cash. They are sometimes called **current** or **circulating capital**. This is because they circulate ('go round' in a circle) in normal trading in the following way.

- a) The raw materials are turned into finished goods.
- b) The finished goods are sold to customers.
- c) The customers pay cash.
- d) The cash is used to buy more raw materials.

What are 'liabilities'?

Liabilities are the debts the firm owes to others.

Most firms purchase their assets, particularly their stocks, on credit. This means that the goods have been purchased and are owned by the firm, but they will not be paid for until later. Debts are liabilities.

They may be:

1. Long-term liabilities

These are debts not repayable for at least a year. Long-term loans are an example.

2. Current liabilities

These are debts which are repayable within a year. Trade creditors (that is, firms from whom goods have been bought on credit) are the main example.

Presentation of accounting information

Requirements of an accounting system

The recording and presentation of financial information is the responsibility of the accounting division headed by the finance manager.

A firm's accounting system should be able to provide the following information:

- a record of day-to-day transactions,
- a statement of how well the firm is running over a period of time,
- a summary of the firm's financial position at a given date,
- a guide to future action and decision-making.

The first three requirements are met by specific parts of the accounting system. The day-to-day transactions are first noted in the **original documents**, such as the invoices, credit notes and receipts. They are then summarised in **day books** before being fed into the ledger where their full effect is recorded. The ledger is made up of individual **accounts** – one for each item under which information is required.

From the ledger, the balances of some accounts are transferred to the **trading and profit and loss account**, which shows the profit for the year (that is, the second requirement above), or are summarised in the **balance sheet** to show the financial position at a given date (the third requirement above).

There is no simple document which directly gives the answer to the fourth requirement. This demands an intelligent interpretation of the whole

accounting system (particularly of the ratios we considered earlier in this chapter), coupled with a good understanding of such factors as economic trends, possible changes in the law, and statistics generally.

The balance sheet

Managers will be primarily concerned with two accounting documents – the balance sheet and the profit and loss account.

The balance sheet is a summary of the firm's assets, liabilities and capital as at a given date. There are a number of ways in which it can be set out. The conventional way is to list the assets on the right-hand side of the document, and the liabilities and capital on the left. Bear in mind that assets less the liabilities will always give the capital (that is, the 'capital invested' using the definitions above). This means that assets equal liabilities plus capital.

However, this old practice is changing and an increasing number of firms are showing the sides reversed. Companies normally present the data in 'statement' form showing liabilities as a deduction from assets, to give the capital.

Profit and loss account

The profit and loss account (usually abbreviated to P & L) shows how the profit (or loss) was made. It covers a period, and this is reflected in the title for the document. Notice the different *nature* of the items listed. They are *descriptions* of either how the money was earned, or of how the money was spent. The items do not have a continuing material existence of their own. The first part of a P & L, showing the 'gross' profit, is sometimes called a trading account (or trading section of the P & L).

- b) Find in the text definitions of the main terms and translate them into Russian.
 - c) Find in the text the passage describing the profit and loss account and read it aloud. (The approximate time of reading is 1 minute.)
 - d) Write a summary of the text in English.
2. a) Skim the text, trying to understand what it is about. It is good if you can read it for 00 minutes (90 words per minute).

TEXT 13B

MANAGEMENT

All organisations, whether small or large, have to be managed.

Management means the planning, controlling, directing and co-ordinating of various ideas, activities and programmes in order to achieve a stated objective.

This means that there is a need for people with special abilities and skills.

The main responsibility of the senior managers of any business is **decision-making**. These decisions are connected with planning, organising, directing and controlling the work to be done.

Planning has to be undertaken at all levels of management. An organisation without proper plans is like a ship without a rudder.

Managers have to decide what to produce, how it should be produced, and for whom. This is at the centre of the planning process. The operation also involves:

1. estimating what resources will be needed,
2. considering what problems are likely to arise,
3. deciding how these can best be overcome.

Long-term plans

Plans may be long-term or short-term, depending upon the time period they are designed to cover. How long a period the 'long-term' plans should cover depends very much on the type of business organisation concerned and the nature of its objectives. In some (such as small retail shops), it may be as little as a year or even less; in others (such as oil exploration enterprises) it may be as long as twenty or thirty years.

Long-term plans are mainly concerned with the main broad objectives which a business or a department hopes ultimately to achieve. These plans take the form of either strategic or tactical plans.

Strategic plans are concerned with *what* objectives an organisation should try to achieve. They are primarily the responsibility of top management.

Tactical plans deal with *how* they should be achieved. They are prepared in much more detail and are usually the responsibility of senior management.

Short-term plans

These are concerned with the specific activities necessary to achieve the long-term aims. They are usually 'operational' plans prepared by departmental managers and senior supervisors. They set out in detail, for each department, the working plans for the immediate future.

| |
|---|
| <p>The ultimate responsibility of management is to direct. This means making decisions and issuing the necessary commands through the management structure.</p> |
|---|

If the directions issued by management are to be effective, there must be a proper communication system within the organisation since, obviously, the orders must reach those who are to carry them out. It is equally important that there should be an effective 'reporting back' system – communication is a two-way issue.

Decision-making is a characteristic of management at all levels. The more important the matter is, the higher up the management ladder the decision is made. In large organisations – particularly in the public sector – it is often difficult to identify exactly where decisions are made. The point at which they are apparently made is often different from the point at which they are actually made.

Organisation and personnel charts

A business is usually divided into a number of departments, each being responsible for a specific range of work (such as production, finance, personnel, marketing). The structure of the departments and sub-departments can be shown in an **organisation chart**. This shows the departments how they are related to each other, and the lines of communication between them.

Organisation charts differ from **personnel charts**. These show the posts held by individuals, their job titles and, sometimes, the span of control. The charts, therefore, indicate how responsibilities are divided between different individuals, and who is responsible to whom.

Despite their advantages, the charts have three serious limitations.

The amount of work involved in running a large business is usually too much for the senior managers to cope with entirely on their own. This means that responsibilities, authority and duties have to be passed 'down the line' to others – i.e. to middle management and first-line management. This is known as **delegation**. One of the arts of management is to know to whom particular tasks can be delegated – and to whom they should not. Proper delegation means the spreading of the work load. It also means that particular tasks can be delegated to those who have special experience or qualifications to deal with them. However, there is always the risk that the person a task is delegated to will prove to be incompetent. There is also the risk that unless there is proper 'reporting back', the senior manager will not know what is going on.

Plans are pointless unless there is a periodic check – a control – on what is being achieved. Whereas planning is concerned with the future, control is concerned with the (immediate) past. Problems can arise at any point during the implementation of a plan. Furthermore, unless a specific check is made on them, they can go unnoticed for so long that they become

impossible to remedy. The controls should therefore be carefully planned so that they spot-light the problems which are likely to arise. Also, they should take place regularly.

There are several different types of control. Some can be measured in specific 'quantity' terms. With these, an actual figure proposed in the plan (often known as the *budgeted* or *standard* figure) can be compared with the figure actually achieved. For example, the planned quantity of raw material expected to be used, together with its anticipated cost, can be compared with the actual quantity used and the actual cost. Similarly, the 'standard' (i.e. anticipated) wage rates and the time a job is expected to take can be compared with the actual.

b) Answer the following questions.

- 1) What are the main functions of management?
- 2) What kind of plans are usually designed?
- 3) What charts reflect the structure of an organisation?

3. Read the text to find answers to these questions.

1. What does marketing involve?
2. What decisions are taken by marketing managers? How are products advertised?
3. What is the purpose of the market research?
4. What is meant by consumer research?

TEXT 13C

MARKETING

Introduction

If production is to meet needs efficiently, two things are necessary.

These are:

- **Producers** must know what to produce.
- **Consumers** must know that it is being produced.

Linking these two factors together is the task and responsibility of the marketing staff.

What marketing involves

Marketing involves keeping producers aware of the needs of consumers and ensuring that their products are made available to consumers in the way and form they want.

Note the emphasis on meeting the needs of consumers. Any firm which accepts this need as its main responsibility is said to be dominated by the **marketing concept**. This attitude distinguishes firms in free-market economies from those in centrally-planned economies where central government dictates what should be produced and supplied to consumers.

The marketing function involves:

1. Market research

This involves finding out:

- a) what consumers want and advising producers accordingly, and
- b) recommending the standard of quality, style of packaging, choice of brand-name and general design of the products concerned.

2. Distribution

Products can be distributed to consumers in different ways. Some are best distributed through the manufacturer's own retail outlet, some through a network of wholesalers and retailers, others by direct mail-order.

3. Pricing

Marketing managers should always be in close touch with market conditions so that they can advise on the best price (not necessarily the highest) to charge for products.

4. Advertising

If customers do not know about *new* products, they will never buy them. They also need to be reminded, from time to time, of the existence of *established* products. Marketing managers are expected to know the best ways to advertise products. This involves choice of media (for example, radio, television, press, hoardings). It also involves knowing the best form advertisements should take, and the advertising slogan to be used.

5. Selling

This involves the skills of personal selling, together with display and presentation skills such as those involved in window displays, exhibitions, news releases, and product promotions.

Market research

An essential part of marketing is **market research**. This should not only precede the introduction of new products, but should keep a regular check on what is happening to existing ones. The object of market research is, primarily, to *find out what the public wants*. If a product is needed, it will sell.

Market researchers also attempt to find out in what form, shape, colour and package the public will accept the product. They also try to keep track of changing patterns in demand. The successful firm is the one that can commence production today for the needs of tomorrow.

Market research must be distinguished from consumer research. This looks at marketing from the consumers' point of view. It is concerned with such questions as which of many rival products represent the best value for money, and how best the consumers' interests can be safeguarded.

Market researchers will, of course, be concerned not only with what products are needed and what will 'sell' them, but with the peculiarities of the markets with which their firms are concerned. Are there any moral, legal or social reasons why the proposed product should not be marketed in the area under consideration? In what way will demand, and the type of appeal that will have to be made to consumers through advertising, have to take account of the social, linguistic and racial backgrounds of the potential customers?

4. a) You want to set up your own business. The first big problem is where you are going to get the capital. Read the text "Sources of Finance", complete the diagram, depicting some sources of finance. Choose the most suitable for your business and give your reasons.

TEXT 13D

SOURCES OF FINANCE

Introduction

So! You want to set up your own business!

All right – but one big question:

Where are you going to get the capital?

Finding the capital is usually the biggest problem faced by those wishing to set up a business. There are, in fact, two problems involved. One is *how much* capital will be needed. The other is *how it can be raised*.

Capital needs

In setting up a business, the first thing to do is to estimate how much capital will be needed immediately. What fixed assets will be needed? What current assets?

There is then the question of how long it will be before the product, or service, becomes established and cash starts flowing in. This will mean estimating carefully the expenses for this initial period, and how much working capital will be needed to cover them.

The amount needed will depend entirely upon the type of business, how large it is going to be, and how long it will be before the business will begin

to 'pay its way'. Once these amounts have been calculated, a serious look can be taken at how the money is to be obtained.

Sources of finance for a small business

There are a number of sources of capital which can be considered by small business men.

Owner's private savings

The most obvious source is personal savings. Any entrepreneur should have sufficient faith in his project to back it with his own money. If not, he can hardly expect others to risk their money.

The advantage of an owner using his own money is that the business remains free of commitments to partners or outside lenders. It also means that all the profits will be his. They will not have to be shared with partners, nor will heavy interest charges have to be paid on loans.

Personal savings are not, however, 'free of cost'. The cost is the interest that it could be earning elsewhere. There is also the 'opportunity cost' of *not* being able to do with the money what might otherwise be done. Despite this, personal savings remain the cheapest form of finance available.

'Own resources' are not limited to savings. One of the advantages of taking out an endowment life assurance early in life is that, later, it can be used for raising capital either by surrendering it for cash or as security for a loan from the insurance company or the bank.

Personal friends

Capital can sometimes be obtained in the form of loans from friends, neighbours or relatives. One difficulty here is a friend or relative, though not keen to lend the money, may not like to refuse. Another disadvantage is that, with any business, there is always risk. This means that, if money is obtained in this way, the borrower may one day have to look the friend or relative in the face and tell him that all the money has been lost – a distinctly unpleasant task.

Take on a partner

It may be possible to persuade a person with capital to become a partner in the business. This means that the capital would be interest-free and, unlike a loan, would not have to be repaid. Profits, however, would have to be split. This may be particularly frustrating if the partner is a 'sleeping' one.

Loan from a bank

All commercial banks are involved in lending money to suitable businesses. The first problem is to convince the bank that the proposed business is likely to succeed. The second is that the bank will probably want some form of 'security' for the loan which they can take if the loan is not repaid. Examples include a paid-up life assurance policy, a mortgage on a house or a pledge of reasonably valuable personal possessions.

Banks may lend money by a formal **loan** or simply by allowing the customer to over-draw his account (known as an **overdraft**).

A **loan** is usually for a fixed, clearly stated period. Interest is charged on the full amount of the loan whether it is taken out of the bank or not. Security for the loan is usually required.

On an **overdraft**, interest is paid only on the amount actually over-drawn on a day-to-day basis, but the rate is usually higher than on loans. Banks usually retain the right to call an overdraft in (that is, to require repayment) without notice.

Lease and lease-purchase schemes

Leasing means, simply, renting. The asset does not become the property of the person leasing it. However, many leasing arrangements include a special provision allowing the asset to be purchased for a purely nominal (that is, very small) amount once it has been leased for a substantial period. Strictly, this makes them **lease-purchase** schemes. For all practical purposes, there is little difference between 'lease-purchase' and 'hire-purchase', though the respective interest rates should be carefully compared together with the detailed clauses of the agreements. The professional advice of a banker or a lawyer should also be taken regarding the tax position regarding the different types of agreement.

b) Write a summary of the text in English.



WRITING PRACTICE

To make an English course successful the teacher must know as much as possible about the students, their interests and problems. Complete the

Questionnaire below, answering all the questions to the best of your abilities.

1. Surname _____
2. First name _____
3. Permanent address _____
4. Present address _____
5. What foreign languages do you speak? _____
6. Have you ever been to an English-speaking country? _____
7. What results did this course of English help you achieve? _____
8. Would you like to continue your English language studies? _____
9. What aspects of your English need improving most? _____
10. When and where will you use English? _____

VOCABULARY LIST

- | | | |
|--------------------------------------|-----------------------------------|-------------------------------------|
| 1. abbreviate (<i>v</i>) | 16. earn (<i>v</i>) | 31. profit (<i>n</i>) |
| 2. account (<i>n</i>) | 17. equal (<i>a</i>) | 32. purchase (<i>v, n</i>) |
| 3. appreciate (<i>v</i>) | 18. hence (<i>adv</i>) | 33. receipt (<i>n</i>) |
| 4. assets (<i>n</i>) | 19. invest (<i>v</i>) | 34. record (<i>n, v</i>) |
| 5. balance sheet (<i>n</i>) | 20. invoice (<i>n</i>) | 35. reflect (<i>v</i>) |
| 6. capital (<i>n</i>) | 21. law (<i>n</i>) | 36. relative (<i>a, n</i>) |
| 7. cash (<i>n</i>) | 22. ledger (<i>n</i>) | 37. sell (<i>v</i>) |
| 8. circulate (<i>v</i>) | 23. liability (<i>n</i>) | 38. spend (<i>v</i>) |
| 9. conventional (<i>a</i>) | 24. loan (<i>n</i>) | 39. statement (<i>n</i>) |
| 10. credit note (<i>n</i>) | 25. long-term (<i>a</i>) | 40. stock (<i>n</i>) |
| 11. current (<i>a</i>) | 26. loss (<i>n</i>) | 41. summarise (<i>v</i>) |
| 12. customer (<i>n</i>) | 27. meet requirements | 42. transaction (<i>n</i>) |
| 13. day-book (<i>n</i>) | 28. owe (<i>v</i>) | 43. transfer (<i>v</i>) |
| 14. debt (<i>n</i>) | 29. own (<i>a</i>) | 44. trend (<i>n</i>) |
| 15. deduction (<i>n</i>) | 30. premises (<i>n</i>) | 45. turn into (<i>v</i>) |

PART II

ENGLISH IN ACTION

1. TV COMPETITION OF INVENTORS

Role Play

THE SITUATION

A TV competition for people who build their own cars is being organized and broadcast in 1999. The creators of the most realistic, fantastic and complicated models will be awarded special prizes. Prizes for the most industrious inventor and an audience prize will also be awarded. Inventors from different cities in Russia and other countries are going to take part in the competition. The programme will be broadcast in foreign countries and its official language will be English.

THE LIST OF PRIZES AND CRITERIA

1. For the most realistic model.
 - a) materials available from current manufacturers;
 - b) fuel produced currently within the industry;
 - c) use of equipment produced by the industry at present;
 - d) low costs.

2. For the most imaginative model.
 - a) originality of design;
 - b) type of fuel available only in the future;
 - c) use of revolutionary new technology;
 - d) use of materials of the future.

3. For the most complicated model.
 - a) complexity of the design;
 - b) complexity of the car-manufacturing process;
 - c) complexity of the equipment used.

4. The prize for the most industrious inventor.

- a) the inventor must not work in the automobile industry;
- b) the model must take the most time to produce;
- c) the inventor must have overcome a lot of difficulties to find the necessary materials and equipment, a place where he could work at his model, etc.

5. Audience prize.

There are no objective criteria. This prize is awarded by the TV audience.

OFFICIAL PROGRAMME

- Registration of the participants.
- Opening of the competition. Report by the Chair of the Jury.
- Reports by the inventors and their answers to the Jury's questions.
- Discussion and prize-awarding ceremony.
- Closing of the competition.

| Registration card | |
|------------------------------|-------|
| Surname | _____ |
| First name | _____ |
| Age | _____ |
| Country | _____ |
| Address | _____ |
| Profession or field of study | _____ |

THE LIST OF ROLES

1. CHAIR OF THE JURY.
2. Member of the JURY, an optimist.
3. Member of the JURY, a pessimist.
4. Member of the JURY, a representative of the automobile industry.
5. REPORTER.
6. INVENTORS.

THE DESCRIPTION OF THE ROLES

CHAIR OF THE JURY

According to the official programme of the competition you are to open the competition, pointing out the importance of the event, its main goals, the prizes to be awarded and the number of participants. You are to introduce all the speakers, to conduct the competition and to close it.

This is how you should open the competition:

LADIES AND GENTLEMEN! DEAR FRIENDS!

WE HAVE GATHERED HERE TO SHOW YOU THE LATEST MODELS OF CARS. WE ARE VERY PLEASED WITH THE FACT THAT ... PEOPLE OF DIFFERENT PROFESSIONS FROM ... COUNTRIES WILL TAKE PART IN OUR COMPETITION. LET ME INTRODUCE ... FROM ... HE/SHE IS ... BY PROFESSION ... , etc.

Member of the JURY, an optimist

You are to award the inventor who made the most imaginative model a prize. Think of questions for each of the inventors so as to acquire the information necessary to make your decision. In your speech during the ceremony you should give reasons for your choice. And don't forget to award the prize itself.

Member of the JURY, a pessimist

You are to award the inventor who made the most complicated model a prize. Think of questions for each of the inventors so as to acquire the information necessary to make your decision. In your speech during the ceremony you should give reasons for your choice. And don't forget to award the prize itself.

Member of the JURY, a representative of automobile industry

You are to award the inventor who made the most realistic model a prize. Think of the questions for each of the inventors so as to acquire the information necessary to make your decision. In your speech during the ceremony you should give reasons for your choice. And don't forget to award the prize itself.

REPORTER

You are a reporter of the journal "Za Rulyom". On behalf of the journal you are to award the most industrious inventor a prize and afterwards to

publish an article on the event. Think of awarding the prize and of the questions you will need to ask.

INVENTORS

You are going to participate in the competition. You've got a list of the vehicles allowed to participate in the competition:

- a passenger motor car;
- a sports car;
- a buggy;
- a jeep;
- a lorry;
- a tourist coach;
- a tourist car;
- a taxi;
- a motor cycle;
- a bicycle;
- any vehicle you like.

Along with the invitation card you've received the list of details you should touch upon in your report for the competition. Here they are:

1. What is the car designed for?

2. What is its name?

3. What colour is it?

4. What kind of engine is used?

Where is it placed?

What is its power?

5. What is the maximum speed of the car?

6. What distance has the car covered?

7. How many wheels, seats, brakes, headlights are there in the car?

8. What materials are used?

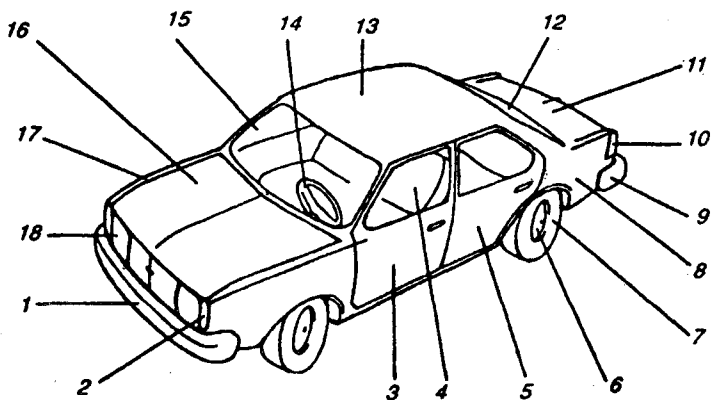
9. What accessories are included?

(a tape-recorder, player, radio set, rear seat speakers, antenna, air-conditioner, electric door locks, carpets, safety belts, speedometer, fuel tank, clock, etc.)

Any extra information is most welcome.

The inventors should make reports describing the vehicles they have built and illustrate them with sketches or diagrams. They must fill in the registration cards and be ready to answer the questions of the jury, the press and the audience.

You may find the following picture illustrating the vocabulary helpful:



1. front bumper; 2. front indicator light; 3. front door; 4. driver's seat; 5. rear door; 6. wheel (car wheel); 7. tyre (car tyre); 8. rear wing; 9. rear bumper; 10. rear light; 11. boot (*Am.E.* trunk); 12. rear window; 13. roof; 14. steering wheel; 15. windscreen; 16. bonnet (*Am.E.* hood); 17. front wing; 18. headlight

2. APPLYING FOR A JOB

PREPARATORY WORK

Time flies, and one day you will have to look for the job. In this unit you'll learn how to write a letter of job application, *curriculum vitae* (*CV*) = *résumé* (American version), a short written account of your education and past employment.

Besides, you'll be given some hints (advice) on how to behave during an interview.

How to write a job application

The job-winning tips from professionals:

1. Put your address, telephone number and date in the top right-hand corner and the name of the person you are applying to on the left, level with the date. Write the company name and address below.

Leave a line between paragraphs.

2. First paragraph — a polite one-sentence opening explanation of why you are writing.

3. Tell them you know that they are busy people but stress that your CV proves you are worthy of their time too.

4. Describe yourself like a product on sale. List your skills and such personal qualities as high motivation, enthusiasm and adaptability.

5. If you have qualifications, list them briefly.

6. A positive attitude is important, so explain why it's the only firm you want to work for.

7. Ask for an interview. Say you are happy to come in for a chat at any time, even if there are no jobs available now. Thank the readers for their time and remind them you are waiting for a reply. Use "Yours sincerely" if you're writing to a named person and "Faithfully" if you started "Dear Sir/Madam". Sign your letter at the bottom left and print your name clearly below.

JOB APPLICATION

Person _____
Company name _____
Date _____

30 Henry Court
Meadows
Nottingham
No. 92
Tel.

Dear Sir/Madam

I am writing to enquire about the possibility of employment with your company. I can offer a variety of skills from practical to clerical, any role would suit at present time. I enclose my CV for your attention.

For the past two years I have been engaged in casual voluntary work at Queens Medical Center. This has kept me busy and has led to meeting new people. A position at your company, however, would allow me to resume a working role.

I am adaptable, reliable and willing to retrain. From packing to office work, my past experience may be useful to you, given the opportunity.

If there is a position available at this time, I can be contacted on (telephone No) in the afternoons and would be more than willing to come down for an interview. If not then would you please keep my details to hand for the near future.

Yours faithfully

YOUR CV (CURRICULUM VITAE)

Always type it on unlined white paper, preferably a single sheet.

Write your name, address and telephone number.

Put your health record, date of birth and marital status.

In the next section, note down your education. Put any qualifications on the next line.

Next, detail your work history, starting with your most recent job. Give dates, employers and describe your duties.

List hobbies and interests and put extra information in a separate section.

End by saying that two referees are available on request – not naming them leaves you free to choose the best ones for particular jobs. *Remember* the longer an application, the less chance it has of being read.

Never send a photo-copied letter – it looks as though you don't care.

Always be positive and never apologise for being You.

| CURRICULUM VITAE (CV) | |
|-------------------------|--|
| NAME | <i>Robert Edward Bateman</i> |
| ADDRESS | <i>28 Grow Road, West Clapham UK</i> |
| DATE AND PLACE OF BIRTH | <i>9th September 1968, London</i> |
| NATIONALITY | <i>British</i> |
| EDUCATION | <i>Ripton County School Grant College of Further Education University of Everton</i> |
| LANGUAGES | <i>English, French</i> |
| PREVIOUS EXPERIENCE | <i>2 years of a translator for publisher of dictionaries 3 years of teaching English in France</i> |
| INTERESTS | <i>Reading, travelling, art.</i> |

RÉSUMÉ

| | |
|--------------------------------------|---|
| 1. NAME/SURNAME | <i>Mariana Smirnova</i> |
| 2. AGE | <i>14 October, 1974</i> |
| 3. MARITAL STATUS | <i>Single</i> |
| 4. CONTACT TELEPHONE | <i>412 70 81</i> |
| 5. LANGUAGES | <i>English (fluent) – translating, interpreting and negotiating skills German (basic)</i> |
| 6. EDUCATION | <i>A fourth-year student at the evening department of the Institute of Foreign Relations (MGIMO) International Economy</i> |
| 7. COURSES AND PROFESSIONAL TRAINING | <i>1994-1995 Typing and computer courses 1994-1995 Interpreting courses</i> |
| 8. WORK EXPERIENCE | <i>1992-1995 – JSC, Poliphondis Securities Assistant General Director 1995 – MADI Institute (Automobile Institute, Economics department) Translator/Interpreter, Office Assistant</i> |
| 9. SALARY HISTORY | <i>\$ 700 per month including lunch</i> |
| 10. COMPUTER SKILLS | <i>Word for Windows, EXCEL, Norton Commander</i> |
| 11. PREVIOUS EXPERIENCE | <i>1. Oral and written translation 2. Travel arrangement 3. Meetings and negotiations arrangement 4. Business letters and contracts making 5. Carrying out administrative duties about the office 6. Working with clients, marketing experience</i> |
| 12. INTERPERSONAL QUALITIES | <i>Good communication skills, energetic, well-organised, flexible, friendly, honest, responsible, intelligent</i> |

AN INTERVIEW

1. Before you read the text on p. 337 think of the questions you might be asked during an interview about:

1. yourself
2. your family
3. your education
4. your friends
5. your hobbies
6. your previous job
7. your interests and talents
8. business you plan to have
9. your strong points
10. your weak points
11. adaptability
12. flexibility
13. responsibility
14. ambition
15. your failures and experience of overcoming them

2. What kind of questions would you like to ask the interviewer? Think of possible questions concerning:

- 1) your future job
- 2) your coworkers
- 3) your salary
- 4) your promotion
- 5) your duties
- 6) possible difficulties (problems)

3. What kind of clothing would you wear if you got an invitation for an interview? Perhaps some hints from below will help you. Try to choose the proper clothes and colour. Remember that your personal appearance sends a message even before you have an opportunity to shake hands with your interviewer.

Women's clothing

a blouse

a skirt

- 1) a mini-skirt
- 2) a pleated skirt

a jacket

a waistcoat

a pullover

a trousers suit

a suit

a dress

an evening dress

a lady's hat

a coat

walking shoes

sandals

high-heeled shoes

boots

Men's clothing

a shirt (with long sleeves
short sleeves)

a T-shirt

a waistcoat

trousers

the jeans

a jacket

1) double-breasted

2) single-breasted

a suit

a sport suit, a windcheater (jacket)

a sweater

evening dress coat (tails)

a tie

leather shoes

moccasins, boots

trainer sneakers

a brooch
a bracelet
rings
beads
earrings, clips
a pin (golden, silver)

Colours

| | | | |
|-------|-----------|--------|-------------------------|
| white | blue | red | grey (gray <i>AmE</i>) |
| black | navy-blue | pink | lilac |
| brown | dark-blue | yellow | orange |
| | | | green |

HOW TO BEHAVE DURING AN INTERVIEW

It's evident that getting a job depends on many factors, among them writing a strong job application and CV or *résumé*. Your behaviour during an interview, however, is often the best and often the most important stage in getting a job.

Interviews may be conducted by one or by several people.

The interview is an opportunity for the applicant to project his/her personality and convince the interviewers of his/her suitability for the job.

1. Pay attention to the way you are dressed.

When you are properly dressed you demonstrate respect and consideration for those with whom you interact.

Your hairstyle, nails and choice of cosmetics will contribute to your appearance.

Your clothing should meet the requirements of business style. It's very important that you should feel comfortable in your suit.

2. Be ready to speak about yourself. Your words should contain something to make people take notice of you. Describe briefly your experience at previous jobs and the good results you achieved there.

3. A standard question you may be asked — "Why are you looking for a job?" You should be ready to offer reasons which sound convincing.

4. You should organize your thoughts logically, have self-confidence, and never distort facts or try to persuade people to your way of thinking.

5. You must be ready to answer some unexpected questions: "What are your strong points?" and "What are your weak points?"

Your speech should be illustrated with clear examples. When speaking about your failures or mistakes be sure to emphasize the conclusion you have drawn after analyzing your failures and what they taught you.

Just remember that the capacity to overcome failures and analyze mistakes is valuable to any company.

6. You may be asked what you can do for the company or how you see your future duties. You should learn as much as possible about the company you are dealing with. If possible quote concrete figures or examples so that the interviewer will appreciate the extent of your contribution.

7. What salary are you expecting?

Think of concrete figures – you should base your answer on the average salary of other employees with your qualification.

8. Be ready for practical tests – if you apply for a job as a salesmanager you may be asked to sell something or to express your opinion about how to settle a conflict in a hypothetical situation.

9. At the end of the interview you may ask some questions. You should enquire about what your future job will entail, what possible difficulties there are in store for you, and what the other staff members are like.

10. Some more advice:

1) Never be late. Even if you come too early, it is better to walk around outside than to bother the interviewer about what you should do for the next 20-15 minutes.

2) Remember that your speech should be more than mere words. How you speak sometimes is not as important as what you say.

3) Be yourself — just speak the way you speak with your friends. Try to overcome your nervousness. You can learn to control your nervousness rather than let it get the better of you. Try to accept nervousness as a natural way of helping you to be alert and do your best. Remember it is normal and natural for you to be a little nervous. As you speak, smile and try to change your facial expression to convey the emotions that you feel. A smile coupled with good posture can work wonders.

4) Much attention should be paid to eye contact. You should not look at the floor or at the ceiling. Look into the eyes of the people you are talking to.

Your speech is certain to be enthusiastic and lively.

Now think what kind of person you are.

You may use the following words to describe yourself and other people:

to be reliable
to be adaptable
to be energetic
to be hardworking
to be experienced
to be modest
to be practical
to be punctual

to be well-organised
to be flexible
to be friendly
to be honest
to be responsible
to be patient
to be independent
to be sociable

to be intelligent
to be loyal
to be professional
to be ambitious
to be communicative
to be sensitive
to be romantic
to be helpful

What do we mean

1) when we say that a person is:

– *reliable, hardworking, sociable, helpful, ambitious, friendly, professional, experienced?*

2) when we say that a person is:

– *unreliable, dependent, unfriendly, inexperienced, dishonest, indifferent, unsuccessful, irresponsible, helpless, inflexible?*

Translate the following words and if you can say in what context you can use them:

to apply
application
applicant

to advertise
advertisement
advertiser

to interview
an interview
interviewer
interviewee

to employ
employment
employer
employee

to appear
appearance
to disappear

to suit (a suit)
suitability
suitable

Role Play

Several days ago an advertisement for a job appeared in the newspaper *Moscow Times*. Some of you decided to apply for this job, while the others are going to be interviewers. The applicants will have to write application letters and CVs and later they will be called for an interview one at a time. Finally, the successful applicant will be called back into the interview room and offered the job.

Book-keeper

A well-established British company requires a book-keeper/secretary for their new office in Moscow.

The book-keeper/secretary must be bilingual in Russian and English and experienced in computer science.

Competitive salary with a challenge to grow.

Write enclosing CV to

Mr. J. Smith School House

Halshead Road

Paynton BVG 8MN.

The list of roles

1. INTERVIEWER, the head of the Personnel Department.
2. INTERVIEWER, the Personnel manager.
3. APPLICANTS.

The description of the roles

John (Irene) Smith, the head of the Personnel Department

Before interviewing the applicants look through their CVs and application letters, decide what questions to ask and prepare to explain the job advertised and to say what the person will have to do. The contract is for one year. You think that the person should be friendly and have a nice personality.

Experience is not of vital importance – you have your own training program. Analyze the results of the interviews, choose the most suitable applicant and announce your decision to the applicants.

Paul (Nora) Williams, the personnel manager

Before interviewing the applicants, look through their CVs and application letters, decide what questions to ask and prepare to explain the job advertised and to say what the person will have to do. You are supposed to take notes (name, appearance, general impression, speech, answers to questions – you could give each applicant points out of ten for each of the above). Offer applicants an opportunity to put questions to you. You think that the person should have some experience, must be energetic, ambitious and enthusiastic. You are interested in the results of his or her studies. Analyze the results of the interviews, discuss them with your colleagues, choose the most suitable applicant and announce your decision to the applicants.

Applicants

You are to use your own names and background. If you like you can add some details, write an application letter. Be ready to answer the

questions of the interviewers and to ask your own questions about the job. Do not forget to say "Congratulations" to the person who finally gets the job.

3. CONFERENCE

Preparatory Work

1. A good report requires a lot of preparatory work. Some specialists distinguish the procedures enumerated below.

Read all of them and:

- a) determine which four of them you find to be the most important;
- b) arrange all of them in the proper order;
- c) divide all of them into three groups:

Planning stage.

Script stage.

Rehearsal stage.

- 1) Recording the presentation on audiotape.
- 2) Recording the presentation on videotape to control body language.
- 3) Planning the presentation (aim, time, place, length, form).
- 4) Writing the presentation out in full.
- 5) Producing a plan.
- 6) Writing down all your ideas.
- 7) Choosing the best demonstration materials (documents, pictures, photos, slides, diagrams, tables, graphs, charts, objects, models, etc.) and handouts.
- 8) Producing demonstration materials and handouts.
- 9) Reading the script.
- 10) Producing cards with the notes of the presentation.
- 11) Using a marker to underline the most important ideas and facts.
- 12) Transferring the most important things into cards.
- 13) Timing the presentation to fit the available time.
- 14) Rehearsing the whole presentation from the cards.
- 15) Reducing the script if necessary.
- 16) Arranging the cards.

2. The planning stage is really important. At this stage you should provide answers to the seven basic questions: *why? to whom? what? where? when? how long? how?* Say what is meant by these questions matching

the questions on the left with the information you need to answer them on the right.

why?
to whom?
what?
where?
when?
how long?
how?

- a) What the audience knows about the subject, their status, age, culture, specific interests – the information you present should be tailored to their needs;
- b) the aims of your report, those evident and those hidden;
- c) the subject matter of the report;
- d) the place where the report will be delivered (a large conference-hall, a small meeting room, with the help of a microphone or without it, etc.);
- e) the time (the first report, the last one, after or before the break, in the evening, etc.);
- f) the length of the report is determined by many factors, but generally try to make your talk reasonably short;
- g) the format, or form of the report including the use of demonstration materials and handouts.

3. The next stage is the so-called script stage when you are writing the text of your report. To some extent it is possible to speak about the typical structure of any report and because of that of the language typically used. As far as structure is concerned, usually we can find three main parts in reports: introduction, main body, conclusion. As for the main body of the report, specialists as a rule do not have any difficulty in presenting their work. Now you will get acquainted with the main rules which will help you to be a success.

First of all we shall deal with the main sections of the introduction and their functions.

Introduction

| | | |
|-----------------------|--|--|
| Opening | Signals of the start | To gain the attention of the audience or the people near you in the presidium. |
| | Greetings to the audience | To greet the audience. |
| | Self-identification | To introduce yourself or to thank the person who introduced you. |
| | Creating a positive emotional atmosphere | To attract attention, to give a smile, to tell a joke, to ask for something, to do something memorable. |
| Stating the target | | To define clearly the purpose of your report. |
| Providing an overview | | To outline the main points of the report. |
| Stating the rules | | To inform the audience of the length of the report, what action, if any, is to be taken, the time and the form of questions. |

Signalling the start

1. Read one of the sentences to signal the start:

Right. OK. Now then... Let's begin/start/get started/
Good. OK. So. make a start.
Right. OK. Right then.

Shall we begin?

Can I have your attention, please?

2. Say which of them are a) the most formal; b) the most informal; c) neutral.

Greeting the audience

1. Read the following expressions:

Good morning/afternoon/evening, { ladies and gentlemen.
Hello, { friends and colleagues.
 { everyone/everybody.

On behalf of _____

I'd like to welcome you to...

Welcome to...

I'd like to extend a welcome to...

2. Say which of them are a) the most formal; b) the most informal.

Self-identification

You usually introduce yourself using the following models:

| | |
|--------------------------|-----------------------------------|
| Let me introduce myself. | As you already probably know ..., |
| My name is ... | I'm ... of ... |
| | I represent ... |
| | I work for ... as ... |

In order to create a positive emotional atmosphere you can give a smile, tell a joke, or put a question or you can say:

- It is my privilege today to be talking to professional experts in this field.

Now introduce yourself to the audience:

a) You are Ronald (Irene) D. Lewis, the Financial Director of the Citibank. You are speaking at the annual meeting of shareholders.

b) You are Don (Dinah) Ware, the head of the Human Resources Department, speaking at the weekly departmental meeting.

Stating the target

It is necessary to define the purpose of your report at the beginning to help the audience to follow you.

While speaking about the target we can use words like: *target, goal, objective, purpose, main aim.*

My goal today/now/this morning is to analyze/to present ...

The goal of my (this) report/my (this) presentation is to inform/to discuss/to review/to consider/to identify/to report ...

Besides, I am going to ...

I would like to ...

I'm here to ...

You are a participant at an international scientific conference and represent your institute. Greet the audience, introduce yourself and state the target of your report at the beginning of your presentation. Do not forget to give its title.

Providing overview

If possible give a structure to your report. You can use the following language to inform your listeners about it:

I've divided my report into three parts/sections as follows: ...

I'll be developing the following problems in my report ...

My report will be in three parts: ...

Stating the rules

At the beginning of your report inform your listeners of how long the report will take, whether handouts will be provided, whether slides will be shown and when questions can be asked.

The report will take about

I am going to speak for about

{ 10 minutes
a quarter of an hour
half an hour

If you have any questions I will be glad to answer them at the end of my report.

If you don't understand please stop me.

Return to the diagram for the "Introduction" on p. 342 and illustrate all the stages of it with the phrases and structures you have learned.

Conclusion

| | |
|---------|--|
| Summary | You repeat briefly the main points of the report or give a summary of the main proposal or conclusion. |
| Closing | You thank people for their attention and invite them to ask questions. |

a) Some useful expressions for the conclusion:

Thank you for { your attention.
being attentive.
listening to me attentively.

You are welcome }
Feel free } to ask questions.

If you have any questions, }
If there are any questions, } I'll be glad/pleased/happy to answer them.

b) Finish your report or presentation by addressing the audience.

Role Play

More and more people are concerned about environmental problems. A lot of articles are appearing in newspapers. There are special movements for environmental protection; "Green Peace" is among them. A lot is being done at the government level. But all the decisions taken should be based on scientific research. That is why conferences on ecological problems are very important not only for specialists but to the public as well. An International Conference, "The Environmental Problems Today", will be held in Dreamland.

Participation

You can use your own name if you like. Prepare your business card (first name, last name, profession, address, telephone number, the institution you represent).

From the list choose one of the topics which you are especially interested in. (If necessary you can add your own.)

Topics

1. Air pollution.
2. Water pollution.
3. Noise pollution.
4. Pollution in cities.
5. Pollution by industries.

Read the invitation you have received and fill in the registration form.

The Environmental Problems Today

25-27 May 1999

Hotel Hilton, 20 Bush Avenue,
Star City, Dreamland

The conference is designed to give you the information you need about important issues of environmental protection for your industry. The conference will provide you with solutions to your questions. You will also get a chance to address the audience on challenging issues of ecology.

Please send your registration card and a summary of your report.

Registration Form

I would like to register for "The Environmental Problems Today"

25-27 May, 1999.

Please complete and return to:
Global Forum, 22 Bush Avenue,
Star City, Dreamland.

Name (Mr/Ms) _____

Position _____

Firm/company _____

The name of my report _____

Address _____

City _____ Post Code _____

Country _____

Telephone _____ Fax _____

Please register me for the conference. I have enclosed my check for \$ 200 made payable to: Global Forum.

Please add me to your mailing list

The conference language is English.

Topic

Summary:

Key words:

Prepare the text of your report, visual aids, handouts and the necessary equipment using either the materials given or those which you can find yourself.

On your arrival at the conference find the programme and make your report. Listen to other speakers. Put at least three questions to some of them.

Chair

According to the official programme of the conference you are to open the proceedings by pointing out the importance of the event, its main goals, and the number of the participants. You are to introduce all the speakers, to conduct all the competitions and to close the conference.

This is the way you might open the competition:

LADIES AND GENTLEMEN! DEAR FRIENDS!

WE HAVE GATHERED HERE TO ...

WE ARE VERY PLEASED WITH THE FACT THAT ... PEOPLE OF DIFFERENT PROFESSIONS FROM ... COUNTRIES ARE TAKING PART IN OUR CONFERENCE.

LET ME INTRODUCE ... FROM ... HE/SHE IS ... BY PROFESSION...

PART III

STUDENTS' MATERIAL

What you should know to use this book effectively

Алфавит (Alphabet)

| | | | |
|----------|-----------|-----------|------------|
| Aa [eɪ] | Gg [dʒi:] | Nn [en] | Uu [ju:] |
| Bb [bi:] | Hh [eɪtʃ] | Oo [ou] | Vv [vi:] |
| Cc [si:] | Ii [aɪ] | Pp [pi:] | Ww |
| Dd [di:] | Jj [dʒeɪ] | Qq [kju:] | ['dʌblju:] |
| Ee [i:] | Kk [keɪ] | Rr [ɑ:] | Xx [eks] |
| Ff [ef] | Ll [el] | Ss [es] | Yy [waɪ] |
| | Mm [em] | Tt [ti:] | Zz [zed] |

БУКВЫ И ЗВУКИ (LETTERS AND SOUNDS)

В английском языке 44 звука, для обозначения которых используются 26 букв латинского алфавита.

Английская орфография не менялась в течение очень длительного времени, в то время как звуковой состав языка постоянно подвергался изменениям. Поэтому в словарях наряду с правописанием слова указывается его транскрипция, т.е. такая форма записи слова, при которой *каждому звуку соответствует определенный знак.*

26 букв передают 44 звука следующим образом:

1. Каждая из шести гласных может передавать несколько звуков.
2. Сочетания гласных или сочетания гласных с согласными могут передавать различные звуки.
3. Четыре согласных передают по два звука.

4. Сочетания согласных передают различные звуки.

Фонетическая транскрипция (Phonetic Transcription)

Гласные звуки

| | |
|-----------------------------|--|
| [i:] — долгий [и] | [ɔ] — краткий [о] |
| [ɪ] — краткий [и] | [u:] — долгий [у] |
| [e] — краткий [э] | [ʊ] — краткий [у] |
| [ə] — открытый [э] | [ɛ:] — долгий гласный, средний между [э] и [о] |
| [ɑ:] — долгий глубокий [а] | [ə] — безударный нейтральный гласный, напоминающий безударные гласные в русском слове <i>потолок</i> |
| [ʌ] — краткий [а] | |
| [ɑ:] — долгий, глубокий [о] | |

Сочетания двух гласных звуков

| | |
|-------------|-------------|
| [eɪ] — [эй] | [aɪ] — [ау] |
| [oʊ] — [оу] | [ɪə] — [иа] |
| [ɔɪ] — [ой] | [eə] — [эа] |
| [aɪ] — [ай] | [ʊə] — [уа] |

Согласные звуки

| | | |
|-----------|-----------|-----------|
| [b] — [б] | [g] — [г] | [p] — [п] |
| [v] — [в] | [k] — [к] | [t] — [т] |
| [s] — [с] | [l] — [л] | [z] — [з] |
| [d] — [д] | [m] — [м] | [r] — [р] |
| [f] — [ф] | [n] — [н] | [ʃ] — [ш] |

[w] — положение губ, как для [б], но с маленьким отверстием, как при свисте

[θ] — без голоса } кончик языка помещается
[ð] — с голосом } между передними зубами

[ʒ] — мягкое [ж], как в слове *возжи*

[tʃ] — [ч]

[dʒ] — озвонченный [ч]

[ŋ] — заднеязычный [н], произнесенный задней частью спинки языка через нос

[h] — простой выдох

[j] — [й]

ЯДРО ШКОЛЬНОЙ ЛЕКСИКИ (BASIC SCHOOL VOCABULARY)

Глаголы

1. **to act** действовать
2. **to answer** отвечать
3. **to ask** спрашивать, просить
4. **to be (was/were, been)** быть
5. **to be born** родиться
6. **to become (became, become)** становиться
7. **to begin (began, begun)** начинать
8. **to buy (bought, bought)** покупать
9. **to close** закрывать
10. **to come (came, come)** приходиться
11. **to continue** продолжать
12. **to declare** объявлять
13. **to do (did, done)** делать
14. **to dress** одеваться
15. **to drink (drank, drunk)** пить
16. **to eat (ate, eaten)** есть
17. **to excuse** извинять
18. **to get up (got, got)** вставать
19. **to give (gave, given)** давать
20. **to go (went, gone)** идти
21. **to have (had, had)** иметь
22. **to hear (heard, heard)** слышать
23. **to help** помогать
24. **to know (knew, known)** знать
25. **to learn** учить
26. **to like** любить; нравиться
27. **to listen (to)** слушать
28. **to live** жить
29. **to look (at)** смотреть
30. **to love** любить
31. **to open** открывать
32. **to play** играть
33. **to prepare** готовить
34. **to put (put, put)** класть
35. **to rain: it rains** идет дождь
36. **to read (read, read)** читать
37. **to repeat** повторять
38. **to say (said, said)** сказать
39. **to see (saw, seen)** видеть

40. **to sit (sat, sat)** сидеть
41. **to skate** кататься на коньках
42. **to ski** кататься на лыжах
43. **to sleep (slept, slept)** спать
44. **to speak (spoke, spoken)** говорить
45. **to spend** проводить (*время*)
46. **to stand (stood, stood)** стоять
47. **to study** изучать
48. **to take (took, taken)** брать
49. **to tell (told, told)** говорить, рассказывать
50. **to thank** благодарить
51. **to translate** переводить
52. **to travel** ездить, путешествовать
53. **to understand (understood, understood)** понимать
54. **to want** хотеть
55. **to walk** ходить (*пешком*)
56. **to wash** мыть

Существительные

57. **afternoon** полдень
58. **animal** животное
59. **answer** ответ
60. **apple** яблоко
61. **April** апрель
62. **arm** рука
63. **August** август
64. **autumn** осень
65. **bag** сумка
66. **ball** мяч
67. **bed** кровать
68. **bedroom** спальня
69. **blackboard** доска
70. **body** тело
71. **book** книга
72. **box** ящик
73. **bread** хлеб
74. **breakfast** завтрак
75. **brother** брат
76. **building** здание

77. **bus** автобус
78. **cap** шапка
79. **car** машина
80. **chair** стул
81. **child** ребенок
82. **children** дети
83. **cinema** кино
84. **city** город
85. **classroom** класс
86. **clock** часы (*настольные, стенные*)
87. **coat** пальто
88. **comrade** товарищ
89. **corner** угол
90. **country** страна
91. **date** число
92. **daughter** дочь
93. **day** день
94. **December** декабрь
95. **desk** стол (*письменный*)
96. **dictionary** словарь
97. **dining-room** столовая
98. **dinner** обед
99. **door** дверь
100. **dress** платье
101. **duty** долг
102. **east** восток
103. **evening** вечер
104. **example: for example** например
105. **exercise** упражнение
106. **face** лицо
107. **factory** фабрика, завод
108. **family** семья
109. **farm** ферма
110. **farmer** фермер
111. **father** отец
112. **February** февраль
113. **flat** квартира
114. **floor** пол
115. **freedom** свобода
116. **Friday** пятница
117. **friend** друг
118. **garden** сад
119. **girl** девочка
120. **glass** стекло, стакан
121. **ground** земля
122. **hall** зал
123. **head** голова
124. **help** помощь
125. **holiday** праздник
126. **home** дом
127. **horse** лошадь
128. **house** дом, здание
129. **ice** лед
130. **ink** чернила
131. **January** январь
132. **July** июль
133. **June** июнь
134. **lesson** урок
135. **letter** письмо; буква
136. **library** библиотека
137. **life** жизнь
138. **light** свет
139. **man (men)** человек, мужчина
140. **map** карта
141. **March** март
142. **May** май
143. **milk** молоко
144. **minute** минута
145. **mistake** ошибка
146. **money** деньги
147. **month** месяц
148. **morning** утро
149. **mother** мать
150. **name** имя
151. **newspaper** газета
152. **night** ночь
153. **north** север
154. **nose** нос
155. **notebook** тетрадь
156. **November** ноябрь
157. **October** октябрь
158. **page** страница
159. **paper** бумага; газета
160. **peace** мир
161. **pen** ручка
162. **pencil** карандаш
163. **people** люди
164. **picture** картина
165. **play** игра
166. **pupil** ученик

Прилагательные

167. **question** вопрос
 168. **reader** читатель
 169. **river** река
 170. **room** комната
 171. **Russia** Россия
 172. **Saturday** суббота
 173. **school** школа
 174. **schoolchildren** школьники
 175. **sea** море
 176. **September** сентябрь
 177. **sister** сестра
 178. **skating-rink** каток
 179. **snow** снег
 180. **son** сын
 181. **song** песня
 182. **south** юг
 183. **spring** весна
 184. **square** площадь
 185. **story** рассказ, история
 186. **street** улица
 187. **summer** лето
 188. **sun** солнце
 189. **Sunday** воскресенье
 190. **table** стол
 191. **teacher** учитель
 192. **thing** вещь
 193. **town** город
 194. **tram** трамвай
 195. **tree** дерево
 196. **Tuesday** вторник
 197. **walk** прогулка
 198. **wall** стена
 199. **watch** часы
 200. **water** вода
 201. **week** неделя
 202. **west** запад
 203. **window** окно
 204. **winter** зима
 205. **woman (women)** женщина
 206. **word** слово
 207. **work** работа
 208. **worker** рабочий
 209. **writer** писатель
 210. **year** год
211. **absent** отсутствующий
 212. **bad** плохой
 213. **beautiful** красивый
 214. **big** большой
 215. **black** черный
 216. **blue** синий, голубой
 217. **clean** чистый
 218. **cold** холодный
 219. **dark** темный
 220. **different** различный
 221. **difficult** трудный
 222. **English** английский
 223. **famous** знаменитый
 224. **good** хороший
 225. **great** великий
 226. **green** зеленый
 227. **high** высокий
 228. **hot** жаркий
 229. **ill: to be ill** болеть
 230. **interesting** интересный
 231. **large** большой
 232. **last** последний
 233. **little** маленький
 234. **long** длинный
 235. **many, much** много
 236. **new** новый
 237. **next** следующий
 238. **old** старый
 239. **open** открытый
 240. **poor** бедный
 241. **ready (to be ready)** готовый
 242. **red** красный
 243. **rich** богатый
 244. **right** правый, правильный
 245. **short** короткий
 246. **small** маленький
 247. **warm** теплый
 248. **white** белый
 249. **young** молодой

Местоимения

250. **I** я
 251. **you** ты, вы

252. **he** он
 253. **she** она
 254. **it** оно, он, она (*о неодушевленных предметах*)
 255. **we** мы
 256. **they** они
 257. **me** меня, мне
 258. **you** вас, вам
 259. **him** его, ему
 260. **her** ее, ей
 261. **it** в безличных оборотах: **It is cold** (**warm**). — Холодно (Тепло).
 262. **us** нас, нам
 263. **them** их, им
 264. **my** мой
 265. **your** ваш
 266. **his** его
 267. **her** ее
 268. **its** его, ее (*о неодушевленных предметах*)
 269. **our** наш
 270. **their** их
 271. **this** этот, это
 272. **these** эти
 273. **that** тот, то
 274. **those** те
 275. **all** все
 276. **some** несколько, некоторые
 277. **any** любой (*в утвердительном*), несколько, сколько-нибудь (*в вопросительном и отрицательном предложениях*)
 278. **no** нет; никакой

Наречия

279. **again** снова
 280. **ago** назад
 281. **far** далеко
 282. **here** здесь
 283. **inside** внутри
 284. **near** рядом
 285. **never** никогда
 286. **now** теперь
 287. **quickly** быстро

288. **there** там
 289. **today** сегодня
 290. **tomorrow** завтра
 291. **yesterday** вчера
 292. **very** очень
 293. **well** хорошо

Числительные

294. **one** один
 295. **two** два
 296. **three** три
 297. **four** четыре
 298. **five** пять
 299. **six** шесть
 300. **seven** семь
 301. **eight** восемь
 302. **nine** девять
 303. **ten** десять
 304. **eleven** одиннадцать
 305. **twelve** двенадцать
 306. **thirteen** тринадцать
 307. **fourteen** четырнадцать
 308. **fifteen** пятнадцать
 309. **sixteen** шестнадцать
 310. **seventeen** семнадцать
 311. **eighteen** восемнадцать
 312. **nineteen** девятнадцать
 313. **twenty** двадцать
 314. **thirty** тридцать
 315. **forty** сорок
 316. **fifty** пятьдесят
 317. **sixty** шестьдесят
 318. **seventy** семьдесят
 319. **eighty** восемьдесят
 320. **ninety** девяносто
 321. **hundred** сто
 322. **thousand** тысяча
 323. **the first** первый
 324. **the second** второй
 325. **the third** третий
 326. **the fourth** четвертый

Вопросительные слова

327. **who** кто

328. **whom** кого, кому
329. **whose** чей
330. **what** что; какой
331. **when** когда
332. **where** где; куда
333. **which** который
334. **why** почему
335. **how** как, каким образом
336. **how many** сколько
337. **how much** сколько
338. **how long** как долго

Предлоги

339. **against** против
340. **around** вокруг
341. **at** у, около

342. **before** перед
343. **behind** сзади
344. **from** из, от
345. **in** в
346. **into** в (*внутрь*)
347. **of** из (*соотв. русск. род. надежду*)
348. **on** на
349. **out (of)** из (*изнутри*)
350. **to** к (*по направлению*)
351. **under** под
352. **with** с

Союзы

353. **and** и, а
354. **but** но
355. **or** или

ОСНОВНЫЕ ГРАММАТИЧЕСКИЕ ПОНЯТИЯ (BASIC GRAMMAR TERMINOLOGY)

Части речи (Parts of Speech)

Все слова, входящие в язык, делятся на разряды, называемые частями речи.

Различаются следующие части речи:

1. Имя существительное (noun, *n*)
2. Имя прилагательное (adjective, *a*)
3. Имя числительное (numeral, *num*)
4. Местоимение (pronoun, *pron*)
5. Глагол (verb, *v*)
6. Наречие (adverb, *adv*)
7. Предлог (preposition, *prep*)
8. Союз (conjunction, *conj*)
9. Междометие (interjection, *interj*)

1. **Именем существительным** называется часть речи, которая обозначает предмет. Предметом в грамматике называют все то, о чем можно спросить: *кто это?* или *что это?*

Например: Кто это? — a doctor, a man, a boy

Что это? — a house, freedom, childhood и т.д.

Имена существительные имеют **два артикля**:

a (an) — **неопределенный** (a room, an exercise) и the — **определенный** (the room, the exercise).

Имена существительные имеют **два числа**: **единственное** — a child, a table и **множественное** — children, tables.

Имена существительные имеют **два падежа**: **общий** — my sister и **притяжательный** — my sister's. Причем, как правило, притяжательный падеж имеют одушевленные существительные.

Род существительного в английском языке определяется значением слова. Например: a man (мужчина) — he — мужской род, a woman (женщина) — she — женский род. Имена существительные, обозначающие неодушевленные предметы, относятся к **среднему роду**: a chair стул, snow снег, a telegram телеграмма, a village деревня — it.

2. **Именем прилагательным** называется часть речи, которая обозначает признак предмета и отвечает на вопрос: *какой?* Например: red, interesting, Russian и т.д.

Имена прилагательные в английском языке не изменяются ни по родам, ни по числам, ни по падежам. Например: a good school, good schools, to the good school.

Имена прилагательные имеют *три степени сравнения*: *положительную* – long, interesting, *сравнительную* – longer, more interesting, *превосходную* – the longest, the most interesting.

3. *Именем числительным* называется часть речи, которая обозначает количество или порядок предметов при счете. Имена числительные делятся на *количественные* и *порядковые*.

Количественные числительные обозначают количество предметов и отвечают на вопрос: *сколько?* Например: one, two, twenty-five и т.д.

Порядковые числительные обозначают порядок предметов при счете и отвечают на вопрос: *какой?* Например: (the) first, (the) second, (the) twenty-fifth и т.д.

4. *Местоимением* называется часть речи, которая употребляется вместо имени существительного или прилагательного.

Некоторые местоимения имеют отдельные формы для единственного и множественного числа. Например: **this** этот (*ед. число*) – **these** эти (*мн. число*), **that** тот – **those** те.

Одни местоимения имеют формы общего и притяжательного падежей, например: **somebody** (*общий падеж*), **somebody's** (*притяжательный*); другие имеют формы именительного и объектного падежей, например: **I, who** (*именительный падеж*) – **me, whom** (*объектный падеж*).

| Местоимения | | |
|---|--|--|
| Личные | | Притяжательные |
| Именительный падеж | Объектный падеж (соответствует русским, косвенным падежам) | Отвечают на вопрос <i>чей?</i> Употребляются перед существительным |
| I – я you – ты, Вы | me – мне, меня you – тебя, тебе, Вас, Вам | my – мой, моя your – твой, твое, Ваш, Ваша |
| he – он she – она it – он, она, оно | him – ему, его her – ей, её it – его, её, ему, ей | his – его her – её its – его, её |
| we – мы you – вы they – они | us – нас, нам you – вас, вам them – их, им | our – наш, наша your – ваш, ваша their – их |

5. **Глаголом** называется часть речи, которая обозначает действие или состояние, представленное в виде действия.

We study English. – Мы изучаем английский.

Глагол отвечает на вопросы: *что делает лицо (предмет)?* или *что делается с лицом (предметом)?*

Формы глагола делятся на *личные* и *неличные*. Личные формы глагола выражают лицо, число, наклонение, время, залог. К личным формам относятся формы глагола в трех лицах единственного и множественного числа в настоящем, прошедшем или будущем времени действительного или страдательного залога:

He lives in Tula. – Он живет в Туле. (lives – 3 лицо ед. числа, настоящее время, действительный залог)

They were invited to Novgorod. – Их пригласили в Новгород. (were invited – 3 лицо мн. числа, прошедшее время, страдательный залог)

Неличные формы глагола – *инфинитив*, или неопределенная форма (the Infinitive), *герундий* (the Gerund) и *причастие* (the Participle) – выражают действие без указания лица, числа и наклонения.

Глаголы в английском языке имеют три основных формы:

- 1) инфинитив (неопределенная форма)
- 2) прошедшее время (Past Indefinite)
- 3) причастие прошедшего времени (Past Participle).

Эти формы служат основой для образования сложных времен действительного и страдательного залога.

| I | II | III |
|----------------------------|----------------------------------|-----------------------------------|
| Infinitive | Past Indefinite | Past Participle |
| go break ask work | went broke asked worked | gone broken asked worked |

6. **Наречием** называется часть речи, указывающая на признак действия или на различные обстоятельства, при которых протекает действие (как, где, когда и т.д.):

She walked slowly. – Она шла медленно.

Существительное, прилагательное, числительное, местоимение, глагол и наречие являются самостоятельными частями речи.

Они обозначают предметы, их качества, действия и т.п. и являются членами предложения.

Предлоги и союзы являются служебными частями речи. Они показывают различные отношения между членами предложения или предложениями.

Члены предложения (Parts of Sentence)

Предложением называется сочетание слов, выражающее законченную мысль:

The car stopped at the gate. — Машина остановилась у ворот.

Слова, входящие в состав предложения и отвечающие на какой-нибудь вопрос, называются **членами предложения**. Члены предложения делятся на **главные** и **второстепенные**.

Главные члены предложения: **подлежащее** и **сказуемое**; второстепенные члены предложения: **дополнение**, **определение** и **обстоятельства**.

Подлежащим называется член предложения, обозначающий предмет или лицо, о котором что-либо говорится в предложении. Оно отвечает на вопрос *кто?* или *что?*

| Способы выражения подлежащего | |
|----------------------------------|--|
| Существительное | Rubber is important for automobile manufacture. |
| Личное местоимение | He is responsible for maintenance and repair of the engines. |
| Указательное местоимение | This trend should be taken into consideration. These factors largely determine the situation. |
| Инфинитив | To become an aviation engineer was his childhood dream. |
| Герундий | Exploring the country's natural resources is the work of geologists. |
| Неопределенно-личное местоимение | One should always remember these dates. |
| Безличное it | It is necessary to provide regular maintenance of the car. |
| Субъектный инфинитивный оборот | The trend of population increase is expected to continue. |

Сказуемым называется член предложения, обозначающий то, что говорится о подлежащем. Сказуемое отвечает на вопросы: *что делает подлежащее?, что делается с подлежащим?, кем или чем является подлежащее?*

Сказуемое бывает *простое* и *составное*. Составное бывает двух типов — *составное именная* и *составное глагольное*:

She studies English at school.

(простое сказуемое)

His sister is an engineer.

(составное именная сказуемое)

I must do this work now.

(составное глагольное сказуемое)

Она изучает в школе английский.

Его сестра — инженер.

Я должен сделать эту работу сейчас.

| Составное именная сказуемое | |
|---|---|
| Часть речи, которой выражается именная часть сказуемого | Примеры |
| 1. существительное | 1. His father is an engineer. |
| 2. существительное с предлогом | 2. The room has been in disorder. |
| 3. местоимение | 3. That book is not mine. |
| 4. прилагательное | 4. I think the weather will be fine. |
| 5. герундий | 5. His hobby was collecting stamps. |
| 6. инфинитив | 6. Her duty was to look through the morning mail. |

Дополнением называется второстепенный член предложения, который обозначает предмет и отвечает на вопросы, соответствующие в русском языке вопросам косвенных падежей как с предлогом, так и без него: *кого? чего?, что?, кому? чему?, кем? чем?, о ком? о чем?*

I bought a book.

He received money from his parents.

He showed me his pictures.

Я купил(а) книгу.

Он получил деньги от родителей.

Он показал мне свои фотографии.

В приведенных примерах *a book, money, his pictures* являются прямыми дополнениями, *me* — косвенным дополнением, *from his parents* — предложным дополнением.

| Способы выражения дополнения | |
|---|---|
| Существительное | Car builders employ new materials for motor-car bodies. |
| Местоимение | Motor-car builders employ them widely. |
| Инфинитив | Road builders started to broaden the highway. |
| Существительное (местоимение) + инфинитив | The designers wanted the engine to consume less fuel. They watched the pedestrians cross the street. |
| Герундий | I remember travelling in the Far East with a geological expedition. |

Обстоятельствами называются второстепенные члены предложения, которые обозначают, как или при каких обстоятельствах (т.е. где, когда, почему, зачем и т.п.) совершается действие.

Обстоятельства могут обозначать:

1. **Время:** He arrived **in the morning**. – Он приехал утром.
2. **Место:** She returned **home**. – Она вернулась домой.
3. **Образ действия:** I know French **badly**. – Я плохо знаю французский.
4. **Причину:** They came back **because of the rain**. – Они вернулись из-за дождя.
5. **Цель:** He saved money **to buy a new car**. – Он сэкономил деньги, чтобы купить новую машину.
6. **Степень:** I **quite** agree with you. – Я вполне согласен с вами.

| Способы выражения обстоятельств | |
|---------------------------------|--|
| Наречие | He lives and studies here . |
| Существительное с предлогом | I shall go to the library . |
| Герундий с предлогом | After selecting the equipment we started testing it. Speedometer is used for measuring speed. |
| Инфинитив | They worked hard to eliminate the mistakes in the program. |
| Причастие | Travelling in the East he collected many local legends. Having employed alloys instead of steel the designers reduced the cost of the device. Hardened in fire, steel becomes stronger. |

Порядок слов в английских повествовательных предложениях

В английском языке повествовательные предложения имеют твердый порядок слов, т.е. каждый член предложения имеет свое определенное место: 1 — подлежащее, 2 — сказуемое, 3 — дополнения, 4 — обстоятельства.

Определение не имеет постоянного места и может стоять при любом члене предложения, выраженном существительным:

We received important information yesterday.

1 2 определение 3 4

Мы получили важную информацию вчера.

Когда существительное определяется двумя или более прилагательными или существительными, то из них, которое более тесно связано по смыслу с ним, ставится ближе к нему:

| | |
|---------------------|---------------------------------|
| an old blue dress | старое голубое платье |
| a small round table | маленький круглый столик |
| a tall angry man | сердитый мужчина высокого роста |

Если есть два или более обстоятельств, они располагаются в следующем порядке: а) обстоятельство образа действия, б) обстоятельство места, в) обстоятельство времени, причем последнее может выходить на нулевое место перед подлежащим:

Last month I met her by chance at the theatre.

0 1 2 3 4 4

В прошлом месяце я случайно встретил ее в театре.

КОММЕНТАРИИ К ОСНОВНОМУ КУРСУ (COMMENTS ON THE UNITS)

Unit 1

§ 1. ГЛАГОЛ *TO BE*

Глагол *to be* в Present, Past и Future Indefinite имеет следующие формы:

| Present Indefinite | Past Indefinite | Future Indefinite |
|--------------------|-----------------|-------------------|
| I am | I | I shall/will be |
| he | he | he |
| she | she | she |
| it | it | it |
| we | we | we shall/will be |
| you | you | you |
| they | they | they |
| is (есть) | was | will be |
| are | were | will be |
| | был | буду |
| | была | будет |
| | было | будем |
| | были | будете |
| | | будут |

В вопросительном предложении глагол **to be** ставится перед подлежащим. Например:

Was he in Africa last year? Он был в Африке в прошлом году?

Where were you yesterday? Где вы были вчера?

Отрицательная форма глагола **to be** в Present и Past Indefinite образуется без вспомогательного глагола; отрицание **not** следует непосредственно за глаголом **to be**. Например:

The Institute isn't far from the metro station. Институт находится недалеко от станции метро.

§ 2. ГЛАГОЛ **TO HAVE**

Глагол **to have** в Present, Past и Future Indefinite имеет следующие формы:

| Present Indefinite | | Past Indefinite | | Future Indefinite | |
|--------------------|-------------|------------------|-------|-----------------------|---------|
| I } у меня | } есть | I } у меня | } был | I } shall/will у меня | } будет |
| we } у нас | | we } у нас | | we } have у нас | |
| you } have у вас | | you } у вас | | you } у вас | |
| they } у них | | they } had у них | | they } у них | |
| he } у него | | he } у него | | he } will have у него | |
| she } has у нее | she } у нее | she } у нее | | | |
| it } | it } | it } | | | |

Вопросительная форма глагола **to have** может быть образована двумя способами:

1) Путем постановки глагола **to have** перед подлежащим. Например:

Had you a lecture on philosophy yesterday? У вас вчера была лекция по философии?

2) С помощью глагола **to do**. Например:

Did you have a lecture on philosophy yesterday? У вас вчера была лекция по философии?

Отрицательная форма глагола **to have** может строиться двумя способами:

1) При помощи отрицательного местоимения **no** (или отрицательной группы **not any**) перед существительным. Например:

They have no car. У них нет машины.

I have not any car.

У меня нет машины.

2) Обычным способом образования отрицательной формы глагола, т.е. при помощи вспомогательного глагола **to do**. Например:

I did not have much work to do yesterday.

Вчера у меня было немного работы.

В разговорной речи вместо **to have** очень часто употребляется **have, has got ('ve/'s got)**:

I've got a good car.

У меня хорошая машина.

Have you got an English dictionary?

У вас есть английский словарь?

I haven't got an English dictionary.

У меня нет английского словаря.

§ 3. ОБОРОТ *THERE + TO BE*

Оборот **there + to be** имеет значение *есть, находится, имеется, существует*. Глагол **to be** ставится в личной форме (**is, are, was, were, will be**) и согласуется с последующим именем существительным. Перевод таких предложений надо начинать с обстоятельства места или со сказуемого, если обстоятельство отсутствует.

1. **There are** many new books *at the Institute library.*

1. В институтской библиотеке много новых книг.

2. **There are** different methods of learning English words.

2. Существуют различные методы (способы) заучивания английских слов.

В вопросительном предложении глагол в личной форме ставится на первое место перед **there**:

Is there a school in your street?

На вашей улице есть школа?

Ответ:

Yes, **there is.**

Да, есть.

No, **there is not.**

Нет.

В полном отрицательном предложении после оборота **there + to be** ставится отрицательное местоимение **no**:

There will be no lecture on physics tomorrow.

Завтра лекции по физике не будет.

Перед **many, much** и числительными ставится **not** вместо **no**:

There aren't many interesting articles in this magazine.

В этом журнале мало интересных статей.

§ 4. СТЕПЕНИ СРАВНЕНИЯ ПРИЛАГАТЕЛЬНЫХ И НАРЕЧИЙ

Имена прилагательные и наречия, как и в русском языке, имеют положительную, сравнительную и превосходную степени.

1. Односложные прилагательные и наречия, двусложные с ударением на первом слоге и некоторые другие двусложные прилагательные образуют сравнительную степень с помощью суффикса **-er**, а превосходную степень с помощью суффикса **-est**. Существительное, определяемое прилагательным в превосходной степени, употребляется с определенным артиклем, а перед наречием в превосходной степени артикль не употребляется.

| Положительная степень | Сравнительная степень | Превосходная степень |
|---|---|--|
| This building is high . Это здание высокое. | That building is higher . То здание выше. | That is the highest building in the city. Это самое высокое здание в городе. |
| He came near and said "Hullo". Он подошел близко и сказал «Привет!» | She came nearer to us. Она подошла ближе к нам. | They stood nearest to us. Они стояли ближе всех к нам. |

2. Сравнительная степень многосложных прилагательных и наречий образуется при помощи слова **more**, а превосходная — при помощи слова **(the) most**. Для того чтобы выразить уменьшение качества или свойства предмета, употребляются слова **less** *менее*; **(the) least** *наименее*.

| Положительная степень | Сравнительная степень | Превосходная степень |
|---|---|---|
| This film is interesting . Этот фильм интересный. | That film is more interesting . Тот фильм более интересный. | That is the most interesting film I've seen. Это самый интересный фильм, который я видел. |
| This work is important . Эта работа важная. | That work is less important . Та работа менее важная. | This work is the least important . Эта работа наименее важная. |

3. Некоторые прилагательные и наречия образуют степени сравнения от разных основ.

| Положительная степень | Сравнительная степень | Превосходная степень |
|-------------------------------|------------------------|---|
| good, well хороший, хорошо | better лучше | (the) best самый лучший, лучше всего |
| bad, badly плохой, плохо | worse хуже | (the) worst самый худший, хуже всего |
| many, much много | more больше | (the) most самый большой, больше всего |
| little маленький, мало | less меньше | (the) least самый маленький, наименьший, меньше всего |

Имеются также способы выражения сравнения с помощью союзов:

1. Для сравнения двух предметов одинакового качества прилагательное в основной форме ставится между парными союзами **as ... as**, обозначающими *такой же ... как*.

Для того чтобы избежать повторения существительного, употребляется местоимение **one (ones** – для множественного числа) или указательное местоимение **that (those)**:

This street is as long as that one. Эта улица такая же длинная, как та.

The days in summer are longer than those in winter. Летом дни длиннее, чем (дни) зимой.

2. Для выражения неравной степени качества в двух сравниваемых предметах используется парный союз **not so ... as**, который на русский язык переводится *не такой ... как*:

The Dnieper is not so long as the Volga. Днепр не такая длинная река, как Волга.

3. Конструкция **the ... the** в сочетании с прилагательным или наречием в сравнительной степени переводится на русский язык союзом *чем ... тем*:

The sooner the better. Чем скорее, тем лучше.

4. После сравнительной степени употребляется союз **than**, который переводится словом *чем* или совсем не переводится:

Exercise 5 is easier than exercise 7. Упражнение 5 легче (чем упражнение) упражнения 7.

§ 5. ВРЕМЕНА ГРУППЫ INDEFINITE ACTIVE

Глаголы в формах Indefinite относят действие к настоящему, прошедшему или будущему времени, не уточняя, как оно протекает во времени. Времена Indefinite Active образуются от инфинитива.

Present Indefinite

Формы глагола в Present Indefinite совпадают с инфинитивом без частицы *to*. Лишь в 3-м лице единственного числа добавляется суффикс *-s*.

Это время употребляется для выражения действия, происходящего обычно, регулярно, или для обозначения вневременных фактов и явлений:

| | |
|---|---|
| I get up at seven every day except Sunday. | Я встаю в семь утра каждый день, кроме воскресенья. |
| The sun rises in the east and sets in the west. | Солнце всходит на востоке и заходит на западе. |

Past Indefinite

Стандартные глаголы образуют формы в Past Indefinite путем прибавления к инфинитиву (без частицы *to*) суффикса *-ed (-d)* для всех лиц единственного и множественного числа. Например:

to ask (спрашивать) — asked to translate (переводить) — translated

Нестандартные глаголы образуют формы в Past Indefinite различными способами. Например:

| | |
|-------------------------|----------------------------|
| to go ходить — went | to take брать — took |
| to write писать — wrote | to come приходиться — came |
| to give давать — gave | |

Past Indefinite употребляется

а) для выражения ряда последовательных действий в прошлом:

| | |
|--|---|
| He stood up , came up to the window and saw an endless stream of cars running along the street. | Он встал, подошел к окну и увидел бесконечный поток машин, едущих по улице. |
|--|---|

б) когда действие соотносится с обстоятельственными словами, точно обозначающими прошедшее время (к ним относятся наречия *ago* *тому назад*, *yesterday* *вчера*, *last month/week/year* *в прошлом месяце/на прошлой неделе/в прошлом году* и т.п.):

| | |
|---|--|
| My friends came to see me on Saturday. | Мои друзья приходили ко мне в субботу. |
|---|--|

We didn't get home until midnight.

Мы добрались домой только в полночь.

в) когда интересуются временем совершения действия в прошлом, т.е. в вопросительном предложении, начинающемся с **when, what time**:

When did you see her last?

Когда вы видели ее в последний раз?

What time did you arrive home?

Когда вы добрались домой?

Future Indefinite

Формы глагола в Future Indefinite образуются при помощи вспомогательного глагола **will** и инфинитива глагола без частицы **to**. Например:

They will go to the country tomorrow. Завтра они поедут за город.

С 1-м лицом единственного и множественного числа в британском варианте английского языка часто употребляется также глагол **shall**. В разговорной речи используется форма **'ll**:

He'll make his report next week.

Он сделает доклад на следующей неделе.

I shall be twenty-one next year.

В будущем году мне будет 21 год.

Таблица времен группы Indefinite Active

| Форма | Present Indefinite | Past Indefinite | Future Indefinite |
|----------------|---|---|--|
| Утвердительная | My friends study French. He speaks English. | My friends studied French at school. He spoke English at the conference. | My friends will study French at the Institute. The teacher will speak about our English exam. |
| Вопросительная | Do your friends study French? Does he speak English? | Did your friends study French at school? Did he speak English at the conference? | Will your friends study French at the Institute? Will the teacher speak about our English exam? |
| Отрицательная | My friends don't study French. He doesn't speak English. | My friends did not study French. He didn't speak English at the conference. | My friends won't study French at the Institute. The teacher won't speak about our English exam. |

§ 6. ВРЕМЕНА ГРУППЫ INDEFINITE PASSIVE

Залог — категория глагола, которая показывает отношение действия к субъекту или объекту действия.

Страдательный залог — **Passive Voice** — показывает, что предмет или лицо, являющееся подлежащим, подвергается действию:

The radio in Russia was invented by Popov. Радио в России было *изобретено* Поповым.

Времена Indefinite в страдательном залоге образуются при помощи вспомогательного глагола **to be** в соответствующем времени активного залога и **Participle II** (причастие прошедшего времени) смыслового глагола.

На русский язык глаголы в **Passive Voice** могут переводиться следующими способами:

1) Сочетанием глагола *быть* (в прошедшем и будущем временах) с краткой формой причастия страдательного залога:

The article will be translated immediately. Статья *будет переведена* сейчас же.

2) Глаголом с окончанием на *-ся, -сь*:

Foreign languages are studied in all technical colleges. Иностранные языки *изучаются* во всех технических институтах.

3) Неопределенно-личными предложениями (без подлежащего):

A telegram will be sent to the winner. Победителю *пошлют* телеграмму.

Глагол в форме Indefinite Passive может переводиться на русский язык глаголом совершенного и несовершенного вида, так как форма Indefinite не уточняет характера действия:

Houses are built very quickly now. Дома *строятся (строят)* теперь очень быстро.

These houses are built of concrete. Эти дома *построены* из бетона.

В английском языке в страдательном залоге показателем времени служит глагол **to be**, который изменяется в зависимости от лица и числа подлежащего. Смысловой глагол стоит всегда в форме **Participle II**, т.е. остается неизменным:

New films are shown here every week. Новые фильмы *показывают* здесь каждую неделю.

A new film was shown here yesterday.

Новый фильм был показан здесь вчера.

A new film will be shown here tomorrow.

Новый фильм будет показан здесь завтра.

Если указывается, кем или чем производится действие, то употребляется существительное или местоимение с предлогами *by* или *with*, выражающими отношение творительного падежа:

The new engine was designed by our engineers.

Новый двигатель был сконструирован нашими инженерами.

The laboratory is equipped with automatic machinery.

Лаборатория оборудована автоматическими механизмами.

В английском предложении за сказуемым в страдательном залоге может следовать предлог; слово, с которым этот предлог соотносится, является подлежащим. Поэтому при переводе на русский язык предлог ставится перед этим словом:


The engineer was sent for.

За инженером послали.

This article is much spoken about.

Об этой статье много говорят.

Подлежащее английского предложения в пассиве может соответствовать не только прямому, но и косвенному или предложному дополнениям активного предложения. Ср.:

They promised ^{косвенное доп.} *the workers*  *The workers were promised better conditions.*

better conditions.

прямое доп.

Рабочим обещали улучшить условия.

Better conditions were promised to the workers.

Лучшие условия были обещаны рабочим.

We sent for *the doctor.*

предложное доп.

The doctor was sent for.

За доктором послали.

§ 7. МОДАЛЬНЫЕ ГЛАГОЛЫ *CAN, MAY, MUST* И ИХ ЭКВИВАЛЕНТЫ

Модальные глаголы обозначают не само действие, а указывают на отношение к нему говорящего. Модальные глаголы выражают способность, возможность, допустимость, вероятность действия, обозначенного последующим инфинитивом.

Модальные глаголы употребляются только в сочетании с инфинитивом смыслового глагола без частицы *to*. Эти глаголы часто называются недостаточными, так как они:

1. Не имеют неличных форм — инфинитива, причастия, герундия.

2. Не изменяются ни по лицам, ни по числам (не имеют окончания в 3-м лице ед. числа):

He can do it himself.

Он может сделать это сам.

3. Образуют вопросительную форму путем постановки глаголов **can**, **must** или **may** перед подлежащим, а отрицательную форму — путем добавления отрицания **not** после модального глагола:

Can you play tennis?

Вы умеете играть в теннис?

Must I translate this article?

Мне нужно переводить эту статью?

You must tell me the truth.

Ты должен сказать мне правду.

Примечание. Поскольку отрицательная форма глагола **must** употребляется только для выражения запрещения, для того чтобы передать значение отсутствия необходимости (*не нужно, не надо, не должен*) употребляется модальный глагол **need** в отрицательной форме — **needn't**. Ср.:

You mustn't light fires here.

Вы не должны (вам запрещено) зажигать здесь огонь.

Must I translate these sentences? — No, you needn't.

Нужно ли мне переводить эти предложения? — Нет, не нужно.

4. **Can** и **may** имеют формы прошедшего времени (**could** и **might**); глагол **must** имеет только одну форму.

Наряду с модальными глаголами **can**, **may**, **must** для выражения долженствования, допустимости, способности или возможности совершения действия используется ряд других глаголов, которые употребляются как наряду с модальными глаголами, так и вместо недостающих форм этих глаголов.

Выражение долженствования

Долженствование может быть выражено:

1) глаголом **must** + инфинитив без частицы **to** в настоящем времени во всех лицах:

I must leave at once.

Я должен уехать немедленно.

2) **to have** + инфинитив с частицей **to** в настоящем, прошедшем и будущем времени.

To have to выражает долженствование, вытекающее из внешних условий, и часто переводится на русский язык глаголом *приходится*, *пришлось* и т.д.:

I had to work hard to pass my examination.

Я должен был (мне пришлось) много работать, чтобы сдать экзамен.

3) **to be** + инфинитив с частицей **to** в настоящем и прошедшем времени.

To be to означает долженствование, вытекающее из предварительной договоренности или плана:

We were to inspect the new samples. Мы должны были тщательно осмотреть новые образцы.

4) **should** выражает моральный долг или совет:

You should go and see him tomorrow. Вы должны (вам следует) навестить его завтра.

Выражение способности или возможности совершения действия

Это значение может быть выражено:

1) глаголом **can** + инфинитив без частицы **to** (настоящее время) или **could** + инфинитив без частицы **to** (прошедшее время):

I can play tennis. Я могу (умею) играть в теннис.
He could help you. Он мог (бы) помочь вам.

2) выражением **to be able** + инфинитив с частицей **to** (все времена):

We'll be able to see each other very often. Мы сможем часто видеться.
He was able to help me. Он сумел (ему удалось) помочь мне.

Выражение разрешения совершить действие

Это значение может быть выражено:

1) глаголом **may** + инфинитив без частицы **to** или **might** + инфинитив без частицы **to**. **May** и **might** относят действия к настоящему или будущему:

You may come here every day. Вы можете приходить сюда каждый день.
Do you think it'll snow? – Yes, it may/might. Ты думаешь, будет снег? – Да, возможно (вероятно).

2) **to be allowed** + инфинитив с частицей **to**, может быть использовано в настоящем, прошедшем и будущем времени:

He was allowed to borrow books from the University library. Ему разрешили (позволили) брать книги из университетской библиотеки.

| | Present | Past | Future |
|---|--|--|--|
| Долженствование | I must meet him. I have to meet him. I am to meet him. I should meet him. | - I had to meet him. I was to meet him. - | - I shall have to meet him. - - |
| Способность или возможность совершения действия | He can help you. He is able to help you. | He could help you. He was able to help you. | - He will be able to help you. |
| Разрешение или возможность (вероятность) | I may use this device. I am allowed to use the device. | - I was allowed to use the device. | - I shall be allowed to use the device. |

Unit 3

§ 8. ВРЕМЕНА ГРУППЫ CONTINUOUS ACTIVE И PASSIVE

Глаголы в формах Continuous употребляются, когда требуется подчеркнуть, что действие продолжается, продолжалось или будет продолжаться в то время, о котором идет речь, т.е. когда нужно выразить действие в процессе его совершения.

Present Continuous (Active и Passive) употребляется для выражения длительного действия, совершаемого в момент речи. Эти формы образуются следующим образом:

Active

to be в настоящем времени (am, is, are)
+ Participle I смыслового глагола

Passive

to be в настоящем времени (am, is, are)
+ being + Participle II смыслового глагола

Глаголы в формах Present Continuous (Active и Passive) переводятся на русский язык глаголами несовершенного вида, иногда с добавлением слова *сейчас*:

They are translating the new article. (Active)

Они *переводят* эту новую статью *сейчас*.

The article is being translated. (Passive)

Эта статья *сейчас переводится*.
(Эту статью *переводят*.)

Примечание. Глаголы в формах Present Continuous Passive переводятся на русский язык формами глагола только несовершенного вида с окончанием *-ся* или неопределенно-личным предложением.

Past Continuous (Active и Passive) употребляется для выражения действия, которое продолжало совершаться в определенный момент или отрезок времени в прошлом, обозначаемом либо точ-

НЫМ указанием момента или отрезка времени, либо другим действием, выраженным глаголом в Past Indefinite.

Эти формы образуются следующим образом:

Active

Passive

to be в прошедшем времени (was, were)
+ Participle I смыслового глагола.

to be в прошедшем времени (was, were)
+ being + Participle II смыслового глагола.

We were working in the lab from 5 till 7 o'clock. (Active)

Мы *работали* в лаборатории с 5 до 7 часов.

He was translating the article when I came. (Active)

Он *переводил* статью, когда я пришел.

The article was being translated when I came. (Passive)

Статья *переводилась*, когда я пришел.

Future Continuous (Active) употребляется для выражения действия, которое будет совершаться в определенный момент или отрезок времени в будущем. Образуется из сочетания вспомогательного глагола to be в будущем времени (shall be, will be) + Participle I смыслового глагола.

I shall be reading the book all day long tomorrow.

Я *буду читать* эту книгу завтра целый день.

Примечание. Пассивная форма в Future Continuous не употребляется.

Таблица времен группы Continuous Active

| Форма | Present Continuous | Past Continuous | Future Continuous |
|----------------|---|---|--|
| Утвердительная | They are having an English class. He is still writing an exercise. | They were having an English class when I came to see them. He was writing an exercise from 6 till 8 o'clock. | They will be having an English class tomorrow at 9 o'clock. He will be writing an exercise from 6 till 8 o'clock tomorrow. |
| Вопросительная | Are they having an English class? Is he still writing an exercise? | Were they having an English class when I came to see them? Was he writing an exercise from 6 till 8 o'clock? | Will they be having an English class tomorrow at 9 o'clock? Will he be writing an exercise from 6 till 8 o'clock tomorrow? |
| Отрицательная | They aren't having an English class, they are having a Russian class. He isn't writing an exercise, he's reading a book. | They weren't having an English class when I came to see them, they were having a Russian class. He wasn't writing an exercise from 6 till 8 o'clock, he was reading a book. | They will not be having an English class tomorrow at 9 o'clock, they will be having a Russian class. He won't be writing an exercise from 6 till 8 o'clock tomorrow, he'll be reading a book. |

§ 9. УСИЛИТЕЛЬНАЯ КОНСТРУКЦИЯ

It is/was ... { who
that

В английском языке существует особая конструкция для выделения отдельных членов предложения. В русском языке в подобных случаях употребляются лексические средства усиления: *только, как раз, именно, только тогда* и т.д.

It was Nick who told me the news. *Именно* Ник и рассказал мне эту новость.

It is the gravitation that makes the satellites move round the Earth. *Именно* сила земного притяжения и заставляет спутники вращаться вокруг Земли.

It was yesterday that I met him at the Institute. Я встретил его в институте *только* вчера.

§ 10. ЧИСЛИТЕЛЬНОЕ (THE NUMERAL)

Количественные

Порядковые

| | |
|-----------------------|-------------------------|
| 1 – one | the first |
| 2 – two | the second |
| 3 – three | the third |
| 4 – four | the fourth |
| 5 – five | the fifth |
| 6 – six | the sixth |
| 7 – seven | the seventh |
| 8 – eight | the eighth |
| 9 – nine | the ninth |
| 10 – ten | the tenth |
| 11 – eleven | the eleventh |
| 12 – twelve | the twelfth |
| 13 – thirteen | the thirteenth |
| 20 – twenty | the twentieth |
| 21 – twenty-one | the twenty-first |
| 100 – one (a) hundred | the hundredth |

101 – one hundred and one (books)

1001 – one thousand and one (books)

1200 – one thousand two hundred (books) = twelve hundred (books)

2,045,328 books – two million forty-five thousand three hundred and twenty-eight books

Хронологические даты

| | |
|--|-----------------------|
| in 1900 – in nineteen hundred | – в 1900 году |
| in 1905 – in nineteen five | – в 1905 году |
| in 1964 – in nineteen sixty-four | – в 1964 году |
| on the 15th of January, 1968 – on the fifteenth of January, nineteen sixty-eight | – 15 января 1968 года |
| on January 15, 1998 – on January fifteenth, nineteen ninety-eight | – 15 января 1998 года |

Номера страниц, комнат, автобусов и т.д.

| | |
|--|-------------------------|
| on page 305 – three hundred and five = three-[ou]-five | – на странице 305 |
| in room 418 – four hundred and eighteen | – в комнате 418 |
| to take bus 134 – one three four | – ехать 134-м автобусом |

Дробные числа (простые и десятичные)

| | |
|--|---------------|
| 1/3 ton – third of a ton | – 1/3 тонны |
| 1/2 kilometre – half of a kilometre | – 1/2 км |
| 1/4 kilometre – a quarter of a kilometre | – 1/4 км |
| 3/5 ton – three fifths of a ton | – 3/5 тонны |
| 0.5 – point five | – 0,5 |
| 3.217 – three point two one seven | – 3,217 |
| 54.85 tons – fifty-four point eighty-five tons | – 54,85 тонны |

Unit 4

§ 11. ВРЕМЕНА ГРУППЫ PERFECT ACTIVE И PASSIVE

Глаголы в формах Perfect указывают, что действие закончено или закончится к определенному моменту времени в настоящем, прошедшем или будущем.

Глаголы в формах Perfect обычно (хотя и не всегда) переводятся на русский язык глаголами, в форме прошедшего или будущего времени совершенного вида, чем подчеркивается завершенность действия.

Present Perfect (Active и Passive) употребляется:

1) Для выражения завершившегося действия, когда время действия не указано.

I have seen a new film. (Active) Я видел новый фильм.

The letter has been sent. (Passive) Письмо отправлено.

2) С обстоятельствами, выражающими период времени, не закончившийся до момента речи (*today, this week, this month, this year*).

They have completed the work this week. (Active) Они закончили работу на этой неделе.

3) С наречиями неопределенного времени:

always всегда

seldom редко

ever когда-либо

already уже

often часто

just только что

never никогда

not yet еще не

В этом случае глагол в форме Present Perfect обычно переводится на русский язык глаголом несовершенного вида:

I have never read that book. Я никогда не читал той книги.

He has been to London many times. Он много раз бывал в Лондоне.

4) Для обозначения действия, начавшегося в прошлом и продолжающегося в настоящем, со словами *since с, с тех пор как* и *for в течение*; в этом случае глагол в форме Present Perfect обычно переводится на русский язык глаголом в настоящем времени:

I have known him since 1970. Я знаю его с 1970 года.

He has lived here for many years. Он живет здесь уже много лет.

Формы глагола в Present Perfect образуются следующим образом:

Active

Passive

to have в настоящем времени (**have, has**) + **Participle II** смыслового глагола.

to have в настоящем времени (**have, has**) + **been** + **Participle II** смыслового глагола.

Past Perfect (Active и Passive) употребляется для выражения действия, закончившегося до начала другого действия или до указанного момента в прошлом:

The letter had been sent by yesterday evening. (Passive) Вчера к вечеру письмо было отправлено.

He had already sent the letter when I came to see him. (Active) Он уже отправил письмо, когда я пришел к нему.

Формы глагола в Past Perfect Active образуются при помощи вспомогательного глагола **to have** в прошедшем времени (**had**) и **Participle II** смыслового глагола.

Формы глагола в Past Perfect Passive образуются следующим образом: **had** + **been** + **Participle II** смыслового глагола.

Future Perfect (Active и Passive) употребляется для выражения действия, которое закончится до начала другого действия или до указанного момента в будущем:

They **will have returned** before you come home. (Active) Они *возвратятся* до того, как вы придете домой.
 Many letters **will have been sent** by the end of the week. (Passive) Много писем *будет отправлено* к концу недели.

Формы глагола в Future Perfect Active образуются при помощи вспомогательного глагола **to have** в будущем времени – **will have (shall have) + Participle II** смыслового глагола. Формы Future Perfect Passive содержат **been** между **will have (shall have)** и **Participle II** смыслового глагола.

Таблица времен группы Perfect Active

| Форма | Present Perfect | Past Perfect | Future Perfect |
|----------------|--|--|--|
| Утвердительная | I have sent the letter. | I had already sent the letter by 6 o'clock yesterday. | I shall have sent the letter by tomorrow evening. |
| Вопросительная | Have you sent the letter? | Had you sent the letter by 6 o'clock yesterday? | Will you have sent the letter by tomorrow evening? |
| Отрицательная | I have not sent the letter yet. | I had not sent the letter by 6 o'clock yesterday. | I shall not have sent the letter by tomorrow evening. |

Таблица времен Indefinite, Continuous, Perfect
The Active Voice (действительный залог)

| | Indefinite (инфинитив без to) | Continuous (to be + Participle I) | Perfect (to have + Participle II) |
|---------|---|--|--|
| 1 | 2 | 3 | 4 |
| Present | I translate He translate* | I am translating He is translating We are translating | I have translated He has translated |
| | Do you translate? Does he translate? | Are you translating? | Have you translated? |
| | I don't translate He doesn't translate | I am not translating | I haven't translated |
| Past | I translated (стандартный) I went (нестандартный) | I was translating We were translating | I had translated |
| | Did you translate? | Were you translating? | Had you translated? |
| | I didn't translate | I wasn't translating | I hadn't translated |

| 1 | 2 | 3 | 4 |
|--------|---------------------------------|--|---|
| Future | I shall/will translate | I shall/will/'ll be translating | I shall/will/'ll have translated |
| | He will translate | He will be translating | He will have translated |
| | Will you translate? | Will you be translating? | Will you have translated? |
| | I shan't/won't translate | I shan't/won't be translating | I shan't/won't have translated |

Таблица времен Indefinite, Continuous, Perfect
The Passive Voice (пассивный залог)

| | Indefinite (to be + Participle II) | Continuous (to be + being + Participle II) | Perfect (to have + been + Participle II) |
|---------|--|---|--|
| Present | The letter is translated Is the letter translated? The letter isn't translated | The letter is being translated Is the letter being translated? The letter isn't being translated | The letter has been translated Has the letter been translated? The letter hasn't been translated |
| Past | The letter was translated Was the letter translated? The letter wasn't translated | The letter was being translated Was the letter being translated? The letter wasn't being translated | The letter had been translated Had the letter been translated? The letter hadn't been translated |
| Future | The letter will be translated Will the letter be translated? The letter won't be translated | Не употребляется. | The letter will have been translated Will the letter have been translated? The letter won't have been translated |

Unit 5

§ 12. СОГЛАСОВАНИЕ ВРЕМЕН (SEQUENCE OF TENSES)

Если глагол-сказуемое главного предложения стоит в *настоящем времени*, то глагол-сказуемое придаточного предложения может стоять в *любом*, требуемом по смыслу времени.

He says that
Он говорит, что

he is busy now.
он занят сейчас.
he was busy yesterday.
он был занят вчера.
he will be busy tomorrow.
он будет занят завтра.

Если глагол-сказуемое главного предложения стоит в *прошедшем времени*, то действует *правило согласования времен*, которое состоит в том, что сказуемое дополнительного придаточного предложения тоже должно стоять в одном из *прошедших времен*:

а) Если действия обоих сказуемых совершаются *одновременно*, то в придаточном предложении сказуемое употребляется в форме Past Indefinite или Past Continuous, которые в этом случае переводятся на русский язык глаголом в настоящем времени:

He said that he was busy.

Он сказал, что он занят.

He said that he was translating an article from an English technical journal.

Он сказал, что он переводит статью из английского технического журнала.

б) Если действие, выраженное сказуемым придаточного предложения, *предшествовало* действию, выраженному сказуемым главного предложения, то в придаточном предложении глагол-сказуемое употребляется в Past Perfect и переводится на русский язык глаголом в прошедшем времени:

He said that he had been busy yesterday.

Он сказал, что он был занят вчера.

в) Если в придаточном предложении требуется выразить действие, которое произойдет в *будущем*, то вместо вспомогательных глаголов shall/will употребляются вспомогательные глаголы should (редко) или would. Эта форма английского глагола называется *Future-in-the-Past* («будущее в прошедшем»). На русский язык эта форма переводится глаголом в будущем времени:

He said that he would be busy tomorrow.

Он сказал, что он будет занят завтра.

He said
Он сказал,

that he worked at a plant.
что он работает на заводе.
that he had worked at a plant.
что он работал на заводе.
that he would work at a plant.
что он будет работать на заводе.

Правила согласования времен соблюдаются при переводе предложений из прямой речи в косвенную:

1. He says, "I am busy today." Он говорит: «Я занят сегодня».
He says that he is busy today. Он говорит, что он сегодня занят.
2. He said, "I am busy today." Он сказал: «Я занят сегодня».
He said that he was busy that day. Он сказал, что он занят сегодня.

Предложения, выражающие общий вопрос в прямой речи, в косвенную вводятся союзом **whether** или **if**:

- He asked me: "Are you translating the article?" Он спросил меня: «Вы переводите статью?»
He asked me if (whether) I was translating the article. Он спросил меня, перевожу ли я статью.

§ 13. НЕОПРЕДЕЛЕННЫЕ МЕСТОИМЕНИЯ *SOME, ANY* И ОТРИЦАТЕЛЬНОЕ МЕСТОИМЕНИЕ *NO*

Значение неопределенных местоимений и перевод их на русский язык зависят от того, в каком предложении они употребляются — в утвердительном, вопросительном или отрицательном.

1. Местоимение *some*.

а) *some* — *некоторые, несколько* употребляется в утвердительных предложениях:

We'll discuss *some* problems at the conference. На конференции мы обсудим *некоторые* вопросы.

б) если *some* стоит перед неисчисляемым существительным, заменяя артикль, оно на русский язык не переводится:

Let's have *some* tea. Давайте выпьем чаю.

в) если *some* стоит перед числительным, оно имеет значение *приблизительно*:

There were *some* 20 people in the room. В комнате было *около* 20 человек.

2. Местоимение *any*.

а) если *any* стоит перед исчисляемым существительным в единственном числе в утвердительном предложении, оно имеет значение *всякий, любой*:

You can get this newspaper at *any* book-stand. Вы можете купить эту газету в *любом* киоске.

б) если *any* стоит перед существительным в вопросительном предложении, оно имеет значение *какой-либо*:

Is there *any* news from him? От него есть *какие-либо* известия?

в) в отрицательных предложениях **any** имеет значение *никакой*:
 He was not asked **any** questions. Ему не было задано *никаких* вопросов.

г) если **any** стоит перед неисчисляемым существительным, то на русский язык оно не переводится:

There isn't **any** water in the well. В колоде нет воды.

3. Местоимения **no** и **none**.

а) перед существительным в единственном и множественном числе **no** имеет значение *никакой, нет*:

There is **no** information on this question. По этому вопросу нет *никакой* информации.

б) **none** употребляется взамен уже упоминавшегося существительного:

Are there **any** books on this problem in your library? В вашей библиотеке есть книги по этому вопросу?

– No, there are **none**. – Нет.

Производные слова от местоимений *some, any, no, every*

Местоимения *some, any, no, every* со словами *thing (вещь), body (субъект), one (некто), where (где, куда)* образуют сложные местоимения.

Таблица производных слов от *some, any, no, every*

| Местоимения | + thing | + body, one | + where | Употребляются |
|--|--|--|---|---|
| some некоторый, какой-то, какой-нибудь, несколько | something что-то, что-нибудь | somebody, someone кто-то, кто-нибудь | somewhere где-то, куда-то, где-нибудь, куда-нибудь | в утверд. предл. |
| any 1) всякий, любой 2) какой-нибудь | anything 1) всё, 2) что-то, 3) что-нибудь | anybody, anyone 1) всякий, все 2) кто-то, кто-нибудь | anywhere 1) везде, 2) где-нибудь, куда-нибудь | 1) в утверд. 2) в вопросит. предл. |
| no, not any никакой + не | nothing (not anything) ничто } + не ничего } | nobody (not anybody), no one никто + не | nowhere (not anywhere) нигде, никуда + не | в отрицат. предл. |
| every всякий, каждый | everything всё | everybody, everyone все | everywhere везде, повсюду | в утверд., вопросит. и отрицат. предл. |

§ 14. ПРИЧАСТИЕ (THE PARTICIPLE)

Причастие является неличной формой глагола, в которой сочетаются признаки прилагательного или наречия с признаками глагола.

В английском языке существуют два вида причастий: **Participle I** и **Participle II**.

Participle I может иметь простую (**coming**) и сложные (аналитические) формы (**having come, being read**). Participle II имеет только простую форму (**written**). Participle I и Participle II обозначают признак предмета, но, в отличие от прилагательного, признак, обозначаемый причастием, указывает на действие или состояние предмета (a moving part), а не на его качества (a small part).

Participle I

Participle I выполняет в предложении самостоятельные функции определения и обстоятельства.

Participle I в функции определения может находиться:

а) перед определяемым словом:

a shining star сияющая звезда

б) после определяемого слова:

- | | |
|--|---|
| 1) The stars shining in the dark sky seem blue. | 1) Звезды, <i>сияющие</i> в темном небе, кажутся голубыми. |
| 2) The stars shining in the dark sky seemed blue. | 2) Звезды, <i>сиявшие</i> в темном небе, казались голубыми. |

На русский язык Participle I в функции определения переводится причастием действительного залога с суффиксами-окончаниями *-щий (-щийся), -щая, -щие, -щие*, иногда *-вший, -вшие*.

Participle I в функции обстоятельства стоит чаще всего в начале предложения и отвечает на вопросы: *как? когда?* Переводится на русский язык деепричастием несовершенного вида, оканчивающимся на *-а, -я*, например, *читая, сидя* и т.п.

Translating the article he consulted *Переводя* статью, он пользовался словарем.

Перед Participle I в функции обстоятельства часто стоят союзы **when** или **while**. Такие словосочетания переводятся на русский язык либо деепричастным оборотом с опущением союза, либо придаточным предложением, которое начинается с союзов *когда, в то время как*. В качестве подлежащего этого предложения

употребляется существительное, стоящее за этим оборотом, или заменяющее его личное местоимение.

- While translating the article the student consulted the dictionary.**
- 1) *Переводя статью*, студент пользовался словарем.
 - 2) *Когда студент переводил статью*, он пользовался словарем.
 - 3) *При переводе статьи* студент пользовался словарем.

Participle II

Participle II выполняет в предложении функции определения и обстоятельства.

Participle II в функции определения отвечает на вопрос *какой?, какая?, какое?* и может стоять:

а) перед определяемым словом:

The **injured** man was taken to hospital. *Потерпевшего* (человека) отвезли в больницу.

б) после определяемого слова:

The theatre **built** in the last century needed reconstruction. Театр, *построенный* в прошлом веке, нуждался в реконструкции.

На русский язык Participle II в функции определения переводится причастиями страдательного залога совершенного и несовершенного вида с суффиксами-окончаниями *-нный, -емый, -имый, -тый*.

Перед Participle II в функции обстоятельства иногда могут стоять союзы **if, unless, when**. В таком случае конструкция переводится на русский язык чаще всего безличным обстоятельственным придаточным предложением, в котором подлежащее то же, что и в главном предложении:

When asked this question, the student could not answer it at once. Когда студенту задали этот вопрос, он не смог ответить на него сразу.

Сложные формы причастий

Participle I Indefinite Passive выполняет функции:

1) *определения*; переводится на русский язык причастием настоящего времени действительного или страдательного залога или определительным придаточным предложением:

The bridge being built across the river is going to be beautiful.

Мост, *строящийся* (который строится) через реку, будет очень красивым.

2) *обстоятельства (времени, причины)*; переводится на русский язык обстоятельством придаточным предложением:

Being built of wood the bridge could not carry heavy loads.

Так как мост *был построен* (будучи построенным) из дерева, он не мог выдержать тяжелых нагрузок.

Perfect Participle Active выражает действие, предшествовавшее действию, выраженному сказуемым, и переводится на русский язык деепричастием совершенного вида:

Having finished the experiment the students left the laboratory.

Закончив эксперимент, студенты ушли из лаборатории.

Perfect Participle Passive, выполняя функцию обстоятельства (времени, причины), выражает действие, предшествовавшее действию сказуемого, и переводится на русский язык обстоятельством придаточным предложением. При этом в качестве подлежащего русского придаточного предложения употребляется подлежащее английского предложения.

Having been translated into many languages Pushkin's books became known all over the world.

После того как книги Пушкина *были переведены* на многие языки, они стали известны во всем мире.

Таблица форм причастий

| | Participle I | | Participle II |
|------------|--|--|---|
| | Active | Passive | |
| Indefinite | changing 1) определение: <i>изменяющий(ся) (вший) (ся)</i> 2) обстоятельство: <i>изменя(сь)</i> | being changed 1) определение: <i>изменяющийся, изменяемый, который изменяется</i> 2) обстоятельство: <i>будучи измененным</i> | changed 1) определение: <i>изменяемый, измененный</i> 2) обстоятельство: <i>когда (его) изменили, так как (его) изменили</i> |
| Perfect | having changed обстоятельство: <i>изменив(шись)</i> | having been changed обстоятельство: <i>когда (его) изменили, после того как (его) изменили</i> | |

§ 15. НЕЗАВИСИМЫЙ ПРИЧАСТНЫЙ ОБОРОТ (THE ABSOLUTE PARTICIPLE CONSTRUCTION)

«Независимый причастный оборот», в отличие от зависимого причастного оборота, имеет собственное подлежащее, выраженное существительным в общем падеже или личным местоимением в форме именительного падежа. На русский язык этот оборот переводится придаточным обстоятельственным предложением, начинающимся союзами *если, так как, когда, после того как* и др., если оборот предшествует подлежащему со сказуемым, выраженным личной формой глагола:

His father being very ill, he had to send for the doctor. *Так как его отец был очень болен, он должен был послать за доктором.*

Предложение с «независимым причастным оборотом», стоящим в конце предложения, чаще всего переводится на русский язык сложносочиненным предложением с союзами *причем, а, и, но*:

Her aunt having left the room, I declared my love for Judy. *Ее тетя вышла из комнаты, и я объяснился в любви Джуди.*

Употребление формы Perfect Participle обозначает, что выраженное ею действие предшествует действию глагола-сказуемого.

«Независимый причастный оборот» всегда отделен запятой от остальной части предложения.

READING PRACTICE

Текст

NEW ENERGY FROM OLD SOURCES

Automobile Engineer, vol. 82, No. 5, 1990, New York

1. The resources of fossil (ископаемое) fuel which made the industrial revolution possible and have added to the comfort and convenience of modern life were formed over a period of 600-million years. We will consume them in a few hundred years at current rates. Certain steps should be taken to find solutions of energy problems.

2. The current energy problem is the result of many complex and interrelated factors, including a world-wide demand for energy; inadequate efforts during the recent past to develop new energy resources; delays in the

construction of nuclear power plants (ядерные электростанции), automobile changes that increase gasoline consumption.

Demand must, of necessity, be moderated, and intensive efforts must be made to expand the overall energy supply.

3. But energy is available to use in practically unlimited quantities from other sources. Large amounts of energy can be received from ocean tides (приливы) and currents, from huge underground steam deposits, from the power of wind and from the heat of the Sun.

The idea of heating houses with the warmth of the Sun has become popular in the last few years. Since the *U.S. News and World Report* first told about solar heated homes near Washington some years ago, many similar projects have appeared around the country. In many places schools are using solar units to provide classroom heat.

4. Most solar-heating systems coming on the market use a black surface to absorb the Sun's heat. Engineers cover the surface with glass which lets in the rays, but holds heat. The heat is transferred to water that runs through small pipes. The hot water is then circulated through the house.

It is estimated that 40 million new buildings will be heated by solar energy by the year 2000.

The solar cell (батарея) is another way to produce power from the Sun. It converts sunlight directly into electricity. These cells are used with great success in the space program, but remain far too expensive for widespread application.

In the meantime, solar homes are being built and lived in from California to Connecticut. The next step is mass production of homes, office buildings and schools – all heated by the Sun.

5. Putting the wind to work researchers are showing great interest in the age-old windmill (мельница). Several big companies are now studying windmills. These companies are to analyse windmills ranging from 100 to 2,000 kilowatts. The smallest would provide sufficient electricity to power several homes, the largest could provide electricity to a small village.

Составление аннотации

Аннотация специальной статьи или книги – это краткая характеристика оригинала, излагающая его содержание в виде перечня основных вопросов и иногда дающая критическую оценку.

Объем аннотации обычно не превышает 500 печатных знаков.

При составлении аннотации на статью или книгу на иностранном языке нужно проделать следующие операции:

а) выписать название статьи (книги), фамилию и инициалы автора на иностранном языке;

- б) дать перевод названия статьи или книги;
- в) дать выходные данные журнала на иностранном языке: номер, год издания, место издания, том, серию выпуска, количество страниц аннотируемой статьи (от — до), количество рисунков, таблиц, библиографических названий и т.д.;
- г) дать очень краткое изложение содержания статьи.

Образец аннотации текста

Аннотация

(New Energy from Old Sources)

(Новые ресурсы энергии из старых источников).

Automobile Engineer, vol. 82, No. 5, 1990, New York

В этой статье рассматриваются вопросы получения энергии от таких источников, как солнце и ветер.

Составление реферата

Реферат — это конспективное изложение содержания статьи или книги, передающее ее основной смысл. Реферат содержит в обобщенном виде все основные положения оригинала.

Объем реферата определяется степенью важности реферируемого материала, хотя практически средний объем реферата не превышает 2000 печатных знаков.

Рефераты должны составляться по определенной схеме:

1. Автор, название работы (на иностранном языке), перевод названия.
2. Выходные данные (см. схему составления аннотаций).
3. Краткое содержание работы.
4. Выводы или резюме составителя реферата.

Образец реферата текста

Реферат

New Energy from Old Sources

(Новые ресурсы энергии из старых источников)

Automobile Engineer, vol. 82, No. 5, 1990, New York

Статья посвящена важной проблеме поиска путей получения энергии. Вследствие того, что залежи полезных ископаемых, являющихся в настоящее время основным источником энергии, истощаются, необходимо разрабатывать способы получения энергии из других источников. В качестве таковых автор предлагает использовать тепловую энергию солнца, ветер, приливные течения и подземные запасы пара.

В статье приводятся данные о возможности отопления жилых домов за счет солнечного тепла и снабжения электроэнергией небольших поселков от ветряных мельниц.

Упомянутые в статье источники смогут дать в будущем неограниченные возможности получения энергии.

Unit 7

РАБОТА СО СЛОВАРЕМ

Словарь, как правило, состоит из заглавных слов и словарных статей.

Заглавное слово — это выделенное жирным шрифтом слово, значение которого объяснено и часто иллюстрировано примерами.

Все заглавные слова расположены в алфавитном порядке и имеют указание, какой частью речи они являются.

Словарная статья — это мини-текст, содержащий определенные сведения о заглавном слове.

Объем словарной статьи зависит от того, сколько значений имеет заглавное слово.

В словаре может быть слово, значение которого передается одним русским словом

algebra ['ældʒɪbrə] алгебра

В словарной статье приводятся все основные значения заглавного слова, а также отражается возможность использования его в функции разных частей речи. Ср.:

house *n* дом и **to house** *v* вмещать

Большинство слов как в русском, так и в английском языке многозначно, т.е. имеют несколько значений. Ср. *case* — *случай, судебное дело, ящик, футляр, пациент* и т.д., или в русском языке *ручка* — *маденькая рука, принадлежность для письма, устройство для открывания* и т.д. Чтобы раскрыть каждое из значений многозначного слова, оно обычно иллюстрируется примерами — предложениями, которые показывают, что выбор конкретного значения многозначного слова зависит от контекста, в котором они встречаются.

§ 16. ГЕРУНДИЙ (THE GERUND)

Герундий – неличная форма глагола, имеющая грамматические особенности как глагола, так и существительного и всегда выражающая действие как процесс. Например:

increasing – увеличение
obtaining – получение
heating – нагревание и т.д.

Таблица форм герундия

| | Active | Passive |
|--------------------|---------------------------|--------------------------------------|
| Indefinite Perfect | writing having written | being written having been written |

Синтаксические функции герундия в предложении и способы его перевода на русский язык

| Функция | Пример | Перевод |
|--|--|--|
| 1. Подлежащее | 1. Smoking is not allowed here. | 1. <i>Курить</i> (курение) здесь не разрешается. |
| 2. Именная часть составного сказуемого | 2. His hobby is driving a car. | 2. Его любимое занятие – <i>водить</i> (вождение) машину. |
| 3. Дополнение: | | |
| а) прямое | 3a. The car needs repairing . | 3a. Машина нуждается в <i>ремонте</i> . |
| б) предложное | 3b. They spoke about their travelling to the North. | 3б. Они говорили о <i>поездке</i> на север. |
| 4. Определение | 4. There are different ways of obtaining this substance. | 4. Существуют различные способы <i>получения</i> этого вещества. |
| 5. обстоятельство | 5. After receiving good results they stopped experiments. | 5. <i>Получив</i> (после того как получили) хорошие результаты, они прекратили эксперименты. |

1. В функции подлежащего, определения, именной части сказуемого и прямого дополнения герундий переводится существительным или инфинитивом (см. примеры 1, 2, 3а, 4).
2. В функции предложного дополнения герундий переводится существительным или придаточным предложением (см. пример 3б).
3. В функции обстоятельства герундий переводится существительным с предлогом, деепричастием или придаточным предложением (см. пример 5).
4. Сложные формы герундия чаще всего переводятся придаточным предложением:

I know of his **having been appointed** to a new job. Я знаю, что его назначили на новую работу.

§ 17. КОНВЕРСИЯ

Конверсия — это одна из форм словообразования. При конверсии от существующего слова без изменения его графической формы образуется новое слово, относящееся к другой части речи. Например, от существительного могут быть образованы глаголы:

| | |
|-----------------|-----------------------|
| place — место | to place — помещать |
| house — дом | to house — вмещать |
| seal — изоляция | to seal — изолировать |

Нередко встречаются совпадающие по форме прилагательные и глаголы:

| | |
|------------------|-----------------------|
| clean — чистый | to clean — чистить |
| empty — пустой | to empty — опустошать |
| free — свободный | to free — освобождать |

В некоторых случаях совпадение форм встречается у нескольких частей речи. Например, **back** может быть существительным со значением *спина*, прилагательным со значением *задний*, глаголом со значением *поддерживать* и наречием со значением *обратно*.

Показателями того, к какой части речи относится данное слово, являются служебные слова (артикли и частицы) и порядок слов:

| | |
|--|--|
| The bright light came in through the window. | Яркий свет проникал через окно. |
| He stopped to light a cigarette. | Он остановился, чтобы зажечь сигарету. |

§ 18. ИНФИНИТИВ (THE INFINITIVE)

Инфинитив, являясь неличной формой глагола, имеет свойства как существительного, так и глагола.

Инфинитив может выполнять функции подлежащего, дополнения, обстоятельства, определения, а также может быть именной частью составного сказуемого:

| | |
|--|--|
| To make mistakes is easy. (В современном языке обычно: It is easy to make mistakes.) (в функции <i>подлежащего</i>) | Ошибиться легко. |
| He likes to read English. (в функции <i>дополнения</i>) | Ему нравится читать по-английски. |
| His task was to complete the work in time. (в функции <i>именной части сказуемого</i>) | Его задача состояла в том, чтобы закончить работу вовремя. |
| He stopped for a minute to rest (также in order to rest). (в функции <i>обстоятельства цели</i>) | Он остановился, чтобы отдохнуть. |
| He's looking for a place to live in. (в функции <i>определения</i>) | Он ищет себе жилье (<i>букв.</i> место, где он может жить). |

Если определение выражено инфинитивом в пассивной форме, то на русский язык оно переводится придаточным определительным предложением с оттенком долженствования:

| | |
|---|---|
| The texts to be typed today are on your desk. (в функции <i>определения</i>) | Тексты, которые следует напечатать сегодня, на вашем столе. |
|---|---|

Инфинитив в функции определения после слов **the first, the last** и т.п. переводится на русский язык глаголом в личной форме в том времени, в каком стоит глагол-сказуемое английского предложения:

| | |
|---------------------------|-------------------|
| He was the first to come. | Он пришел первым. |
|---------------------------|-------------------|

Употребление форм инфинитива

Инфинитив может выражать характер действия (длительность, законченность) и имеет залог.

1. Indefinite Infinitive (Active и Passive) обозначает действие, одновременное действию, выраженному глаголом-сказуемым:

I want to show you a new picture. Я хочу *показать* вам новую картину.
(Active)

I want to be shown a new picture. Я хочу, чтобы мне *показали* новую картину.
(Passive)

2. Continuous Infinitive (Active) обозначает действие, которое развивается одновременно с действием, выраженным глаголом-сказуемым:

Why's she so late? She can't still be working. Почему она опаздывает? Не может быть, чтобы она все еще работала.

3. Perfect Infinitive (Active и Passive) обозначает действие, предшествовавшее действию, выраженному глаголом-сказуемым:

She said she was sorry to have missed you. Она сказала, что сожалеет, что не встретила с вами.

Таблица форм инфинитива

| | Active | Passive |
|------------|---|---|
| Indefinite | He is glad to help his friend. Он рад <i>помочь</i> своему другу. | He is glad to be helped . Он рад, что ему <i>помогают</i> . |
| Continuous | He is glad to be helping his friend. Он рад, что <i>помогает</i> своему другу (сейчас). | — |
| Perfect | He is glad to have helped his friend. Он рад, что <i>помог</i> своему другу. | He is glad to have been helped . Он рад, что ему <i>помогли</i> . |

§ 19. ЦЕПОЧКА ОПРЕДЕЛЕНИЙ

Если между артиклем (или другим определителем) и существительным, к которому он относится, стоит несколько существительных, они образуют цепочку определений, а существительное, к которому относится артикль, является по отношению к ним опорным. С него рекомендуется начинать перевод цепочки определений.

Определения же могут переводиться следующим образом:

1) прилагательным:

a *steam turbine* – паровая турбина

- 2) существительным в родительном падеже:
the airplane wing – крыло самолета
- 3) существительным с предлогом:
a steam engine car – автомобиль с паровым двигателем
- 4) группой существительных:
the car speed calculation problem – проблема вычисления скорости автомобиля

Unit 9

§ 20. ОБЪЕКТНЫЙ ИНФИНИТИВНЫЙ ОБОРОТ (THE OBJECTIVE INFINITIVE CONSTRUCTION)

«Объектный инфинитивный оборот» представляет собой сочетание имени существительного в общем падеже или местоимения в объектном падеже с инфинитивом глагола:

I want **him** (Peter) to work at this problem with us. Я хочу чтобы он (Питер) работал над этой проблемой вместе с нами.

«Объектный инфинитивный оборот» равнозначен придаточному предложению и поэтому имеет два элемента: 1) имя (существительное или местоимение), обозначающее лицо или предмет, которое совершает действие (соответствует подлежащему придаточного предложения), и 2) инфинитив, выражающий действие, совершаемое лицом или предметом (соответствует сказуемому придаточного предложения). Поэтому «Объектный инфинитивный оборот» переводится на русский язык придаточным неполным предложением, вводимым союзами *что, чтобы, как*:

I expect that she will come tomorrow. Я ожидаю, что она придет завтра.
 I expect her to come tomorrow. }

«Объектный инфинитивный оборот» употребляется после глаголов, выражающих:

1) желание или потребность:

| | | |
|---------------|---|--------------------------------|
| to want | } | - хотеть, требовать, нуждаться |
| to wish | | - желать |
| to desire | | |
| I should like | | - я хотел бы |

He wants me to help him. Он хочет, чтобы я помог ему.
 I wish my friends to come on Sunday. Я хочу, чтобы мои друзья пришли в воскресенье.

I should like you to translate this article. Я бы хотел, чтобы вы перевели эту статью.

2) предположение, мнение, суждение:

to suppose – полагать, предполагать
to expect – ожидать
to consider – считать, полагать
to assume – предполагать, допускать
to prove – оказываться, доказывать
to believe – считать, полагать
to understand – понимать
to think – думать, считать

I consider him to be dangerous. Я считаю, что он опасен.
They expect the ship to arrive tonight. Они ожидают, что пароход
прибудет сегодня вечером.
I believe her to have been sent to St. Petersburg. Я полагаю, что ее послали в
Санкт-Петербург.

В конструкции «Объектный инфинитивный оборот» после таких глаголов, как **to consider**, **to think**, глагол **to be** может опускаться. Например, вместо **I consider him to be a good specialist** можно сказать **I consider him a good specialist** и на русский язык перевести буквально, а именно: *Я считаю его хорошим специалистом.*

3) физическое восприятие и ощущение:

to watch } – наблюдать
to observe }
to notice – замечать
to see – видеть
to hear – слышать
to feel – ощущать

После всех этих глаголов, а также после глаголов **to make**, **to cause** в значении *заставлять, вынудить* инфинитив употребляется без частицы **to**:

We did not see the teacher enter the room. Мы не видели, как преподаватель вошел в комнату.
Have you heard him play the piano? Вы слышали, как он играет на пианино?

4) знание, осведомленность, утверждение, констатацию факта:

to note – отмечать
to find – находить, считать
to claim – утверждать
to state – констатировать

We found him (to be) dishonest.

Мы обнаружили, что он нечестен.

5) принуждение, разрешение или запрет:

| | | |
|------------|---|---------------|
| to make | } | - заставлять |
| to cause | | |
| to force | | |
| to allow | } | - позволять |
| to permit | | |
| to order | | |
| to command | } | - приказывать |
| to enable | | |

«Объектный инфинитивный оборот» после этих глаголов не переводится развернутым придаточным предложением:

Our English teacher makes us learn the words for every lesson.

Наш преподаватель английского языка заставляет нас учить слова к каждому уроку.

Инфинитив после перечисленных глаголов нередко встречается в страдательном залоге (Passive Voice). В этом случае он переводится на русский язык инфинитивом в форме действительного залога и ставится перед существительным, которое в английском предложении предшествует инфинитиву:

The chief engineer allowed the new engine to be tested.

Главный инженер разрешил испытывать новый двигатель.

§ 21. СУБЪЕКТНЫЙ ИНФИНИТИВНЫЙ ОБОРОТ
(THE SUBJECTIVE INFINITIVE CONSTRUCTION)

Неопределенно-личным предложениям русского языка чаще всего в английском языке соответствуют пассивные обороты, как например:

It is said that ...

Говорят, что ...

It is reported that ...

Сообщается, что ...

It was supposed that ...

Предполагали, что ...

Сложноподчиненное предложение с главным предложением, выраженным неопределенно-личным оборотом типа *it is said* (говорят), *it is known* (известно), *it seems* (кажется), *it is likely* (вероятно), имеет свой эквивалент — простое предложение, в которое входит особая конструкция «Субъектный инфинитивный оборот». Эта конструкция, выраженная существительным в общем

падеже или местоимением в именительном падеже с инфинитивом, переводится на русский язык придаточным предложением:

1 → 2 → 3

It is said that they live in St. Petersburg.

1 2 3
Говорят, что они живут в
Санкт-Петербурге.

2 → 1 → 3

They are said to live in St. Petersburg.

Сказуемое английского предложения (*are said*) при переводе на русский язык преобразуется в сказуемое главного предложения, представляющее собой неопределенно-личный оборот (*говорят*), подлежащее (*they*) становится подлежащим русского придаточного предложения, а инфинитив (*to live*) – его сказуемым. Придаточное предложение в русском переводе вводится союзом *что*. «Субъектный инфинитивный оборот» употребляется с глаголами, обозначающими утверждение, знание, физическое восприятие, просьбу, приказание, которые могут стоять в любом времени в страдательном залоге, а именно с глаголами:

| | |
|-------------|---------------------------|
| to say | сказать |
| to know | знать |
| to think | думать, полагать, считать |
| to report | сообщать |
| to suppose | предполагать |
| to expect | ожидать, полагать |
| to consider | считать, полагать |
| to assume | допускать |
| to believe | полагать |
| to see | видеть |
| to hear | слышать |
| | и др. |

She is said to know several foreign languages.

Говорят, что она знает несколько иностранных языков.

They were reported to have arrived in Moscow.

Сообщили, что они приехали в Москву.

He is known to have a large collection of pictures.

Известно, что у него большая коллекция картин.

«Субъектный инфинитивный оборот» употребляется также в сочетании с некоторыми непереходными глаголами, которые могут стоять в действительном залоге, а именно с глаголами:

| | | |
|-------------|-------------|-------------|
| to seem | } | - казаться |
| to appear | | |
| to prove | } | - оказаться |
| to turn out | | |
| to happen | - случаться | |

This young lecturer **appears to know** his subject well. Кажется (по-видимому), этот молодой лектор хорошо знает свой предмет.

I **happened to be** there at that time. Случилось так, что я был там в это время.

Для выражения залоговых и видовых значений в «Субъектном инфинитивном обороте» используются различные видовые и залоговые формы инфинитива:

Indefinite Infinitive выражает действие, одновременное с действием, выраженным сказуемым предложения:

He **is said to work hard** at his English. Говорят, что он упорно работает над английским.

Continuous Infinitive выражает действие как процесс, протекающий одновременно с действием, выраженным сказуемым предложения:

The weather **seems to be improving**. Кажется, (что) погода улучшается.

Perfect Infinitive выражает действие, совершенное ранее действием, выраженного сказуемым, и переводится на русский язык формой глагола в прошедшем времени:

This house **is said to have been built** two hundred years ago. Говорят, что этот дом был построен около двухсот лет тому назад.

§ 22. ФУНКЦИИ И ПЕРЕВОД СЛОВА *ONE (ONES)*

One, стоящее перед личной формой глагола, является формальным подлежащим и указывает на то, что данное предложение является неопределенно-личным. В этом случае на русский язык **one** не переводится, а глагол в личной форме переводят обычно 2-м лицом единственного числа или 3-м лицом множественного числа:

One never knows what he can do.

Никогда не знаешь, что он может сделать.

One в форме притяжательного падежа переводится на русский язык местоимением *свой, своя, свое*:

One should always keep one's word. Надо всегда держать *свое* слово.

One часто употребляется в сочетании с модальными глаголами:

One should be careful when working with chemical substances. *Нужно* быть осторожным при работе с химическими веществами.

One may work in this laboratory only observing certain rules. В этой лаборатории *можно* работать только при соблюдении определенных правил.

One (мн. ч. **ones**) может выступать в качестве слова-заменителя, т.е. употребляться для замены ранее упомянутого исчисляемого существительного или существительных. Переводится или словом, которое заменяет, или не переводится совсем:

I haven't got a dictionary. I must buy one. У меня нет словаря. Я должен купить *словарь*.

Here are some books. Which ones would you like to take? Вот несколько книг. Какие (*книги*) вы хотели бы взять?

Перед **one (ones)** может стоять артикль (**the one**), либо другие определители и определения (**this one, another one, the black ones**). В этом случае на русский язык **one** обычно не переводится:

I don't like this pen, show me another one, please. Мне не нравится эта ручка, покажите мне *другую*, пожалуйста.

This article is easier than the one we translated last week. Эта статья легче, чем *та*, которую мы переводили на прошлой неделе.

What pencils will you take? — The black ones. Какие карандаши вы возьмете? — Черные.

§ 23. ФУНКЦИИ И ПЕРЕВОД СЛОВА *THAT* (*THOSE*)

| Функции | Примеры | Перевод |
|--|---|---|
| <p>1. That (ед. ч.) – указательное местоимение <i>that, this, those</i> (иногда <i>that</i>), обычно стоит перед существительным.</p> <p>Those (мн. ч.) – <i>those</i></p> | <p>Give me that textbook, please.</p> <p>I like those flowers better.</p> | <p>Дайте мне, пожалуйста, <i>that</i> учебник.</p> <p><i>Those</i> цветы мне нравятся больше.</p> |
| <p>2. That (of), those (of) – слова-заместители; они заменяют упомянутое существительное, переводятся или словом, которое заменяют, или совсем не переводятся.</p> | <p>The work of the new device is much more efficient than that of the old one.</p> | <p>Работа нового прибора гораздо более эффективна, чем <i>that of</i> старого.</p> |
| <p>3. That – относительное местоимение <i>that, which, who, whose</i>; после существительного вводит определительное придаточное предложение.</p> | <p>Spaceships can cover distances that are measured in millions of kilometres.</p> | <p>Космические корабли могут покрывать расстояния, <i>which</i> измеряются миллионами километров.</p> |
| <p>4. That – союз <i>that</i>; после глагола вводит дополнительное придаточное предложение.</p> | <p>He said that he would do his best to help them.</p> | <p>Он сказал, <i>that</i> сделает все возможное, чтобы помочь им.</p> |
| <p>5. That – союз <i>that</i>; вводит придаточное подлежащее и придаточное сказуемое.</p> | <p>That he failed in his examination did not surprise anybody.</p> | <p><i>That</i>, <i>that</i> он провалился на экзамене, никого не удивило.</p> |

Unit 10

§ 24. УСЛОВНЫЕ ПРЕДЛОЖЕНИЯ (CONDITIONAL SENTENCES)

Формы сослагательного наклонения

В отличие от изъявительного наклонения, которое обозначает действие как реальный факт, сослагательное наклонение (the Subjunctive Mood) показывает, что выражаемое им действие или

явление является предполагаемым или желательным, а также возможным при известных условиях.

В русском языке сослагательное наклонение выражается сочетанием глагола в форме прошедшего времени с частицей *бы* и имеет только одну форму, которая может относиться к настоящему, прошедшему или будущему времени. Например: *Если бы я закончил работу пораньше, я бы смог проводить вас на вокзал* (сегодня, завтра, вчера).

В современном английском языке имеются две синтетические формы сослагательного наклонения:

1. Глагол в форме инфинитива, используемый во всех лицах настоящего, прошедшего и будущего времени в придаточных предложениях с *that*, когда главное выражает требование, решимость, рекомендацию и т.п. (*to demand, to require, to insist, to suggest, to ask* и т.д. *that ...*):

The authorities *insist that* everybody **inform** themselves of these rules.

Руководство настаивает на том, чтобы все ознакомились с этими правилами.

Эта форма сослагательного наклонения характерна для книжно-письменного стиля речи (особенно в американском варианте английского языка).

2. Глагол в форме инфинитива употребляется в устойчивых выражениях типа:

Сome what may we will go ahead.

Что бы ни случилось, мы не остановимся.

Be that as it may ...

Будь что будет ...

Аналитическая форма сослагательного наклонения представляет собой сочетание *should* с простым (Indefinite Infinitive) или перфектным инфинитивом (Perfect Infinitive) без частицы *to* и используется в тех же придаточных предложениях, что и форма инфинитива (см. пункт 1):

It is necessary that the car **should be repaired** by tomorrow.

Необходимо, чтобы машина была отремонтирована к завтрашнему дню.

He demanded that the car **should be repaired** by tomorrow.

Он потребовал, чтобы машина была отремонтирована к завтрашнему дню.

3. Форма сослагательного наклонения глагола *to be – were* (для всех лиц ед. и мн. числа) употребляется в условных и уступи-

тельных предложениях, а также в придаточных предложениях после глагола *to wish*:

- | | |
|---|---|
| 1. If she were with us now ... | Если бы она сейчас была с нами ... |
| 2. He spoke to me <i>as if</i> I were deaf. | Он говорил со мной так, как будто я глухая. |
| 3. I wish I were there! | Как бы мне хотелось быть там! |

В разговорной речи возможно употребление *was* в первом примере (*If she was with us now ...*).

Об использовании глагольных форм в *условных предложениях* см. ниже.

Употребление форм изъявительного или сослагательного наклонения в условных предложениях

Условные предложения могут выражать реальные, маловероятные и нереальные условия. В зависимости от характера условия условные предложения принято подразделять на условные предложения *первого типа* (реальные), *второго типа* (нереальные или маловероятные условия, относящиеся к настоящему или будущему времени) и *третьего типа* (нереальные условия, относящиеся к прошедшему времени).

Условные предложения первого типа

Условие, содержащееся в условном придаточном предложении, рассматривается говорящим как реально предполагаемый факт, относящийся к настоящему, прошедшему или будущему времени. В этом случае сказуемые главного и придаточного предложений выражаются глаголами в формах изъявительного наклонения:

- | | |
|--|---|
| 1. If the weather was good, we went skiing. | Если погода была хорошей, мы ходили кататься на лыжах. |
| 2. If the weather is good, we go skiing. | Если погода хорошая, мы ходим кататься на лыжах. |
| 3. If the weather is good, we shall go skiing. | Если погода будет хорошей, мы пойдем кататься на лыжах. |

Обратите внимание на то, что в предложениях, относящихся к будущему, будущее время употребляется только в *главном предло-*

жении, в придаточном предложении употребляется *настоящее время в значении будущего* (пример 3).

Условные предложения второго типа

Условие, содержащееся в условном придаточном предложении этого типа, рассматривается говорящим как маловероятное или нереальное и относится к настоящему или будущему. В главном предложении употребляется форма **should/would/could/might + Indefinite Infinitive** без **to**, а в придаточном предложении — форма **Past Indefinite** (или **were** для всех лиц от глагола **to be**).

На русский язык глагол-сказуемое придаточного предложения переводится глаголом в сослагательном наклонении с частицей *бы*:

- | | |
|---|---|
| If you worked overtime, we might save enough for our summer holiday. | Если бы ты работал сверхурочно, мы могли бы скопить достаточно денег на отпуск летом. |
| If he were here, he would (-'d) let us know. | Если бы он был здесь, он бы дал знать о себе. (<i>Но его здесь нет.</i>) |

Условные предложения третьего типа

Условие, содержащееся в условном придаточном предложении, рассматривается говорящим как неосуществимое, так как оно относится к прошлому. Сказуемое главного предложения выражается конструкцией **should/would/could/might + Perfect Infinitive**, а сказуемое придаточного предложения — формой **Past Perfect**.

На русский язык глагол-сказуемое придаточного предложения переводится глаголом в сослагательном наклонении с частицей *бы* (в русском языке не отличается от условного придаточного предложения второго типа):

- | | |
|---|---|
| If the weather conditions had been favourable, the construction of the bridge would have been completed in time. | Если бы погодные условия были благоприятными, строительство моста было бы закончено своевременно. |
| If I hadn't been ill, I could have gone yesterday. | Если бы я не был болен, я мог бы уехать вчера. |

В условных придаточных предложениях второго и третьего типа союзы **if, provided** могут быть опущены. В этом случае в придаточном предложении вспомогательный глагол (**could, had, were** и др.) ставится перед подлежащим:

| | |
|--|--|
| Had the engine been repaired yesterday, we should have left the port. | Если бы двигатель был отремонтирован вчера, мы бы покинули порт. |
| Were there any letters from him, his sister would telephone me. | Если бы от него были письма, его сестра позвонила бы мне. |

Такая инверсия встречается только в книжно-письменной речи.

Союзы в условных придаточных предложениях

Основными союзами условных предложений являются:

1) **if** – *если*

| | |
|--|--|
| If you wait for me, we shall go there together. | Если вы подождете меня, мы пойдем туда вместе. |
|--|--|

2) **unless** – *если ... не*

| | |
|---|--|
| He will not finish his work in time unless you help him. | Он не закончит свою работу вовремя, если вы ему не поможете. |
|---|--|

3) **provided (providing)** – *(при условии) если*

| | |
|---|---|
| We shall start out at 7 sharp, provided everybody comes in time. | Мы выйдем точно в 7 часов, (при условии) что все соберутся вовремя. |
|---|---|

Unit 11

§ 25. МНОГОЗНАЧНОСТЬ ГЛАГОЛОВ **SHALL, WILL, SHOULD, WOULD, TO BE, TO HAVE**

Функции глагола **shall**

1. Вспомогательный глагол для обозначения глагольных форм будущего времени в 1-м лице ед. и мн. числа (наряду с **will**). Используется преимущественно в британском варианте английского языка:

| | |
|---|---|
| We/I shall take an examination in physics in June. | Мы/Я будем/буду сдавать экзамен по физике в июне. |
|---|---|

2. Модальный глагол со значением обещания или угрозы в утвердительном и отрицательном предложениях во 2-м и 3-м лицах (употребляется редко):

- | | |
|---|-------------------------------------|
| 1. You shall do as I say. | Вы сделаете так, как я говорю. |
| 2. He shall soon hear about me. I promise. | Он скоро услышит обо мне. Я обещаю. |

Функции глагола *will*

1. Вспомогательный глагол для образования глагольных форм будущего времени (в 1-м лице используется также **shall**):

He **will go** there tomorrow. Он пойдет туда завтра.

2. Модальный глагол со значением обещания, готовности что-л. сделать (в 1-м лице):

I **will help** you. Я вам помогу (готов помочь).

3. Употребляется для выражения повторных, привычных действий:

He **will sit** for hours without saying a word. Он сидит часами, не говоря ни слова.

Функции глагола *should*

1. Модальный глагол, выражающий долженствование (во всех лицах ед. и мн. числа):

You **should do** this work again. Вам нужно сделать эту работу еще раз.

2. Вспомогательный глагол в аналитической форме сослагательного наклонения:

I suggest you **should go** by air. It's much quicker. Я предлагаю тебе лететь. Это гораздо быстрее.

Функции глагола *would*

1. Вспомогательный глагол в формах сослагательного наклонения:

He **would answer** the question if he knew the answer. Он бы ответил на вопрос, если бы знал ответ.

2. Вспомогательный глагол для образования глагольных форм Future-in-the-Past (в 1-м лице ед. и мн. числа возможно употребление **should**):

He said he would try to enter the University. Он сказал, что попытается поступить в университет.

3. Употребляется для выражения повторных действий в прошлом:

In summer she would go swimming. Летом она обычно плавала.

Функции глагола *to be*

1. Перед обстоятельством, обычно выраженным наречием или существительным с предшествующим предлогом, выступает в роли смыслового глагола со значением *быть, находиться*:

His books were in the bag. Его книги были в портфеле.

2. В сочетании с Participle II смыслового глагола употребляется для образования всех времен страдательного залога (Passive Voice):

The work was finished in time. Работу закончили вовремя.

3. В сочетании с Participle I смыслового глагола употребляется для образования глагольных времен Continuous:

They are still waiting for him. Они все еще ждут его.

4. В сочетании с инфинитивом другого глагола с частицей *to* имеет модальное значение долженствования и указывает, что действие должно иметь место в соответствии с намеченным планом:

The teacher is to come at five. Преподаватель должен прийти в 5 часов.

Функции глагола *to have*

1. Перед существительным выступает в роли смыслового глагола со значением *иметь, обладать* (часто с *got*):

They have (got) a house in the country. У них дом (они имеют дом) за городом.

2. В сочетании с Participle II смыслового глагола употребляется для образования глагольных времен группы Perfect:

We have introduced a new system of work. Мы ввели новую систему работы.

3. В сочетании с инфинитивом другого глагола с частицей *to* имеет модальное значение долженствования (часто переводится как «приходится, пришлось и т.п.»):

I have to buy another newspaper.

Я должен (мне придется) купить еще одну газету.

Unit 12

§ 26. СОСТАВНЫЕ ПРЕДЛОГИ

| Предлоги | Примеры | Перевод |
|--|---|---|
| 1. according to <i>согласно чему-л.</i> | According to the information received by us the exhibition will open on May, 10. | <i>Согласно</i> полученным нами сведениям выставка откроется 10 мая. |
| 2. as far as <i>до</i> | I went with him as far as Pushkin Square. | Я дошла с ним <i>до</i> Пушкинской площади. |
| 3. because of <i>из-за, благодаря, вследствие</i> | They did not go because of the heavy rain. | Они не поехали <i>из-за</i> сильного дождя. |
| 4. by means of <i>посредством, с помощью</i> | All the calculations were made by means of an electronic computer. | Все расчеты были сделаны <i>с помощью</i> электронно-вычислительной машины. |
| 5. due to <i>из-за, благодаря, вследствие</i> | He was late due to the heavy traffic. | Он опоздал <i>из-за</i> транспортных «пробок». |
| 6. in addition to <i>в дополнение к, кроме</i> | In addition to the oral examination they are given a written test. | <i>В дополнение к</i> устному экзамену они сдают письменный экзамен. |
| 7. in front of <i>перед, впереди, напротив</i> | The bus stop is just in front of my house. | Автобусная остановка как раз <i>перед</i> моим домом. |
| 8. in order to <i>чтобы, для того чтобы</i> | I went to the post office in order to send a telegram. | Я пошел на почту, <i>чтобы</i> послать телеграмму. |
| 9. in spite of <i>несмотря на</i> | I went on an excursion in spite of the rain. | Я отправился на экскурсию, <i>несмотря на</i> дождь. |
| 10. instead of <i>вместо</i> | May I go there instead of you? | Можно мне пойти туда <i>вместо</i> тебя? |
| 11. on account of <i>вследствие, из-за, по причине</i> | He could not go to work in the North on account of his poor health. | Он не мог поехать работать на север <i>из-за</i> слабого здоровья. |
| 12. owing to <i>благодаря, из-за, вследствие</i> | We could not get there in time owing to a severe storm. | Мы не могли прибыть туда вовремя <i>из-за</i> сильной бури. |
| 13. thanks to <i>благодаря, из-за, вследствие</i> | The fire was quickly extinguished thanks to the energy of the fire brigade. | Пожар был быстро потушен усилиями (благодаря усилиям) пожарной команды. |

§ 27. СОСТАВНЫЕ СОЮЗЫ

| Союзы | Примеры | Перевод |
|--|--|---|
| 1. as ... as <i>так (же) ... как (и);</i> <i>такой (же) ... как</i> <i>(и)</i> | The strength of this material is as great as that of steel. | Этот материал <i>так же</i> прочен, <i>как</i> сталь. |
| 2. as long as <i>(до тех пор) пока;</i> <i>при условии (что)</i> | I shall stay with you as long as you need me. You can take my car as long as you don't smash it up. | Я останусь с вами, <i>пока</i> я вам нужен. Вы можете взять мою машину, <i>при условии что</i> вы не разобьете ее. |
| 3. as soon as <i>как только</i> | As soon as you finish your calculations, we shall begin the tests. | <i>Как только</i> вы закончите расчеты, мы начнем испытания. |
| 4. as well as <i>так же как (и);</i> <i>и ... и</i> | We received your letter as well as your telegram. | Мы получили <i>и</i> ваше письмо, <i>и</i> вашу телеграмму. |
| 5. both ... and <i>как ... так и, и ... и</i> | Franklin is known all over the world both as a scientist and as a political leader. | Франклин известен всему миру <i>как</i> ученый <i>и как</i> политический деятель. |
| 6. either ... or <i>или ... или; либо ... либо</i> | The chief engineer is either at the office or at the laboratory. | Главный инженер <i>либо</i> в конторе, <i>либо</i> в лаборатории. |
| 7. in order that <i>(для того) чтобы</i> | The invitations were sent beforehand in order that the delegates might arrive in time for the conference. | Приглашения были разосланы заранее, <i>чтобы</i> делегаты прибыли на конференцию вовремя. |
| 8. neither ... nor <i>ни ... ни</i> | Neither he nor I know French. | <i>Ни</i> он, <i>ни</i> я не знаем французского языка. |
| 9. so that <i>(с тем) чтобы; для того чтобы</i> | I gave him the book so that he could prepare the task at home. | Я дал ему книгу, <i>чтобы</i> он мог подготовить задание дома. |

Словообразовательные аффиксы, представленные в учебнике

Существительные

| | |
|-------------------------|---|
| <i>-ion/-sion/-tion</i> | - discussion, transmission, combination |
| <i>-er/-or</i> | - writer, inspector |
| <i>-ing</i> | - opening |
| <i>-ment</i> | - development |
| <i>-ty/-ity</i> | - activity |
| <i>-ance/-ence</i> | - importance, difference |
| <i>-ness</i> | - darkness |
| <i>-ure/-ture</i> | - mixture |

Прилагательные

| | |
|----------------------------|---|
| <i>-ic</i> | - democratic |
| <i>-ive</i> | - progressive |
| <i>-able/-ible</i> | - valuable, accessible |
| <i>-ant/-ent</i> | - resistant, different |
| <i>-ous</i> | - dangerous |
| <i>-al</i> | - central |
| <i>-ful</i> | - hopeful |
| <i>-less</i> | - hopeless |
| <i>un-/in-/ir-/il-/im-</i> | - uncomfortable, indirect, irregular, illogical, impossible |

Глагол

| | |
|-------------|-------------------|
| <i>-ize</i> | - to characterize |
| <i>re-</i> | - to rewrite |

Наречие

| | |
|------------|----------|
| <i>-ly</i> | - coldly |
|------------|----------|

Контрольные упражнения для перевода¹

1. *Оборот there + to be* (к § 3²).

1. There were several vacant seats in the bus when I got into it.
2. There is a great number of goods that can be transported by air.

¹ Упражнения предназначены для перевода с английского языка на русский.

² Номера параграфов соответствуют номерам параграфов грамматического справочника.

3. There is no fear of damaging the machine if it is properly maintained.
4. There was no chance of getting tickets for this concert.
5. There are very powerful cranes for unloading ships in this port.
6. There was still some hope of reaching the destination in time.
7. There are some factories to be rebuilt in this region.
8. Is there any demand for the tubes of that size?
9. There are no excuses for his being late.
10. There are always some problems to be solved.
11. There have been several bad accidents at this corner recently.
12. There has been an increased demand for this kind of goods.
13. There were plenty of furnished flats and furnished houses in the village now.
14. This is a place where the two streets cross. There are lights in the middle of the crossing. If there is a red light on, the drivers of cars and buses must stop. Then they must wait until the red light changes to green. Sometimes there is a yellow light between the red and the green. It means that you must stop and wait until it changes to green.

2. Степени сравнения прилагательных (к § 4).

1. He thought he was the happiest man in the world.
2. Mayakovsky is one of the most talented Russian poets.
3. The new car is more comfortable than the previous one.
4. His radio set is not as powerful as mine.
5. The Neva is wider and deeper than the Moskva River.
6. Last year he spent less time on English than this year.
7. The sooner they finish the construction of the plant the better.
8. The book is not so interesting as you think.
9. The more time you spend in the open air the sooner you will recover after your illness.
10. He has much more free time than I have.
11. Tom runs fast. Dick runs faster, but Harry runs fastest.
12. This road is the worst I've ever travelled over.
13. If you listen to the teacher more attentively you'll understand better.
14. Do you think people used to read more books twenty years ago than they do today?
15. Tennis and football are the games I like best.
16. This is the hottest day we have had for several weeks.
17. Smiles is the longest word in the English language because there is a mile between two s.
18. Yesterday was hotter than any other day we had this summer.

3. *Времена группы Indefinite Active и Passive (к § 5, 6).*

1. At last he returned to the little town where his childhood had been spent.
2. The latest surgical instruments were used during this unique operation.
3. The trouble is that this student does not work properly at his English.
4. Before the experiment the substances are mixed in a large cup.
5. The commission will consider this offer carefully before accepting it.
6. In spite of the fact that the report was short, it covered the subject completely.
7. This instrument is preferred to all others because of its great reliability.
8. The doctor said that an urgent operation was needed.
9. They will do everything in their power to help us.
10. I hope we shall never deal with this matter again.
11. The results of the last experiment were constantly referred to by the professor.
12. This airplane crosses the Atlantic in about 10 hours.

4. *Модальные глаголы и их эквиваленты (к § 7).*

1. He is to go to the Far East on business.
2. When are we to visit the laboratories of the Institute?
3. He has to investigate a series of accidents that have occurred in the locality during the last three months.
4. We had to find a safe place for the pictures.
5. I shall have to take a local train.
6. You should follow all the important scientific researches in your field.
7. He was allowed to use the mobile equipment.
8. You needn't keep your activities in secret.
9. You can see this old film in one cinema only.
10. The talks were to be attended by the representatives of fifteen European countries.
11. We shall be able to see a number of Chaplin's films in September.
12. You are to write your name at the top of the paper.
13. If you want to know English you have to work hard.
14. We had to walk home because the last bus had gone.
15. I'll have to come to the Institute at eight o'clock tomorrow.
16. The teacher will have to explain this difficulty again.

5. *Времена группы Continuous Active и Passive (к § 8).*

1. When he met me I was walking to the Institute and had little time to talk to him.
2. "What's your little brother doing?" "He is still sleeping."
3. She was sitting there doing nothing.
4. Next Monday we'll be working only five hours.
5. The construction of the road was being completed when the commission arrived.
6. The new engine is being tested in the laboratory.
7. Automation is being increasingly used in all branches of industry.
8. The child is being looked for by his granny.
9. A new research is being carried out successfully.
10. When I come home the family will be watching TV.
11. He cut himself while he was repairing his car.

6. *Времена группы Perfect Active и Passive (к § 11).*

1. He has never been there before.
2. By that time we had already changed our plans.
3. He decided to become a writer when his first story had been published.
4. No one came in since we have been here.
5. He has been shown her photo.
6. He told me that he had never been to doctors.
7. The papers have not yet been sent.
8. It's a long time since I have visited that town.
9. By that time the story had been long forgotten even by the story-teller himself.
10. The street has been widened.
11. The light has just changed from green to red.
12. I have not made up my mind yet.
13. Several attempts have been made recently to produce artificial rain.
14. Have you ever seen a bullfight?
15. Have you ever travelled by air? – Yes, I have often travelled by air. A month ago I flew to New York.

7. *Согласование времен (к § 12).*

1. He said that by the year 2000, the number of skiers in the world would reach 75 million.
2. He asked me if I knew about the largest contracts concluded by the firm.
3. We didn't know whether our plan would bring us success.

4. They wanted to know what our present research was centred upon.
5. He asked if the car-manufacturing plant had expanded its international operations.
6. He reported that the firm was holding talks about an automobile plant in the district.
7. I thought that the organization had already started its work.
8. He added that he could show us the collection of mail stamps his father had started to collect in his college days.
9. He said he was no longer interested in the discussion of that problem.
10. It was announced that the expedition had already left for the Kurils.
11. He asked me whether I had known about the planning and fulfilment of his mission.
12. I was told that you were good at mathematics.
13. Tom said he knew a man who was an automobile engineer.
14. The student said that the exercise had many sentences and added that he would do it in half an hour.
15. The engineer said that he didn't think that the office work would be interesting for him.
16. The mechanic asked me if the car had been damaged.

8. Неопределенные местоимения some, any и отрицательное местоимение no (к § 13).

1. There was no water left in the radiator, so we had to stop and refill it.
2. Any engineer who has worked long enough in this field can give you this information.
3. I cannot consult just any person, I need someone who is an expert on the problem and who has had enough experience.
4. He said he had no wish to read detective stories.
5. I don't want to have any argument. The matter is clear enough for me.
6. He makes no attempts to establish any contacts with our group, so I understand he got no such orders.
7. No explanation was given to him why the experiment had been stopped.
8. The scientists believe that there is practically no atmosphere on the Moon.
9. You've got absolutely no ground for saying so.
10. The station master said that no trains had arrived at the station during the night because of the heavy snow storms in the mountains.
11. It was clear that no person could do this work alone.
12. None of the young men seemed to enjoy the film.
13. No discovery can be made without wide experimentation.

14. Any moving object will continue to move in a straight line unless it is stopped by some other force.

9. *Причастие. Независимый причастный оборот (к § 14, 15).*

1. The professor told the students about the experiments being carried out in the laboratory.

2. Having looked through all the documents and letters received that day he called his secretary.

3. Squeezed by the ice the steamer could not continue her way.

4. She showed us a list of the newly published books.

5. Lake Baikal, known to be the deepest in the world, is fed by 336 rivers.

6. The sun having risen, they continued their way.

7. The talks between the two countries were conducted behind the closed doors, measures having been taken that no correspondent should receive any information.

8. The figures mentioned in his report were published in the latest scientific journal.

9. The goods having been loaded, the workers left the port.

10. Having been advised by the doctor to go to the south, she decided to spend her leave in Sochi.

11. One of the most noticeable features of air transport development is the big increase in the quantities of goods carried.

12. Kerosene is the fuel used in jet engines.

13. Driving a car at night he met with an accident.

14. Having refused to unload American ships the French dockers lost their job.

15. Having been taught by a good teacher he knew German well.

10. *Герундий (к § 16).*

1. I remember your having objected to this schedule.

2. He entered the room without noticing her.

3. We were surprised at hearing his name among the winners.

4. Nothing could prevent him from playing tennis practically every day.

5. Did you have any difficulty in solving this problem?

6. He improved his report by changing the end.

7. She is against being sent to this faraway place.

8. Is there any possibility of their finding a suitable building material so soon?

9. They insisted on the question being reconsidered.

10. Flying is better for long journeys but travelling by car is more interesting.

11. Wood has many uses. We use it for making chairs and tables. It is used for building houses. It is used for making matches.

12. Seeing is believing.

13. Smoking is not allowed in this building.

14. He tried to find an excuse for being late.

15. You should avoid hurting other people's feelings.

16. He was given an award for having saved the life of the little children.

17. The director was responsible for the work being finished in time.

11. *Инфинитив (к § 18, 20, 21).*

1. The child wanted to be taken seriously.

2. He didn't hear the boy enter the room.

3. The dog was the first to feel danger.

4. This question is too complicated to be answered at once.

5. The engine to be installed in this car is very powerful.

6. Where is the work to be done?

7. To explain the problem the students were interested in, the engineer demonstrated some diagrams.

8. A delegation is expected to arrive in the capital of the country to discuss the creation of a shipping line to operate between the two countries.

9. The computer is said to be able to do computation in milliseconds.

10. He seemed to be completely exhausted after a whole day of hard work.

11. His knowledge of the subject proved to be both deep and many-sided.

12. Nothing could make him change his decision.

13. The new gaseous fuel is assumed to be both cheap and efficient.

14. Many various types of airplanes are reported to have been produced in this country during the last decades.

15. I tried to make him understand that his behaviour was no good.

16. To grow fruit one must have good soil.

17. Do you know the language well enough to read English newspapers and magazines?

12. *Условные предложения (к § 24).*

1. Had they met with such difficulties before, they would have known what to do now.

2. If the scientists found the ways to predict earthquakes, it would be possible to evacuate people from the regions and thus save many human lives.

3. Were I a newspaperman, I would write an article describing all the events that have taken place here.

4. If you approach the village from the north, you will see a tall deserted building that once was a landlord's place.

5. Had you planned your time better, you wouldn't have come to the station one minute before the train's departure.

6. If you had told me that you couldn't find enough material for your report, we might have postponed it until next Friday.

7. You would never get lost in a new city provided you had a map of it.

8. You will never get well unless you give up smoking.

9. The director won't see you unless you phone him at least two days in advance.

10. Were you an experienced driver, you would never have any road accidents no matter what road conditions were.

Сводная таблица основных форм нестандартных глаголов

| Indefinite stem | Past Indefinite | Participle II | Перевод |
|-----------------|-----------------|---------------|----------------------------|
| be | was, were | been | быть |
| break | broke | broken | ломать |
| bear | bore | born | нести |
| beat | beat | beaten | бить |
| begin | began | begun | начинать |
| bring | brought | brought | приносить |
| build | built | built | строить |
| burn | burnt | burnt | сжигать |
| buy | bought | bought | покупать |
| catch | caught | caught | поймать, ловить |
| choose | chose | chosen | выбирать |
| come | came | come | приходить |
| cost | cost | cost | стоять |
| cut | cut | cut | резать |
| deal | dealt | dealt | иметь дело |
| do | did | done | делать |
| draw | drew | drawn | тащить |
| drink | drank | drunk | пить |
| drive | drove | driven | ехать |
| eat | ate | eaten | есть |
| fall | fell | fallen | падать |
| feel | felt | felt | чувствовать |
| fight | fought | fought | сражаться |
| find | found | found | находить |
| fly | flew | flown | летать |
| get | got | got | получать; стано- виться |
| give | gave | given | давать |
| go | went | gone | идти |
| grow | grew | grown | расти |
| have | had | had | иметь |
| hear | heard | heard | слышать |
| hold | held | held | держать |
| hurt | hurt | hurt | приносить ущерб, боль |
| keep | kept | kept | хранить |
| know | knew | known | знать |
| lay | laid | laid | класть |
| lead | led | led | вести |
| learn | learnt | learnt | учить(ся) |
| leave | left | left | оставлять |
| let | let | let | позволять |
| lose | lost | lost | терять |
| make | made | made | делать |

Продолжение таблицы

| | | | |
|------------|------------|------------|---------------------|
| mean | meant | meant | иметь в виду; знать |
| meet | met | met | встречать |
| pay | paid | paid | платить |
| put | put | put | класть |
| read | read | read | читать |
| ride | rode | ridden | ехать |
| ring | rang | rung | звонить |
| rise | rose | risen | подниматься |
| run | ran | run | бежать |
| say | said | said | сказать |
| see | saw | seen | видеть |
| sell | sold | sold | продавать |
| send | sent | sent | посылать |
| shake | shook | shaken | трясти |
| show | showed | shown | показывать |
| sit | sat | sat | сидеть |
| sleep | slept | slept | спать |
| speak | spoke | spoken | говорить |
| speed | sped | sped | ускорять |
| spend | spent | spent | тратить |
| stand | stood | stood | стоять |
| swim | swam | swum | плавать |
| take | took | taken | брать |
| teach | taught | taught | учить, преподавать |
| tell | told | told | говорить |
| think | thought | thought | думать |
| throw | threw | thrown | бросать |
| understand | understood | understood | понимать |
| wear | wore | worn | носить |
| win | won | won | выигрывать |
| wind | wound | wound | заводить |
| write | wrote | written | писать |

Part IV

TEACHERS' MATERIAL

UNIT 1

Key to Ex. 7

- | | |
|--------------|----------------|
| 1. month | 6. summer |
| 2. groupmate | 7. parents |
| 3. school | 8. native |
| 4. car | 9. mathematics |
| 5. hostel | |

AUDIAL PRACTICE

1. Sandwich

Once there lived a man in England. His name was Sandwich and he was very rich. He liked to play cards. He could play cards very well and was the best player of his time. Often he played all day and night. One day he played for 24 hours without stopping. He did not leave the card table even to eat. Servants had to bring food to him. They brought him some meat and bread. He did not want to stop playing while he ate. He put the meat between two pieces of bread. In this way he was able to continue playing. From the name of this man comes the word *sandwich* today.

Now a lot of people in England eat sandwiches for their lunch. There are lots of sandwich shops in London. There you can buy all sorts of sandwiches. You can get meat sandwiches, or salad sandwiches, or meat-and-salad sandwiches. And you can get cheese, egg or fish sandwiches. You can even buy fruit sandwiches. Lots of people in the world like sandwiches, but some don't.

2. To Leave School or Not to Leave

If a student finishes secondary school he or she may get a better job. But if a student does well he or she can go to university. Most parents would like their children to stay on at school, but about three quarters of all people leave school at fifteen or sixteen.

William Parker lives in Birmingham which is a large industrial city in Great Britain. When he was fifteen years old he left school. He did badly at school and thought he would be much happier working. He got a job with a large engineering firm. As he did not have any qualification he got little money though his work was difficult. After some time William decided to attend classes at a technical college. Once a week he trains to be a good electrician. The course of studies lasts five years. When William finishes it, he will have a good job.

Margaret Weber lives in London. She did not specially like school. When she was sixteen she took her school certificate exams, but she failed in almost every subject. She had learned to type at school, so she decided to leave school and get a job in an office. There are many factories, shops and businesses in London which need typists. Margaret got a job in a shop without difficulty. But she does not like her work; it is not interesting and pays little money. Now Margaret attends a special evening school where she is trained to be a good secretary. William's and Margaret's training is "vocational", that is, practical for a specific job.

UNIT 2

Key to Ex. 7

- | | |
|--------------|---------------|
| 1. necessary | 6. ton |
| 2. physics | 7. inventor |
| 3. side | 8. arithmetic |
| 4. education | 9. lecture |
| 5. knowledge | |

AUDIAL PRACTICE

1. Balzac and His Handwriting

Balzac, the famous French writer, was a man of great talent. He wrote many novels which were translated into different languages and were known all over the world. But Balzac himself was proud of his ability to tell the character and behaviour of a person by his or her handwriting.

One day a woman friend of Balzac brought him a young boy's exercise book. She showed it to him and asked him to try to tell her what he thought of the boy's character. The woman said that the boy was not her son and that Balzac might tell her the truth. Balzac studied the handwriting for a few minutes and then said: "Everything is quite clear to me. I shall tell you the truth." He asked the woman to pay attention to some features of the handwriting and said that the boy was a bad, lazy fellow. "It can't be

possible," said the woman smiling. "This is a page from the exercise book which you used when you were a boy."

2. The Story of American Schools

The first schools in America started in the 1600s. The Puritans, that is people who left England because of their religious beliefs, wanted each person in New England to know the Bible. So they organized schools to teach religion and basic subjects. But by the 19th century large numbers of children did not attend school. The problem of children's education started a great debate in America. There were three groups of people who had different ideas.

One group said that young people should spend their time at home helping their families. As most Americans lived on farms there was always much agricultural work to be done.

The second group, mostly businessmen, believed that children should work at factories. America's Industrial Revolution had begun, and this group knew that there would be many jobs in manufacturing. Some young people were already working at factories. They were children from 7 to 16 years old and their working day lasted up to 13 hours.

The third group said that to help create a better society, young people should know how to write and express their own ideas. Therefore each state should develop a system of public schools, called free schools, or common schools. This idea had been supported by Thomas Jefferson, the third president, and later by Abraham Lincoln who said that education was very important for people.

In 1839 Horace Mann, a Massachusetts-born educator, a lawyer by profession, opened the first common school in the United States. He devoted his life to this idea and soon a lot of common schools were opened throughout the state of Massachusetts. His example attracted national attention. Before long many states were doing what Massachusetts had done. The free school supporters had won the debate.

UNIT 3

Key to Ex. 6

- | | |
|----------------|---------------|
| 1. transport | 4. speed |
| 2. tunnel | 5. degree |
| 3. locomotives | 6. experience |

1. Weather Forecast

Two men were travelling in a very wild part of America. They did not see any houses but only tents where Indians lived. One day the men met an old Indian who was sitting near his tent. He was smoking. The Indian was a hunter and knew everything about the forest and the animals living in it and many other things. He could also speak English rather well.

"Can you tell us what the weather will be like during the next few days?" one of the two travellers asked him.

"Oh, yes," he answered. "Rain is coming, and wind. There will be snow for one or two days, but then the sunshine will come again and the weather will be fine."

"These old Indians know more about the world than we with all our knowledge of physics, maths and other sciences."

"Tell me," he asked, "how do you know all that?"

The Indian answered: "I heard it over the radio."

2. New York Tram *

Aerial cable cars connect Manhattan Island with Roosevelt Island which is in the middle of the East River. It is a residential complex with its own schools, shops, banks, restaurants and recreation facilities. The people living in this "new town" on the island welcomed the opening of the tramway which is 945 meters long. Red and white cars take them from Roosevelt Island and three and a half minutes later the people (passengers) are in Manhattan where they can get to their jobs by bus or subway.

The cable car rises to its cruising height of 41 meters above the ground and travels at a speed of 26 kilometers an hour. It moves over New York skyscrapers, the United Nations building and the East River. Each car carries 125 passengers. The tramway operates from 6 a.m. to 2 a.m. daily. In the morning and evening rush hours cars run continuously. They run every fifteen minutes at other times.

Roosevelt Islanders now have the best of city living — a pleasant, well-planned community with beautiful views of Manhattan's skyline, just minutes from the city's busiest streets.

* The Roosevelt tram was removed in 1985.

UNIT 4

Key to Ex. 6

- | | |
|------------------|--------------|
| 1. radioactivity | 10. add |
| 2. explanation | 11. space |
| 3. proper | 12. contain |
| 4. among | 13. rays |
| 5. radium | 14. simple |
| 6. example | 15. travel |
| 7. split | 16. sciences |
| 8. property | 17. obtain |
| 9. powerful | |

AUDIAL PRACTICE

1. Uncle Philip

Tom's Uncle Philip was a scientist and an inventor. He carried out his research in the field of chemistry. He'd been interested in chemistry since his childhood. He made a lot of discoveries and even received the Nobel Prize in chemistry. But he was a strange man, he lived alone, had no wife or friends. Once when he was quite old and seriously ill he sent for his nephew. Here it must be explained that this was the first time Tom and his uncle met. Many years earlier Philip had had a big quarrel with his sister, Tom's mother, and since then he had steadily refused to see them.

When Tom came to see him, Uncle Philip was lying ill in bed. "I am a rich man," he said, "and I'm determined to leave all my fortune to you. You will find it in an iron box in the bank. But before you open the box you must read the letter which is on top of it." Soon his uncle died. After Uncle Philip's death Tom went to the bank. Before he started to open the box, he read the letter. Here is what it said:

"Dear Tom,

This box contains a great fortune. I am leaving it to you because I want you always to remember your dear uncle. The box also contains powerful dynamite which will explode as soon as you open it. If you do not believe me, open it and you will be blown into atoms.

Do not forget your uncle."

From that time on Tom could think of nothing but the box and the fortune. He asked everyone for advice. But nobody could think of a safe enough plan.

2. A Family of Scientists

George Boole was born in 1815 and he is famous for his works in the field of mathematical analysis. His wife Mary Everest was a niece of George Everest. He is known as the man who performed a topographic survey of India on a large scale in 1841. It is after him that the highest peak in the world is named. Mary Everest was very much interested in her husband's work and after his death she published several books which contributed greatly to the development of his theory. The Booles had five daughters. The eldest daughter Mary married C. Hinton who was a well-known mathematician, inventor and author of science-fiction books.

Their three grandchildren became scientists. Howard was a talented entomologist, William and Joan were both physicists. The latter was almost the only woman physicist who worked on the atomic project in the USA. Their second daughter Margaret is known as the mother of the outstanding English mathematician Jeffrey Taylor who was a foreign member of the Soviet Academy of Sciences. Their third daughter Alicia Taylor was a specialist in the field of multidimensional space. The fourth daughter Lucy was the first woman-professor who was the head of a chemistry department. But the youngest daughter Ethel Lilian is the most famous. She married the Polish scientist and revolutionary Voynich. Her wonderful book *The Gadsfly* has been translated into many languages and is popular in many countries of the world.

UNIT 5

Ex. 7

1. A system of words used by the people of one country as a means of communication. (*language*)
2. A spoken or written test organized by teachers in order to check students' knowledge in this or that subject. (*examination*)
3. A science which is concerned with the study of matter and natural forces. (*physics*)
4. The study or science of numbers and calculations. (*mathematics*)
5. A useful thing or idea which is produced by scientists for the first time. (*invention*)
6. The study of the events of a nation's past. These events are usually arranged in order from the earlier time to the later. The events concern the rulers, the governments and the people. (*history*)

7. The whole world around us: trees, rivers, lakes, animals and so on. (*nature*)
8. Something gained through skill or hard work. (*achievement*)
9. A system of special tracks for trains with locomotives and stations. (*railway*)
10. The passing of seconds, minutes, days, weeks, months taken as a whole. (*time*)
11. Water in its state as a gas, produced by boiling at the temperature of 100 degrees. (*steam*)
12. A black or dark brown mineral found deep in the earth. It can be burnt to produce heat. Gas and other products can be made of this mineral. (*coal*)
13. An underground or underwater passage for an automobile road or railway. Very often it is built through or under a hill, a river, a town or a mountain. (*tunnel*)
14. Heavy firm earth. When it is wet it is soft, but it becomes hard when it is heated to a high temperature. Many things are made of it, for example, cups, plates and bricks. (*clay*)
15. Flat pieces of bread with some cold food between them. It is eaten with your hands. (*sandwich*)
16. Knowledge or skill which comes from practice rather than books. (*experience*)
17. A trial or a test which is made, usually by scientists, to learn something or to prove a scientific idea. (*experiment*)
18. The movement of people or vehicles along the streets or roads, the movement of ships in the seas, the movement of planes in the sky. (*traffic*)
19. The rate of movement. In other words, it is the distance travelled divided by the time of travel. (*speed*)
20. A measure of length which is equal to about 30.5 cm. (*foot*)
21. Something unpleasant, undesirable or damaging that happens quite unexpectedly or by chance. (*accident*)
22. The study of knowledge which can be made into a system and which depends on seeing, understanding and testing facts. (*science*)
23. Finding something which existed before but was not known to people. It is often a place or a scientific fact. (*discovery*)
24. The act of interpretation with the help of words, pictures, and gestures. (*explanation*)
25. A difficulty that needs attention and thought. (*problem*)

Key to Ex. 8

- | | |
|--------------|---------------|
| 1. admission | 6. school |
| 2. excellent | 7. interest |
| 3. adviser | 8. work |
| 4. piece | 9. understand |
| 5. ignore | |

AUDIAL PRACTICE

1. Edison

Edison is known as one of the greatest inventors of his time. He invented so much that it is difficult to say which of his achievements is the greatest. He was an experimenter and a practical man more than a theoretician.

Edison did not have any education. He went to school for only three months. Then he left because the teacher considered him a dull boy. His mother became his teacher. The boy loved books and his mother said that he had a wonderful memory. When he first visited a public library and saw a lot of shelves with books he decided that he would read all of them and then he would know everything in the world. He measured the shelf and decided to read a foot of books every week.

In 1868 Edison built his first patented invention – an electromagnetic device.

It is said that he planned to ask three thousand dollars for his invention, though he secretly decided he would sell it for two thousand if necessary. He was invited to a meeting of businessmen who were interested in buying his invention, but when he was asked to name a price he was very nervous and quite unable to speak.

"It is no use asking us a big price," said one of the businessmen, "we've already decided how much we will pay. Forty thousand dollars is our limit."

With this money Edison established a workshop and began his career as a professional inventor at the age of twenty-two.

All his inventions were the result of hard work. He sometimes conducted thousands of experiments. According to him, the idea that a genius works only by inspiration was absurd. "Genius is 2 per cent inspiration and 98 per cent perspiration," he often said.

2. Inventors and Their Inventions

Samuel Colt was an American. He lived in the 19th century. In 1836 he designed and patented a pistol. It was a pistol with a revolving chamber that could fire six bullets one after another. It was the first pistol of its kind. Later came along many other pistols with six bullets.

Rudolf Diesel was a German engineer. He was born in 1858 and died in 1913. In 1897 he invented a new internal combustion engine. The engine is known as a diesel and it began a transport revolution in cars, trucks, trains and ships. The main advantage of diesels is that they run on rather cheap fuel.

Samuel Finley Morse was born in 1791. He died in 1872. He was a portrait painter. Then he became an inventor. For twelve years he tried to perfect the telegraph and was finally successful. Later he invented the telegraphic dot-and-dash alphabet. Now it is known as Morse code. Morse code was not the only one in America at that time. There were some others. But now we only use Morse code all over the world.

Charles Makintosh lived from 1766 to 1843. He lived in Scotland and was a chemist by profession. He worked in the textile industry. In 1823 he developed a rubber solution. This rubber solution was used for raincoat production. Raincoats with this rubber solution didn't allow water to penetrate. These raincoats were called makintoshes. Now people all over the world use them in spring and in autumn.

Charles Rolls was born in 1881 in Great Britain. He died in 1910. He was an aristocrat and a businessman. He was especially interested in cars. Once he met another enthusiast for cars, Henry Royce. Henry Royce was a famous car engineer. They decided to design the most comfortable and reliable car. At the beginning of the 20th century it seemed to be a fantasy. But they worked hard and at last in 1907 they created the world-famous Rolls-Royce car. It was so comfortable and reliable that one of the models of Rolls-Royce cars, "Silver Ghost", remained unchanged for 20 years since 1907.

Gottlieb Daimler and Charles Benz were two inventors. They lived in Germany. They were both interested in car production. At the end of the 19th century each of them designed a car. At the same time they organized two independent firms to produce them.

All the cars produced by the firm of Daimler were called "Mercedes". Mercedes was the name of the daughter of one of the stockholders of the firm. This man saved the firm of Daimler from the financial crisis at the beginning of the 20th century. But after World War I the firm of

Daimler met with financial difficulties again. This time it had to join the firm of Benz. Since that time all the cars produced by the firm "Daimler-Benz" have been called "Mercedes-Benz".

UNIT 6

Key to Ex. 8

- | | |
|-----------------|-----------------|
| 1. seats | 9. sister |
| 3. instead | 10. t-shape |
| 4. construction | 11. immediately |
| 5. tram | 12. convenient |
| 6. emblem | 13. general |
| 7. rally | 14. task |
| 8. vital | |

2 - establishment

AUDIAL PRACTICE

1. Rockefeller Center

Everyone who visits New York City today wants to see Rockefeller Center. It is one of the most popular places of interest. But what is Rockefeller Center? Rockefeller Center is really a small city with thousands of offices, all kinds of stores, restaurants and small shops. The buildings are very large and very high. The style of the buildings is modern. There is little decoration. The architects who planned them tried to do two things. First they tried to make the buildings look like one group. Second they tried at the same time to make each building a little different in form from the others.

There are many facts and stories about Rockefeller Centre. Here is one of them about John Rockefeller, who together with some other companions began work on Rockefeller Center in 1930. It took about ten years to complete all of the original buildings.

One day he was walking along the street where the construction had just begun. He wanted to see the work which was going on. There was a high fence around the construction site. He tried to look through the fence but could see nothing. Just then a policeman came along. "Move along," said the policeman. "You can't stand here."

"I was trying to watch the work," said Mr. Rockefeller.

"Move along," repeated the policeman.

"I am John Rockefeller," said Mr. Rockefeller.

"Sure, and I am President Roosevelt," said the policeman. "Now move along, mister. And don't give me any more trouble."

Mr. Rockefeller went to his office and gave an order to cut holes in all the fences at eyelevel. Today this is the general custom in New York City. These holes are for the convenience of anyone who wants to stop and watch the work as long as he or she likes.

2. Barbican Centre

Barbican is a district of the City of London. It was largely destroyed by bombing during the Second World War. Great construction has started since the end of the war. Nowadays Barbican is one of the most beautiful districts of London. It is also famous for the Barbican Centre.

The Barbican Centre is an enormous complex which contains two theatres, an art gallery, a library, three cinemas, two restaurants and two exhibition halls.

The building itself is very interesting: it is built on eight levels. Four of these levels are underground. On the fifth level there is a lake, complete with 45 fountains, and an open-air terrace where you can have coffee.

The construction of the Centre was started in 1970. At that time it was expected to cost 190 million pounds. At last on the 3rd of March 1982 the Barbican Centre was opened by Queen Elizabeth herself. At that time the final cost of construction was 150 million.

There are two resident companies now based in the Barbican Centre. They are the London Symphony Orchestra and the Royal Shakespeare Company. It is these two companies which provide a good part of the cultural programme for the public. At the same time there is a variety of exhibitions, musical performances and other entertainment.

UNIT 7

Key to Ex. 7

1. population
2. top
3. stone
4. capital
5. assemble

6. channel
7. cut
8. region
9. roof
10. strength

AUDIAL PRACTICE

1. A Frenchman in London

1. A Frenchman once came to London. It was his first visit to the English capital. He stayed at a hotel, left his things there and sent a

telegram to his wife in which he informed her that he had arrived safely. Then he decided to go sightseeing. He went to the old district at first. He admired the beautiful monuments and saw a great number of squares, palaces, buildings, streets, and shops. Then he had dinner at a restaurant. After dinner the Frenchman decided to see a play at a theatre. The play was excellent. The Frenchman thought his first day in London was very successful and decided to return to the hotel. As he was tired he took the most rapid means of transport — a taxi. Suddenly he discovered that he had forgotten the name and address of the hotel. He didn't know what to do.

II. Then he remembered the telegram which he'd sent to his wife in the morning. He asked the taxi-driver to take him to the nearest post-office. There he sent his wife another telegram with the words: "Send me the name of my hotel immediately at the following address."

2. Stones of the Pyramids

The Egyptian pyramids are huge structures which are almost 4,600 years old. The Pyramid of Cheops, for example, consists of 2,300,000 stones. Each of the stones weighs about 2.5 tonnes.

According to the usual explanation large blocks of stone were cut in the mountains and then transported with the help of the most primitive equipment. So about 100 000 people had to take part in the construction.

But the experiments of our institute show that the stones of the pyramids were not transported to the construction site. Twelve years of research in the fields of chemistry and archaeology have given a quite definite answer. The stones of the pyramids were made synthetically. Egyptians produced a special solution. Later they mixed it with minerals. It took them several hours to transform this mixture into very hard rock. The rock was produced right on the construction site and so there was no need to transport heavy stones.

Now scientists and engineers know how to produce hard materials synthetically. At present similar materials are used in modern industry. The synthetic rock looks like limestone, granite or any other rock.

The Egyptians had a great knowledge of mathematics and chemistry and they might have known this technique. The necessary minerals could be found anywhere.

The use of this technique is the only explanation for some strange facts: first, the presence of huge monolithic stones inside the pyramids which are too large for the entrance door; and second, the presence of a human hair which is 21 cm long inside one of the stones.

UNIT 8

Key to Ex. 7

- | | |
|----------------|-------------|
| 1. explanation | 7. step |
| 2. measuring | 8. vehicle |
| 3. previous | 9. collapse |
| 4. wheel | 10. current |
| 5. charge | 11. degree |
| 6. backward | |

AUDIAL PRACTICE

1. The Blue Star

Tom Finch was a top racing driver. His best racing car was called the Blue Star. The big race was in seven days time and Tom Finch was going to drive the Blue Star in it. But all of a sudden one night somebody broke the window of his garage and tried to steal the Blue Star.

The next day an old man came to see Tom. He knew about the race and said that he would sit in the garage for six nights and watch over the Blue Star. It would be quite safe if he was in the garage all night. Tom agreed.

Next morning before breakfast the old man rang Mr. Finch's door bell. His face was white and he was very excited.

"Please, Mr. Finch, don't race the Blue Star in six days time."

The racing driver was very much surprised and asked "Why not?"

The old man answered: "I had a bad dream last night. You were driving the Blue Star in a big race and a black cat ran just in front of your car. It was not far from the last bend. You pulled the car over to the right, and it crashed into the crowd of spectators. Then it exploded and caught fire. You were killed at once, sir. Please, it was horrible, Mr. Finch. Don't drive in the big race."

Mr. Finch thought a little and said: "I will certainly drive in the big race. And you - you take your money for one night's work. Don't come again."

The old man couldn't understand and asked for an explanation.

What did Mr. Finch tell him?

Mr. Finch did not want to pay the old man for sleeping.

2. A Driving Test

Mr. Shaw took the driving test for the first time in May. After the test the examiner said: "I'm sorry, Mr. Shaw, you failed the test. You didn't

drive well enough. You turned left on the corner of Wilson and King and the sign there says: "No left turn". Then you drove 40 m.p.h. on King Street and the sign there says: "Speed limit 30 m.p.h." Then you went through two red lights. And you didn't park well."

"Can I take the test again?" asked Mr. Shaw. "Sure," said the examiner, "but you'll have to pay again." "That's all right," said Mr. Shaw. "I'll pass it next time. I'll drive more slowly and more carefully."

Mr. Shaw came back in June and took the test for the second time. He had the same examiner. After the test the examiner said: "I'm sorry, Mr. Shaw, you failed the test again. You drove too carelessly again. This time you turned right on the corner of Wilson and Elm and the sign there says: "No right turn". You drove too quickly. You drove 35 m.p.h. on Princess Avenue and the speed limit there is 30 m.p.h. and then you parked at a "No parking" sign."

"Can I take the test again?" asked Mr. Shaw.

"Sure," said the examiner, "but you'll have to pay for the test again."

"That's all right," said Mr. Shaw. "I'll pass it next time. I won't drive so quickly and so carelessly."

In July Mr. Shaw came back and took the driving test for the third time. This time the examiner said: "Congratulations, Mr. Shaw, you've passed the test! You drove very well this time. You didn't go through any red lights. You didn't drive too quickly. And you parked beautifully. What happened?"

Mr. Shaw smiled and said: "I went to a doctor. He told me to get a pair of glasses. Now I can read."

UNIT 9

Key to Ex. 6

- | | |
|--------------|----------------|
| 1. radiation | 6. century |
| 2. prove | 7. sail |
| 3. raw | 8. horse-power |
| 4. point | 9. narrow |
| 5. coal | 10. raft |

AUDIAL PRACTICE

1. The Bermuda Triangle

It was a warm sunny day, and there were only a few clouds in the sky. It was good weather for flying, and five officers in the US Navy were planning their two-hour flight to Bermuda. The date - early December.

The crew members were already thinking about their Christmas holidays and their families. Their planes were ready just after lunch.

At the last minute one of the crew members went to the doctor. He didn't feel well. He wanted to stay at the base. The commanding officer needed him, however. He said: "The flight is only two hours. Don't worry! You'll be back soon. You have to go."

At 2.10 p.m. the planes were in the air. One hour later, their work was finished, and they began the journey back to their base in Florida. Suddenly their radio controller at the Navy base received this message from Flight 19.

"Emergency. This is an emergency! We cannot see land. We are not sure of our position. Everything is strange. The compass is spinning wildly. We don't know our direction. We don't know where we are..."

Then the voices stopped. Radio contact stopped. The Navy immediately sent a search plane out to look for the men. All six planes and twenty-two men were never seen again.

2. The Secret of The Bermuda Triangle

According to some reports over 100 ships and planes have disappeared in The Bermuda Triangle since 1945. There are many explanations of this mystery. It is very difficult to believe that in this area there are sea monsters who pull ships into the sea and visitors from outer space who take planes, ships and people to an unknown planet.

More reasonable people say that a large number of losses in this part of the world can be explained more simply. Let's sum up the information we have and try to find a reasonable explanation.

Disappearances very often happen in good weather, without any warning. Ships and planes just seem to vanish into the air. Usually radio contact is broken and SOS signals are seldom received from the planes and ships that disappear.

Some people survived the dangers of The Bermuda Triangle and returned to land safely. A ship's captain and an aeroplane pilot are among them. They say that the compass was spinning wildly. They couldn't see the horizon. They didn't know where they were because there was a cloud around the ship and the plane. There was no electricity; all the instruments stopped working. The electric system started working only after the ship and the plane moved forward out of the cloud.

So the simplest explanation is connected with the earth's magnetic field. There are only two places on earth where the compass points to true north. One is in the Pacific Ocean, off the east coast of Japan, and the other is in the area of sea known as "The Bermuda Triangle". It is possible that

this magnetic field may cause pilots and captains to lose their direction. It may also cause changes in the atmosphere and create storms which pull ships and planes into the sea. It is interesting to note that both these places are well-known for such mysterious disappearances.

UNIT 10

Key to Ex. 6

- | | |
|---------------|------------|
| 1. supply | 6. mile |
| 2. negligible | 7. oil |
| 3. quantity | 8. replace |
| 4. steel | 9. cross |
| 5. slowly | 10. smooth |

AUDIAL PRACTICE

1. Two Parachutes

Not long ago a man kidnapped a little boy and hid him in the woods. He sent his parents a note telling them to leave him ten thousand dollars in large notes in an airport locker. They were then to wait four hours and go to the locker. In it they would find directions to where their child was. He said that unless they left him the money, they would not see the child for a long time.

He had thought about taking the child with him as a hostage, but decided against it. He knew that the police had become good at trapping people who had hostages with them.

At the appointed time, he went to the airport and found the money in the locker. He had just enough time to leave the directions and run. The police were close behind him. He boarded the nearest plane and forced the pilot to take off before he was caught.

Knowing that the police would be waiting for him when the plane landed, he came up with a brilliant idea to save himself. He demanded that the flight attendant should give him two parachutes. He took her with him to the back exit door of the plane and waited several minutes. Then he put one of the parachutes on and jumped alone from the plane. In this way he managed to escape.

The question is, why did he demand two parachutes?

The man wanted the hostess to think that she would jump with him and made her in this way give him good parachutes.

2. Hang-Gliding

Hang-gliding, like windsurfing, comes from America. The person who thought of this sport was Francis Rogallo. He got the idea when he was watching space capsules falling towards the sea.

The capsules had a sort of wing which helped them to go more slowly until they reached the sea. In 1972 Francis Rogallo took this idea and made the so-called "Rogallo sail-wing". This sail-wing is used in hang-gliders.

But the idea of a hang-glider is not as new as you might think. It was in the 15th century when Leonardo da Vinci drew some pictures of a hang-glider. It was a sort of a kite which could carry a person.

Later on in the 19th century the German Otto Lilienthal built a hang-glider with two wings; he made over 2,000 flights with it. He managed to travel about 350 meters with this hang-glider.

The longest distance travelled by a hang-glider is 173 km. This journey took more than five hours. It was in 1982. The record height at that time was 4,900 m. But when you travel at heights of more than 3,600 m, oxygen is needed. Hang-glider pilots can fly as far and as high as they wish; the hang-glider makes it possible.

Danger is always with you in a sport like this. But the number of deaths has gone down from ten to two each year since 1977.

Every country has different laws about hang-gliding. For example, in Britain a student pilot can fly with an instructor on a hang-glider which carries two people, but in some countries this is not allowed.

All over the world these giant butterflies are becoming more and more popular as people discover the fun of flying.

In Russia people are also interested in developing this kind of sport. There are several models of hang-gliders. For example, the Antonov design bureau designed a flex-wing hang-glider. Now it is in series production and is known as the Slavutich-UT.

UNIT 11

Key to Ex. 7

- | | |
|----------|------------|
| 1. bed | 7. erect |
| 2. depth | 8. tunnel |
| 3. hall | 9. lift |
| 4. local | 10. twelve |
| 5. layer | 11. eleven |
| 6. range | |

1. The White House

The White House is the residence of the president of the United States of America. It is situated in Washington, D. C. The White House was the first public building which was built in the capital of the USA. Its cornerstone was laid in 1792 nearly one year before George Washington laid the cornerstone for the Capitol Building.

Architect James Hoban submitted plans for the building and received a 500 dollar prize for his work.

In 1800 President John Adams and his wife moved into the building. At the beginning of the 19th century it was a light-grey structure made of sandstone. The construction of the building hadn't been completed by that time. There were almost no conveniences in the house. There were no bathrooms and water was carried by hand into the house from a spring which was five blocks away.

Work continued on the structure when Thomas Jefferson was elected president. In 1814 the building caught on fire. The interior was reduced to ashes, part of the outer walls were destroyed and the remaining walls were blackened. Later the building was reconstructed and reopened in 1818. Its light-grey sandstone exterior was painted white to cover the effects of the fire. It has been white ever since. Some people think it was from its white walls that the home of the president of the USA got its name. Other people believe that it got its name earlier, when it was still grey. Even then its grey sandstone walls looked white next to the red brick walls of other public buildings. Nevertheless the president's home was officially named the White House in 1902.

2. Experimental Bridge

Early bridges had to be built out of material close at hand. In tropical jungles suspension bridges were made of long bamboo poles. In the places where there were many forests, wood was used. In northern areas pier bridges were built out of stone. In the Middle Ages people constructed wooden beam type bridges. They were usually built on stone piers or wooden piles. Later there appeared concrete and metal bridges.

Nowadays some people are experimenting with different unusual materials. One of them is paper. Everyone associates paper with weakness. But paper-makers consider it to be a very strong material. In order to prove it paper-makers built a paper bridge across a narrow canyon in Nevada.

The bridge covered a span of 32 ft. The designers calculated that it could safely span 80 ft. The structure is ten ft.wide and four ft.high. It took the engineers only two months to design, test and construct the bridge.

For testing the engineers chose a truck which weighed 12,000 lb. This truck drove quite safely across the paper bridge. The engineers are sure that the bridge can take six times the truck load of 12,000 lbs. (pounds).

The bridge itself weighs 9,000 lbs. (pounds). So the structure was light enough to be laid into place by helicopter.

UNIT 12

Key to Ex. 8

- | | |
|--------------|-----------------|
| 1. indicate | 7. elevation |
| 2. angle | 8. building |
| 3. cover | 9. preliminary |
| 4. otherwise | 10. embankment |
| 5. deposits | 11. manufacture |
| 6. height | |

AUDIAL PRACTICE

1. Telephone Answering Machine

This is *Markony's* travel agency, 14 Oxford Street. We're sorry the agency is closed at the moment. From Monday to Thursday office hours are between nine-thirty a.m. and six-thirty p.m. Friday office hours are from ten-thirty a.m. to four p.m. If you have an urgent message please speak after the tone, or call us again during office hours.

Our telephone number is 6725871. Thank you for your call.

2. The Fantasy X22 Computer

Personal Computers or simply PCs are a common feature of our life. We use them to do calculations or prepare a text; we turn to them to present data with the help of graphs or diagrams, or just to relax playing computer games.

Do you know anything about the Fantasy X22? The Fantasy X22 is a truly modern desktop computer. It has a disk drive and a colour monitor. The dimension of the monitor is 14 inches. The main feature of the Fantasy X22 is that it comes with a printer for word processing. The Fantasy X22 is a great machine and has many advantages. It is compatible with most other machines. The price of the computer is \$ 800 which includes the printer. There are many programmes available for it. They are listed in the

catalogue. It has two floppy disk drives: for 3.5 and 5.1/4 inch disks. A CD ROM is also available if necessary. The computer has a keyboard of 101 keys. The hard disk has 840 megabytes of memory space. The computer has 640K of base memory and 8 MG of extended memory.

UNIT 13

Key to Ex. 6

- | | |
|-----------------|-------------|
| 1. transaction | 7. assets |
| 2. account | 8. cash |
| 3. credit | 9. stock |
| 4. abbreviation | 10. invoice |
| 5. trend | 11. profit |
| 6. loss | 12. finance |

AUDIAL PRACTICE

Cross-Cultural Communication

If you travel a lot for your job you may notice some cultural differences in different parts of the world. Coming to Great Britain you shouldn't expect people to shake hands with you when you see them regularly. But in France in the same situation you must shake hands. There are some differences between the States and Europe. In the States, people may ask personal questions about your family, for example, even if they don't know you very well. You shouldn't do this in Europe, especially in Southern Europe. In America you may find it surprising that the first time you see your partners they use your first name right from the start. You should use their first names in return. You shouldn't smoke without asking permission. Nobody expects you to shake everyone's hand every time. But you are expected to say "Hi" when seeing a person for the second or third time. Since people in America do not often pay in cash it is better to have at least one internationally used credit card. People say that when in restaurants you shouldn't treat waiters as servants and you should leave tips.

English-Russian Vocabulary

СОКРАЩЕНИЯ

a — adjective — прилагательное
adv — adverb — наречие
cj — conjunction — союз
n — noun — существительное
num — numeral — числительное

pl — plural — множественное число
pron — pronoun — местоимение
prp — preposition — предлог
v — verb — глагол

A

- about [ə'baʊt] *prp* (5) о, об; *adv* около, приблизительно, почти
above [ə'baʊ] *prp* (7) над, выше; *adv* наверх, наверху
access ['ækses] *n* (12) доступ, подход
accident ['æksɪdənt] *n* (3) авария, катастрофа
accumulation [ə.kju:mju'leɪʃn] *n* (1) накопление
achievement [ə'tʃi:vmənt] *n* (3) достижение
acquire [ə'kwɪə] *v* (11) приобретать
across [ə'krɒs] *prp* (10) через, сквозь
actually ['æktʃuəli] *adv* (11) 1. фактически; 2. действительно
adapter [ə'dæptə] *n* (12) адаптер
add [æd] *v* (4) прибавлять, соединять
adjust [ə'dʒʌst] *v* (12) приспособлять(ся)
administrative [əd'mɪnɪstrətɪv] *a* (6) административный
admission [əd'mɪʃn] *n* (5) доступ
adopt [ə'dɒpt] *v* (10) принимать
advanced [əd'vɑ:nst] *a* (7) передовой
advantage [əd'vɑ:ntɪdʒ] *n* (7) преимущество, польза
adviser [əd'vaɪzə] *n* (5) советник, консультант
aeroplane ['eərəpleɪn] *n* (9) самолет
after [ɑ:ftə] *prp* (1) после, за; *cj* после того как
age [eɪdʒ] *n* (1) 1. возраст; 2. век, эпоха
agree [ə'ɡri:] *v* (11) соглашаться
air [eə] *n* (3) воздух, атмосфера
aircraft ['eəkrɑ:ft] *n* (10) самолет, самолеты, авиация
almost ['ɔ:lməʊst] *adv* (1) почти, едва не
alone [ə'ləʊn] (10) один; *adv* только, исключительно
also [ɔ:lsəʊ] *adv* (8) тоже, также
although [ɔ:lðəʊ] *cj* (6) хотя
among [ə'mʌŋ] *prp* (4) среди, между
amount [ə'maʊnt] *n* (12) количество, сумма; *v* доходить до, равняться, составлять

angle [ˈæŋɡl] *n* (12) угол
 another [əˈnʌðə] *pron* (3) другой,
 еще один
 apparatus [ˌæpəˈreɪtəs] *n* (4) ап-
 парат
 appear [əˈpɪə] *v* (7) появляться,
 казаться
 application [ˌæplɪˈkeɪʃn] *n* (12)
 1. применение; 2. задача
 architectural [ˌɑːkɪˈtektʃərəl] *a* (6)
 архитектурный
 architecture [ˌɑːkɪtektʃə] *n* (6)
 архитектура
 arithmetic [əˈθɪmətɪk] *n* (2)
 арифметика
 army [ˈɑːmi] *n* (9) армия
 arouse [əˈraʊz] *v* (7) будить,
 пробуждать, вызывать
 arrow [ˈærou] *n* (12) стрела
 artery [ˈɑːtəri] *n* (6) артерия
 as long as [əz ˈlɔŋ əz] *conj* (2) пока
 aspect [ˈæspɛkt] *n* (6) аспект
 assemble [əˈseɪbl] *v* (7) соби-
 рать, монтировать
 as well as [əz ˈwel əz] *conj* (2) так
 же как
 atmosphere [ˈætməsfɪə] *n* (3) ат-
 мосфера
 atomic [əˈtɒmɪk] *a* (9) атомный
 at once *adv* (8) немедленно
 attack [əˈtæk] *n* (8) атака, напа-
 дение
 attend [əˈtend] *v* (1) посещать;
 присутствовать
 automatic [ˌɔːtəˈmætɪk] *a* (3) авто-
 матический
 automobile [ˌɔːtəməˈbiːl] *n* (11)
 автомобиль
 available [əˈveɪləbl] *a* (10) на-
 личный, имеющийся

В

back [bæk] *adv* (5) назад, обратно
 backward [ˈbækwəd] *a* (8) об-
 ратный; отсталый; *adv* назад
 barge [ˈbɑːdʒ] *n* (9) баржа
 barrier [ˈbæriə] *n* (11) барьер
 basis [ˈbeɪsɪs] *n* (11) основание,
 базис
 beam [biːm] *n* (11) 1. луч; 2. брус,
 балка
 beat [bi:t] *n* (8) удар, бой; *v* (beat,
 beaten) избить, ударять, стучать
 because [bɪˈkɔːz] *conj* (10) потому
 что, так как
 because of [bɪˈkɔːz əv] *prep* (8)
 из-за, вследствие, благодаря
 bed [bed] *n* (11) 1. постель; 2. ос-
 нование
 before [bɪˈfɔː] *prep* (1) перед,
 раньше
 behaviour [bɪˈheɪvjə] *n* (2) 1. по-
 ведение; 2. режим работы
 behind [bɪˈhaɪnd] *prep* (5) сзади,
 позади
 believe [bɪˈliːv] *v* (5) верить, по-
 лагать
 besides [bɪˈsaɪdz] *prep* (10) кроме
 between [bɪˈtwiːn] *prep* (1) между
 board [bɔːd] *n* (12) доска
 boat [bəʊt] *n* (9) лодка; *v* ка-
 таться на лодке
 borrow [ˈbɔːrou] *v* (7) заимство-
 вать, занимать
 both [bəʊθ] *pron* (4) оба, обе
 branch [brɑːntʃ] *n* (6) 1. ветвь;
 2. отрасль
 break down [ˈbreɪk ˈdaʊn] (broke,
 broken) *v* (10) ломаться, раз-
 рушаться

brick [brɪk] *n* (7) кирпич
bring [brɪŋ] (brought) *v* (3) при-
носить, приводить
build [bɪld] (built) *v* (2) стро-
ить, сооружать
bulky ['bʌlki] *a* (10) 1. большой;
2. громоздкий
burn [bɜ:n] *v* (3) жечь, сжигать
button ['bʌtn] *n* (12) 1. пугови-
ца; 2. кнопка
by means of *prep* (11) посредст-
вом

C

cable ['keɪbl] *n* (11) кабель, трос
calculate ['kælkjuleɪt] *v* (6) вы-
числять
call [kɔ:l] *v* (1) называть, вызы-
вать, призывать
canal [kə'næl] *n* (9) канал
canyon ['kænjən] *n* (11) каньон
capable ['keɪrəbl] *a* (10) спо-
собный
capacity [kə'pæsɪtɪ] *n* (9) мощ-
ность, емкость
capital ['kæpɪtəl] *n* (6) столица
care [keə] *n* (5) забота
carefully ['keəfʊli] *adv* (6) акку-
ратно, тщательно
cargo ['kɑ:gou] *n* (10) груз
carry ['kæri] *v* (3) везти, пере-
возить
carry out *v* (4) выполнять
case [keɪs] *n* (12) случай
cathedral [kə'θi:drəl] *n* (6) собор
cause [kɔ:z] *n* (4) 1. дело; 2. при-
чина, основание; *v* заставлять,
вызывать
cement [si'ment] *n* (7) цемент

central ['sentrəl] *a* (11) цент-
ральный
centre ['sentə] *n* (1) центр
century ['sentʃuri] *n* (9) век,
столетие
ceramic [si'gæmɪk] *a* (6) керами-
ческий
chain [tʃeɪn] *n* (11) цепь, цепоч-
ка; *v* сковывать
change [tʃeɪndʒ] *n* (3) измене-
ние; *v* изменять(ся)
channel [tʃænl] *n* (6) 1. канал;
2. пролив
character ['kærəktə] *n* (12) символ
charge [tʃɑ:dʒ] *v* (8) 1. поручать;
2. заряжать
chemical ['kemɪkl] *a* (4) хими-
ческий
chemist ['kemɪst] *n* (5) химик
chemistry ['kemɪstri] *n* (5) химия
chiefly ['tʃi:flɪ] *adv* (8) особен-
но, главным образом
choose [tʃu:z] (chose, chosen) *v*
(5) выбирать
circular ['sɑ:kjulə] *a* (11) круг-
лый
civil ['sɪvl] *a* (11) гражданский
civilization [ˌsɪvɪlaɪ'zeɪʃn] *n* (8)
цивилизация
clay [kleɪ] *n* (3) глина
clear [kleə] *v* (5) очищать
climate ['klaɪmɪt] *n* (7) климат
close [klaus] *a* (4) близкий, тес-
ный; [klaʊz] *v* закрывать
cloud [klaʊd] *n* (10) облако, туча
coach [kəʊtʃ] *n* (8) карета, эки-
паж
coal [kəʊl] *n* (3) уголь
collapse [kə'læps] *n* (8) разру-
шение, крушение; *v* рушиться,
разрушаться

colony ['kɒləni] *n* (9) колония
combination [ˌkɒmbɪ'neɪʃn] *n*
(12) комбинация
combine [kəm'baɪn] *v* (10) объе-
динять
combustion [kəm'blʌstʃ(ə)n] *n* (8)
горение, сгорание
comfortable [ˈkʌmfətəbl] *a* (6)
комфортабельный
command [kə'mɑ:nd] *n* (12) ко-
манда, приказ
communication [kə.mju:ni'keɪʃn]
n (11) связь, коммуникация
companion [kəm'pænjən] *n* (9)
товарищ, спутник
company ['kʌmpəni] *n* (5) ком-
пания
compass ['kʌmpəs] *n* (9) компас
compatible [kəm'pætəbl] *a* (12)
совместимый, сходный
complete [kəm'pli:t] *a* (1) пол-
ный; *v* заканчивать
complicated [ˈkɒmplikeɪtɪd] *a* (5)
сложный, трудный
component [kəm'pounənt] *n*
(12) компонент
computer [kəm'pjʊ:tə] *n* (12)
компьютер
concern [kən'sɜ:n] *v* (11) ка-
саться, иметь отношение; *n*
забота
concrete ['kɒkri:t] *n* (7) бетон;
a конкретный
conference ['kɒnfərəns] *n* (5)
конференция
conical ['kɒnɪkl] *a* (7) кониче-
ский
connect [kə'nekt] *v* (8) соеди-
нить, связывать
consider [kən'sɪdə] *v* (3) счи-
тать, полагать, рассматривать

considerable [kən'sɪd(ə)rəbl] *a*
(6) значительный, важный
consist (of) [kən'sɪst] *v* (2) со-
стоять
constant ['kɒnstənt] *a* (4) посто-
янный
construction [kən'strʌkʃ(ə)n] *n* (6)
строительство, строение
contain [kən'teɪn] *v* (4) содер-
жать, вмещать
contents ['kɒntənts] *n* (12) со-
держание
contract ['kɒntrækt] *n* (12) кон-
тракт
contrast ['kɒntrəst] *n* (5) контраст
control [kən'trəʊl] *n* (3) конт-
роль, управление; *v* контро-
лировать, управлять
convenient [kən'vi:njənt] *a* (6)
удобный
convert [kən'vɜ:t] *v* (10) пре-
вращать, преобразовывать
cost [kɒst] *n* (10) цена, стои-
мость; *v* (cost) стоить
cotton ['kɒtn] *n* (9) хлопок
course [kɔ:s] *n* (1) 1. курс; по-
ток; 2. слой
cover ['kʌvə] *v* (7) покрывать; *n*
крышка, покрытие
crack [kræk] *n* (11) трещина; *v*
треснуть, растрескаться
cross [krɒs] *v* (9) пересекать; *n*
крест
cross-section ['krɒs.sekʃ(ə)n] *n*
(11) поперечное сечение
crowd [kraʊd] *n* (7) толпа; *v*
толпиться
current ['kʌrənt] *a* (8) текущий;
n ток; течение
cut [kʌt] (cut) *v* (7) 1. резать; 2. со-
кращать

D

damage ['dæmɪdʒ] *n* (7) ущерб;
v наносить ущерб
decide [dɪ'saɪd] *v* (2) решать
deep [di:p] *a* (3) глубокий
deepen ['di:p(ə)n] *v* (9) углуб-
лять, погружать
degree [dɪ'grɪ:] *n* (3) 1. степень;
2. градус
delay [dɪ'leɪ] *v* (8) задерживать,
откладывать; *n* задержка
demand [dɪ'mɑ:nd] *n* (11) спрос,
требование; *v* требовать
democratic [,demə'krætɪk] *a* (1)
демократический
density ['densɪti] *n* (10) густота,
плотность
depend (on, upon) [dɪ'pend] *v*
(7) 1. зависеть; 2. полагаться,
рассчитывать
depth [depθ] *n* (11) глубина
design [dɪ'zain] *n* (9) проект,
конструкция; *v* конструиро-
вать, проектировать
destroy [dis'trɔɪ] *v* (7) разру-
шать
determine [dɪ'tə:mɪn] *v* (4) уста-
навливать, определять
develop [dɪ'veləp] *v* (2) разви-
ваться, разрабатывать; совер-
шенствоваться
device [dɪ'vaɪs] *n* (8) прибор,
устройство
diesel ['di:zəl] *n* (9) дизель
direction [dɪ'rekʃ(ə)n] *n* (7) на-
правление; указание
directly [dɪ'rekʃli] *adv* (8) пря-
мо, непосредственно
discipline ['dɪsɪplɪn] *n* (2) дис-
циплина

discovery [dɪs'kʌv(ə)rɪ] *n* (4) от-
крытие
discuss [dɪs'kʌs] *v* (2) обсуждать
disk [dɪsk] *n* (12) диск
display [dɪs'pleɪ] *v* (12) выстав-
лять, показывать; *n* дисплей,
экран
distance ['dɪstəns] *n* (8) расстоя-
ние
distribute [dɪs'trɪbjʊ:t] *v* (11)
распределять
district ['dɪstrɪkt] *n* (6) район
divide [dɪ'vaɪd] *v* (1) делить,
разделять
doctor ['dɒktə] *n* (4) доктор
dot [dɒt] *n* (12) точка
doubt [daʊt] *n* (11) сомнение; *v*
сомневаться
drag [dræg] *v* (8) тащить, воло-
чить
drawback ['drɔ:bæk] *n* (10) 1. не-
достаток; 2. помеха
drive [draɪv] (drove, driven) *v* (3)
1. управлять; 2. приводить в дви-
жение; 3. вбивать; *n* (12) диско-
вод
driver ['draɪvə] *n* (12) 1. води-
тель; 2. программа управле-
ния устройствами компьюте-
ра
dry [draɪ] *a* (3) сухой
due to [dju:] *ppr* (12) благодаря,
из-за
duration [dju'reɪʃn] *n* (7) про-
должительность
during ['dʒuəɪŋ] *ppr* (1) в тече-
ние, в продолжение
dynamite ['daɪnəmaɪt] *n* (5) ди-
намит

Е

each [i:tʃ] *pron* (2) каждый
early ['ɜ:lɪ] *adv* (2) рано
earphone ['iəfəʊn] *n* (12) наушники
earth [ɜ:θ] *n* (7) земля
easy ['i:zi] *a* (3) легкий
economic [i:kə'nɒmɪk] *a* (1) экономический
education [ˌedʒu(:)'keɪʃ(ə)n] *n* (1) образование, просвещение
efficient [i'fɪʃnt] *a* (9) продуктивный
effort ['efət] *n* (7) усилие
either ... or ['aɪðə ... 'ɔ:] *conj* (1) или ... или
electric [i'lektrɪk] *a* (3) электрический
electronics [ˌɪlek'trɒnɪks] *n* (12) электроника
element ['elɪmənt] *n* (4) элемент
else [els] *adv* (4) еще, кроме
emergency [i'mɜ:dʒənsɪ] *n* (10) крайняя необходимость; непредвиденный случай
empty ['emptɪ] *a* (3) пустой
end [end] *n* (9) конец; *v* кончатся
engine ['endʒɪn] *n* (8) мотор, двигатель
enough [ɪ'nʌf] *adv* (4) достаточно
entirely [ɪn'taɪəli] *adv* (3) целиком, полностью
entrance ['entrəns] *n* (1) вход, вступление
equip [i'kwɪp] *n* (1) оборудовать
erect [i'rekt] *v* (11) сооружать, строить
escalator ['eskəleɪtə] *n* (3) эскалатор

especially [ɪs'peʃ(ə)li] *adv* (2) особенно, в особенности
essential [ɪ'senʃəl] *a* (2) существенный, неотъемлемый
establishment [ɪs'tæblɪʃmənt] *n* (6) 1. основание; 2. установление
estimate ['estɪmeɪt] *v* (11) 1. устанавливать, подсчитывать приблизительно; 2. оценивать; ['estɪmɪt] *n* оценка
ethics ['eθɪks] *n* (1) этика
even ['i:v(ə)n] *adv* (2) даже
ever ['evə] *adv* (10) когда-либо
every ['evri] *pron* (5) каждый, всякий
evolve [ɪ'vɒlv] *v* (11) развиваться(ся)
excellent ['eksələnt] *a* (5) отличный, превосходный
exist [ɪg'zɪst] *v* (6) существовать
expand [ɪks'pænd] *v* (6) расширяться, увеличиваться (в объеме)
expect [ɪks'pekt] *v* (5) ожидать
expensive [ɪks'pensɪv] *a* (7) дорогой
experience [ɪks'pɪəriəns] *n* (3) опыт
experiment [ɪks'perɪmənt] *n* (4) эксперимент
explanation [ˌeksplə'neɪʃ(ə)n] *n* (4) объяснение
extend [ɪks'tend] *v* (7) 1. расширять; 2. распространять; 3. вытягивать
extra ['ekstrə] *a* (10) дополнительный
extremely [ɪks'tri:mli] *adv* (11) крайне, чрезвычайно

F

facilitate [fə'siliti:t] *v* (6) облегчать
facilities [fə'silitiz] *n* (6) 1. обо-
рудование; 2. сооружение; 3. воз-
можности, благоприятные ус-
ловия
fact [fækt] *n* (2) факт
fail [feil] *v* (1) потерпеть неуда-
чу; провалиться (на экзамене)
fall [fɔ:l] *v* (fell, fallen) (11) па-
дать; *n* падение
fast [fɑ:st] *a* (10) 1. крепкий,
стойкий, твердый; 2. ско-
рый, быстрый
feature ['fi:tʃə] *n* (6) особен-
ность, характерная черта
a few [fju:] *pron* (9) несколько
field [fi:ld] *n* (1) 1. поле; 2. об-
ласть, сфера деятельности
file [faɪl] *n* (12) папка
film [film] *n* (10) фильм
final ['faɪnəl] *a* (1) окончательный
financial [faɪ'nænʃəl] *a* (5) фи-
нансовый
find [faɪnd] (found) *v* (2) нахо-
дить, обнаруживать; *f. out*
разузнуть, узнать
fit [fit] *v* (10) 1. устанавливать;
2. соответствовать; *a* годный,
подходящий
flag [flæg] *n* (3) флаг
flat [flæt] *a* (7) плоский, ровный
flat *n* (7) квартира
floppy ['flɒpi] *a* (12) гибкий; *n*
гибкий диск
flow [flou] *n* (10) поток; *v* течь
fly [flaɪ] (flew, flown) *v* (9) ле-
тать
follow ['fɒlou] *v* (3) следовать,
идти за

foot [fut] *n* (3) 1. нога, ступня;
2. фут = 30,48 см
for [fɔ:] *conj* (9) так как; *prep* для;
в течение
force [fɔ:s] *n* (8) сила, мощ-
ность; *v* заставлять, принуж-
дать
foreign ['fɔ:ɡɪn] *a* (1) иностран-
ный
format ['fɔ:mæt] *n* (12) формат
forward ['fɔ:wəd] *adv* (10) впе-
ред
found [faʊnd] *v* (6) основывать
France [frɑ:ns] *n* (4) Франция
free [fri:] *a* (2) свободный
fuel ['fjuəl] *n* (9) топливо; *v*
снабжать топливом, заправ-
ляться
full [ful] *a* (3) полный, целый
furnish ['fɜ:nɪʃ] *v* (4) снабжать
further ['fɜ:ðə] *adv* (11) дальше;
a дальнейший
furthermore [ˌfɜ:ðə'mɔ:] *adv* (7)
кроме того, к тому же

G

gain [geɪn] *v* (10) 1. приобре-
тать; 2. выигрывать
game [geɪm] *n* (12) игра
general ['dʒenərəl] *a* (8) 1. об-
щий, всеобщий; 2. обычный;
3. главный
gentleman ['dʒentlmən] (*pl* gentle-
men) *n* (3) джентльмен
geography [dʒɪ'ɒɡrəfi] *n* (1) гео-
графия
get [get] (got) *v* (4) 1. доби-
раться; 2. становиться; 3. по-
лучать

goods [gudz] *n* (8) товары
go on [gou] (went, gone) *v* (5)
продолжать
gradually ['grædjuəli] *adv* (8) по-
степенно
graduate (from) ['grædjuet] *v* (1)
окончить высшее учебное
заведение; ['grædjuət] *n* вы-
пускник
graphics ['græfiks] *n* (12) графика
a great deal of [ə 'greit 'di:l əv]
(9) множество, большое ко-
личество
group [gru:p] *n* (2) группа
grow [grou] (grew, grown) *v* (2)
1. расти; 2. выращивать; 3. ста-
новиться

Н

hand [hænd] *n* (8) рука; *v* вручать
happen ['hæpən] *v* (3) случаться
hard [hɑ:d] *a* (2) твердый, су-
ровый; *adv* упорно; много
hardware ['hɑ:dwɛə] *n* (12) ап-
паратное обеспечение
heat [hi:t] *v* (7) нагревать, отоп-
лять
helicopter ['helikɔptə] *n* (10)
вертолет
higher ['haɪə] *a* (1) высший; *n.*
education высшее образование
historic [his'tɔrɪk] *a* (3) истори-
ческий
history ['hɪstəri] *n* (2) история
hole [houl] *n* (7) отверстие; дыра
horse-power ['hɔ:s'pauə] *n* (9)
лошадиная сила; мощность в
лошадиных силах
huge [hju:dʒ] *a* (7) огромный

I

icon ['aɪkən] *n* (12) икона
idea [aɪ'diə] *n* (8) идея
idealist [aɪ'diəlɪst] *n* (5) идеа-
лист
idle ['aɪdl] *a* (12) незанятый;
техн. холостой
important [ɪm'pɔ:tənt] *a* (1)
важный
improvement [ɪm'pru:vmənt] *n*
(6) улучшение
impulse ['ɪmpʌls] *n* (3) импульс
include [ɪn'klu:d] *v* (2) вклю-
чать
increase [ɪn'kri:s] *v* (6) увели-
чивать; *n* ['mkri:s] увеличе-
ние
industrial [ɪn'dʌstriəl] *a* (6) про-
мышленный
industrialist [ɪn'dʌstriəlɪst] *n* (5)
промышленник
industrialize [ɪn'dʌstriəlaɪz] *v* (7)
индустриализировать
industry ['ɪndʌstri] *n* (5) индус-
трия
influence ['ɪnfluəns] *n* (2) влия-
ние, действие
information [ˌɪnfə'meɪʃn] *n* (1)
информация
infrastructure [ɪnfrə'strʌktʃə] *n*
(6) инфраструктура
in order to ['ɔ:də] *prp* (9) для
того чтобы
in spite of [spat] *prp* (3) несмотря на
install [ɪn'stɔ:l] *v* (3) устанавливать
*instead of [ɪn'sted] *prp* (6) вместо
instruction [ɪn'strʌkʃn] *n* (2) ин-
струкция
internal [ɪn'tə:nl] *a* (8) внутрен-
ний

introduce [ˌɪntrəˈdjuːs] *v* (1) 1. вводить, вставлять; 2. вводить в употребление
introduction [ˌɪntrəˈdʌkʃ(ə)n] *n* (8) введение
in turn [təːn] (7) в свою очередь; по очереди
iron [ˈaɪə] *n* (9) железо
island [ˈaɪlənd] *n* (9) остров

J

job [dʒɒb] *n* (5) работа
justify [ˈdʒʌstɪfaɪ] *v* (5) подтверждать; оправдывать

K

keep [kiːp] (kept) *v* (2) 1. держать; 2. сохранять
key [kiː] *n* (12) клавиша
keyboard [ˈkiːbɔːd] *n* (12) клавиатура
kind [kaɪnd] *n* (5) 1. род; 2. вид, сорт
knowledge [ˈnɒlɪdʒ] *n* (2) знание

L

laboratory [ləˈbɒrətəri] *n* (5) лаборатория
land [lənd] *n* (4) земля, суша
language [ˈlæŋɡwɪdʒ] *n* (1) язык
last [lɑːst] *v* (1) длиться, продолжаться
late [leɪt] *a* (1) последний
lay [leɪ] (laid) *v* (11) класть, положить

layer [ˈleɪ(ɪ)ə] *n* (11) слой
lead [liːd] (led) *v* (8) 1. вести; 2. руководить
leave [liːv] (left) *v* (1) 1. оставлять; 2. покидать
length [leŋθ] *n* (6) 1. длина; 2. продолжительность, протяженность
level [ˈlevl] *n* (3) уровень
liberal [ˈlɪbərə] *a* (2) либеральный
lift [lɪft] *n* (11) лифт; *v* поднимать
light [laɪt] *n* (5) свет, освещение
like [laɪk] *a* (9) 1. подобный, похожий; 2. одинаковый; *prp* как, словно
linguist [ˈlɪŋɡwɪst] *n* (5) лингвист
link [lɪŋk] *n* (6) звено; связь; *v* связывать, сцеплять
literature [ˈlɪtərətʃə] *n* (1) литература
load [ləʊd] *n* (9) 1. груз; 2. нагрузка; *v* грузить
local [ˈləʊkəl] *a* (11) местный
locomotive [ˌləʊkəˈmɔʊtɪv] *n* (3) локомотив
logic [ˈlɒdʒɪk] *n* (1) логика
lorry [ˈlɒrɪ] *n* (8) грузовик
lose [luːz] (lost) *v* (10) терять; проиграть
low [ləʊ] *a* (10) 1. низкий; 2. тихий

M

machine [məˈʃiːn] *n* (3) машина
magnetic [mæɡˈnetɪk] *a* (9) магнитный

- magnetism [ˈmæɡnɪtɪzəm] *n* (4) магнетизм
- main [meɪn] *a* (3) главный, основной
- maintain [menˈteɪn] *v* (3) поддерживать, содержать
- major [ˈmeɪdʒə] *a* (6) основной
- make [meɪk] (made) *v* (5) 1. делать; 2. заставлять
- manual [ˈmænjʊəl] *n* (12) 1. справочник, руководство; 2. *a* ручной
- manufacture [ˌmænjuˈfæktʃə] *n* (7) производство; *v* производить
- manuscript [ˈmænjuːskrɪpt] *n* (1) рукопись
- mark [mɑːk] *n* (4) отметка, оценка
- master [ˈmɑːstə] *v* (5) изучать, овладевать
- mathematics [ˌmæθɪˈmætɪks] *n* (1) математика
- maximum [ˈmæksɪmə] *n* (3) максимум
- mean [miːn] (meant) *v* (8) значить; иметь в виду
- means [miːnz] *n* (6) средство, способ
- in the meantime [ˈmiːntaɪm] (5) тем временем
- measure [ˈmeʒə] *n* (8) мера; *v* измерять
- mechanic [miˈkænik] *n* (8) механик; *a* механический
- medical [ˈmedɪkl] *a* (10) медицинский
- medicine [ˈmedɪsɪn] *n* (5) медицина
- meet [miːt] (met) *v* (4) встречать
- megabyte [ˈmegəbaɪt] *n* (12) мегабайт
- megapolis [ˌmegəˈpɒlɪs] *n* (6) мегаполис
- member [ˈmembə] *n* (5) 1. член; 2. элемент конструкции
- memorial [miˈmɔːriəl] *n* (5) мемориал
- mention [ˈmenʃ(ə)n] *v* (11) упомянуть; *n* упоминание
- merely [ˈmiəli] *adv* (10) только, просто
- metal [ˈmetl] *n* (4) металл
- meteorologist [ˌmiːtɪəˈrɒlədʒɪst] *n* (10) метеоролог
- method [ˈmeθəd] *n* (3) метод
- middle [ˈmɪdl] *n* (7) середина
- migration [maɪˈɡreɪʃn] *n* (6) переселение
- mile [maɪl] *n* (9) миля
- million [ˈmɪljən] *n* (3) миллион
- millionaire [ˌmɪljəˈneə] *n* (5) миллионер
- military [ˈmɪlɪtəri] *a* (2) военный
- mineral [ˈmɪnərəl] *n* (4) минерал
- moment [ˈməʊmənt] *n* (8) момент
- monitor [ˈmɒnɪtə] *n* (12) монитор
- monument [ˈmɒnjumənt] *n* (6) монумент
- motor [ˈməʊtə] *n* (9) двигатель
- mouse [maʊs] *n* (12) 1. мышь; 2. мышь (устройство для ввода информации в компьютер)
- move [muːv] *v* (3) двигать(ся)

N

narrow ['nærou] *a* (9) узкий
nation ['neɪʃn] *n* (5) народ, нация
national ['næʃnəl] *a* (1) национальный
nationality [ˌnæʃə'neɪlɪtɪ] *n* (5) национальность
nature ['neɪtʃə] *n* (2) природа
nearly ['niəli] *adv* (10) почти
necessary ['nesɪsəri] *a* (2) необходимый, нужный
need [ni:d] *v* (2) нуждаться
negligible ['neglɪdʒəbl] *a* (9) незначительный
note [nəʊt] *n* (1) заметка, записка
nuclear ['nju:kliə] *a* (5) ядерный
number ['nʌmbə] *n* (6) число, количество; номер
numerous ['nju:m(ə)rəs] *a* (3) многочисленный

O

object ['ɒbdʒɪkt] *n* (11) 1. вещь, предмет; 2. объект; 3. цель; [əb'dʒekt] *v* возражать
observe [əb'zə:v] *v* (10) наблюдать, замечать
obtain [əb'teɪn] *v* (4) 1. получать; 2. достигать
occur [ə'kɜ:] *v* (5) случаться, происходить
offer ['ɒfə] *v* (4) предлагать
often ['ɒ:fn] *adv* (3) часто
oil [ɔɪl] *n* (9) масло; нефть; *v* смазывать

once [wʌns] *adv* (4) 1. раз; 2. однажды
only ['əʊnli] *adv* (2) только; *a* единственный
operate ['ɒpəreɪt] *v* (9) 1. работать, действовать; 2. эксплуатировать
opportunity [ˌɒpə'tju:nɪtɪ] *n* (5) благоприятная возможность
ordinary ['ɔ:dnəri] *a* (4) обычный
organization [ˌɔ:gənaɪ'zeɪʃn] *n* (5) организация
organize ['ɔ:gənaɪz] *v* (2) организовывать
other ['ʌðə] *a* (2) другой
outside [ˌaʊt'saɪd] *adv* (3) снаружи
outstanding [ˌaʊt'stændɪŋ] *a* (11) выдающийся
oval ['əʊəl] *a* (7) овальный
owing to ['əʊɪŋ] *prep* (9) благодаря
own [əʊn] *a* (5) собственный

P

parallel ['pærəlel] *a* (11) параллельный
park [pɑ:k] *n* (6) парк
parliament ['pɑ:ləmənt] *n* (6) парламент
part [pɑ:t] *n* (7) часть, доля; *v* расставаться
particularly [pə'tɪkjʊləli] *adv* (10) особенно
pass an examination [pɑ:s] (1) сдать экзамен
passage ['pæsɪdʒ] *n* (11) проход, переход

patriotic [ˌpætrɪˈɒtɪk] *a* (5) патриотический
pave [peɪv] *v* (8) мостить
pay [peɪ] (paid) *v* (8) платить;
n плата
pay attention (2) уделять внимание
peak [pi:k] *n* (11) пик, вершина
penetrate [ˈpenɪtreɪt] *v* (11) проникать
perform [pəˈfɔ:m] *v* (6) исполнять, выполнять
period [ˈpɪəriəd] *n* (7) период
permanent [ˈpɜ:mənənt] *a* (6) постоянный
phenomena [fɪˈnɒmɪnə] *n* (1) явление, феномен
philosophy [fɪˈlɒsəfi] *n* (5) философия
photo [ˈfəʊtəʊ] *n* (12) фото, фотография
photographic [ˌfəʊtəˈgræfɪk] *a* (4) фотографический
photography [fəˈtɒgrəfi] *n* (10) фотография
physical [ˈfɪzɪkl] *a* (2) физический
physics [ˈfɪzɪks] *n* (1) физика
physiology [ˌfɪziˈɒlədʒi] *n* (5) физиология
piece [pi:s] *n* (5) часть, кусок
pile [paɪl] *n* (11) куча, груда; свая
pilot [ˈpaɪlət] *n* (10) пилот
place [pleɪs] *n* (7) место; *v* помещать, укладывать, располагать
platform [ˈplætfɔ:m] *n* (3) платформа
plenty of [ˈplenti] (5) много
plug [plʌɡ] *v* (12) затыкать; plug in вставлять

point [pɔɪnt] *n* (9) 1. точка; 2. пункт
point out *v* (4) указывать
pointer [ˈpɔɪntə] *n* (12) указатель, указка
politics [ˈpɒlɪtɪks] *n* (2) политика
population [ˌpɒpjʊˈleɪʃ(ə)n] *n* (6) население
port [pɔ:t] *n* (9) порт
position [pəˈzɪʃn] *n* (10) положение
possible [ˈpɒsəbl] *a* (2) возможный
power [ˈpaʊə] *n* (12) сила, мощность, энергия; *v* приводить в движение
powerful [ˈpaʊəfʊl] *a* (4) мощный
practice [ˈpræktɪs] *n* (10) практика
precaution [prɪˈkə:ʃn] *n* (10) предосторожность, предостережение
present [prɪˈzent] *v* (1) представлять
prevent [prɪˈvent] *v* (11) предотвращать; мешать
previous [ˈpri:vjəs] *a* (6) предыдущий
primary [ˈpraɪməri] *a* (1) начальный; основной, первоначальный
primitive [ˈprɪmɪtɪv] *a* (7) первобытный
prince [prɪns] *n* (6) принц, князь
prize [praɪz] *n* (5) приз, премия
probably [ˈprɒbəbli] *adv* (5) вероятно
problem [ˈprɒbləm] *n* (4) проблема

process ['prouses] *v* (12) обра-
батывать

produce [prə'dju:s] *v* (2) произ-
водить

programme ['prougræm] *n* (3)
программа

progress ['prougres] *n* (11) про-
гресс

progressive [prə'gresiv] *a* (5)
прогрессивный

project ['prɒdʒekt] *n* (11) проект

promote [prə'mout] *v* (9) спо-
собствовать, содействовать

proper ['prɒpə] *a* (11) 1. свойст-
венный; 2. надлежащий

property ['prɒpəti] *n* (4) 1. свойст-
во; 2. собственность

protection [prə'tekʃən] *n* (9) за-
щита

prove [pru:v] *v* (9) 1. доказы-
вать; 2. оказываться

provide [prə'vaɪd] *v* (2) обеспе-
чивать; снабжать

psychology [saɪ'kɒlədʒi] *n* (1)
психология

public ['pʌblɪk] *a* (2) общест-
венный

punctuation [ˌpʌŋktju'eɪʃn] *n*
(12) пунктуация

purpose ['ɜ:pəs] *n* (10) цель,
намерение

put up [put] (put) *v* (7) 1. подни-
мать; 2. воздвигать

pyramid ['pɪrəmid] *n* (7) пирамида

Q

quality ['kwɒlɪti] *n* (6) качество

quantity ['kwɒntəti] *n* (9) коли-
чество

quite [kwaɪt] *adv* (2) вполне,
довольно

R

radar ['reɪdə] *n* (10) радар

radiation [ˌreɪdɪ'eɪʃən] *n* (9) ра-
диация

radio ['reɪdiəu] *n* (10) радио

radioactivity [ˌreɪdɪəʊæk'tɪvɪti] *n*
(4) радиоактивность

radium ['reɪdɪəm] *n* (4) радий

railway ['reɪlweɪ] *n* (3) железная
дорога

range [reɪndʒ] *n* (1) 1. цепь
(гор); 2. пределы (колебаний)

rapid ['ræpɪd] *a* (6) быстрый

rather ['rɔ:ðə] *adv* (8) скорее,
лучше; предпочтительнее

raw [rɔ:] *a* (9) сырой, необра-
ботанный

ray [reɪ] *n* (4) луч

reach [ri:tʃ] *v* (11) простираться,
достигать

reactor [rɪ'æktə] *n* (9) реактор

readily ['redɪli] *adv* (11) 1. охот-
но; 2. быстро; 3. легко

readings ['ri:dɪŋz] *n pl* (10) по-
казатели, данные

really ['ri:əli] *adv* (5) действи-
тельно

reason ['ri:zn] *n* (6) 1. причина,
повод; 2. рассудок

receive [rɪ'si:v] *v* (1) 1. полу-
чать; 2. принимать (гостей)

recent ['ri:snt] *a* (6) недавний

recognize ['rekəgnaɪz] *v* (10)
узнавать; признавать

reduce [rɪ'dju:s] *v* (12) умень-
шать, понижать

refer [rɪ'fɜ:] *v* (12) ссылаться
reform [rɪ'fɔ:m] *n* (1) реформа
refuse [rɪ'fju:z] *v* (4) отказываться(ся)
region ['rɪdʒ(ə)n] *n* (7) край, область
regular ['regjələ] *a* (10) регулярный
release [rɪ'li:s] *v* (10) освобождать; отпускать; *n* выпуск
reliable [rɪ'laɪəbl] *a* (9) надежный
remain [rɪ'meɪn] *v* (6) оставаться
remark [rɪ'mɑ:k] *v* (8) замечать, отмечать; *n* замечание
remote [rɪ'məʊt] *a* (12) дальний, отдаленный
repair [rɪ'reə] *n* (8) ремонт; *v* чинить, ремонтировать
replace [rɪ'pleɪs] *v* (9) заменять
require [rɪ'kwaɪə] *v* (1) требовать
research [rɪ'sə:tʃ] *n* (4) исследование
resolution [ˌrezə'lʊ:ʃn] *n* (12) разрешающая способность
restaurant ['restərɒnt] *n* (6) ресторан
restore [rɪs'tɔ:] *v* (7) восстанавливать
result [rɪ'zʌlt] *n* (6) результат
return [rɪ'tɜ:n] *v* (1) возвращать(ся)
revolution [ˌrevə'lʊ:ʃn] *n* (9) революция
rhetoric [rɪ'tɔ:rɪk] *a* (2) риторический
rise [raɪz] (rose, risen) *v* (5) подниматься
rock [rɒk] *n* (1) скала; горная порода

roof [ru:f] *n* (7) крыша
rope [rəʊp] *n* (11) канат, веревка, трос
rough [rʌf] *a* (12) грубый, шероховатый
round [raʊnd] *prp* (9) вокруг
route [ru:t] *n* (6) маршрут, путь
run [rʌn] (ran, run) *v* (9) 1. бегать; проходить; 2. работать (о машине)

S

safety ['seɪftɪ] *n* (3) безопасность
sail [seɪl] *v* (9) плавать; *n* парус
the same [seɪm] *a* (8) тот (же) самый, одинаковый
sand [sænd] *n* (3) песок
scale [skeɪl] *n* (6) 1. масштаб; 2. шкала
scarcely ['skeəslɪ] *adv* (4) едва
schedule ['ʃedju:l] *n* (5) расписание, график
scheme [ski:m] *n* (11) 1. схема; 2. план, программа
science ['saɪəns] *n* (4) наука
screen [skri:n] *n* (12) экран
screen saver ['skri:n,seɪvə] (12) режим отключения экрана при паузах в работе
season [si:zn] *n* (7) сезон
seat [si:t] *n* (6) место; *v* вмещать, помещать
secondary school ['sek(ə)nd(ə)rɪ] (1) средняя школа
secure [sɪ'kjʊə] *v* (11) 1. закреплять; 2. гарантировать, обеспечивать; *a* надежный
seem [si:m] *v* (9) казаться

send [send] (sent) *v* (2) посылать, отправлять
serious ['sɪəriəs] *a* (10) серьезный
serve [sɜ:v] *v* (7) служить
service ['sɜ:vɪs] *n* (2) служба
settle ['setl] *v* (8) разрешать (вопрос)
several ['sevrəl] *a* (6) несколько
shake [ʃeɪk] (shook, shaken) *v* (5) трясти
shallow ['ʃæləʊ] *a* (7) мелкий, неглубокий
shape [ʃeɪp] *n* (7) форма, вид; *v* придавать форму
share [ʃeə] *v* (11) делить, распределять
sharp [ʃɑ:p] *a* (12) острый
shift [ʃɪft] *n* (1) смена
ship [ʃɪp] *n* (9) корабль, судно; *v* перевозить грузы по воде
shop [ʃɒp] *n* (1) 1. цех, мастерская; 2. магазин
shortage ['ʃɔ:tɪdʒ] *n* (7) недостаток
show [ʃəʊ] (showed, shown) *v* (2) показывать, демонстрировать
side [saɪd] *n* (2) сторона
signal ['sɪgnəl] *n* (3) сигнал
significance [sɪg'nɪfɪkəns] *n* (6) 1. значение; 2. важность
similar ['sɪmɪlə] *a* (4) подобный, сходный
simple ['sɪmpl] *a* (4) простой, элементарный
site [saɪt] *n* (1) 1. участок; 2. местоположение
size [saɪz] *n* (9) размер, величина
skilled [skɪld] *a* (10) опытный, умелый

slide [slaɪd] *v* (12) скользить
slowly ['sləʊli] *adv* (9) медленно, тихо
smooth [smu:ð] *a* (9) гладкий, ровный
social ['səʊəl] *a* (2) социальный
so far [səʊ 'fɑ:] (11) до сих пор
so far as [səʊ 'fɑ:g əz] *cj* (4) насколько
software ['sɔftweə] *n* (12) программное обеспечение
soil [sɔɪl] *n* (8) почва
solve [sɒlv] *v* (6) решать
soon [su:n] *adv* (4) скоро, вскоре
sort [sɔ:t] *n* (2) сорт
so that ['səʊ ðæt] *cj* (2) чтобы
source [sɔ:s] *n* (8) 1. источник; 2. начало
space [speɪs] *n* (4) 1. пространство; 2. место
special ['speʃəl] *a* (2) специальный
specialize ['speʃəlaɪz] *v* (12) специализировать(ся)
speed [spi:d] *n* (3) скорость
sphinx [sfɪŋks] *n* (7) сфинкс
split [splɪt] *v* (4) расщеплять(ся), разделять(ся)
sport [spɔ:t] *n* (6) спорт
stadium ['steɪdɪəm] *n* (6) стадион
stage [steɪdʒ] *n* (8) стадия, этап
standard ['stændəd] *n* (7) стандарт
start [stɑ:t] *v* (2) начинать
state [steɪt] *n* (1) 1. состояние; 2. государство; 3. штат (США)
stay [steɪ] *v* (10) оставаться, пребывать; *n* пребывание

steadily ['stedɪli] *adv* (1) равномерно
steam [sti:m] *n* (3) пар
steel [sti:l] *n* (9) сталь
step [step] *n* (8) 1. шаг; 2. ступень
stereo ['striəriu] *n* (12) стерео
still [stil] *adv* (7) 1. еще; 2. однако
stone [stoun] *n* (7) камень
store [stɔ:] *v* (4) 1. запасать; 2. хранить; 3. вмещать
store-room ['stɔ:rum] *n* (4) кладовая
story ['stɔ:ri] *n* (11) история, рассказ
strain [strem] *n* (12) напряжение, нагрузка
strength [streŋθ] *n* (7) сила
stretch [stretʃ] *n* (8) протяжение; участок; *v* вытягивать
strong [strɒŋ] *a* (4) крепкий, сильный
structure ['strʌktʃə] *n* (6) сооружение
subject ['sʌbdʒɪkt] *n* (1) тема, предмет
substance ['sʌbstəns] *n* (4) 1. вещество; 2. сущность
successful [sək'sesful] *a* (6) удачный, успешный
such [sʌtʃ] *a* (9) такой
such as как например, такой как
suddenly ['sʌdnli] *adv* (5) вдруг, внезапно
suitable ['sju:təbl] *a* (11) подходящий
suggest [sə'dʒest] *v* (11) предлагать
supply [sə'plai] *n* (9) 1. снабжение; 2. запас; *v* 1. поставлять; 2. снабжать

support [sə'pɔ:t] *n* (11) 1. поддержка; 2. опора, оплот; *v* поддерживать
suppose [sə'pəuz] *v* (9) предполагать
surface ['sɜ:fɪs] *n* (8) поверхность
suspend [səs'pend] *v* (11) подвешивать, приостанавливать
system ['sɪstəm] *n* (1) система

T

take an examination (took, taken) (1) сдавать экзамен
take into consideration (11) принимать во внимание
take off ['teɪk'ɒf] *v* (10) снимать; взлетать (*о самолете*)
take place (1) происходить, иметь место
task [tɑ:sk] *n* (6) задача, задание
taxi ['tæksi] *n* (8) такси
teach [ti:tʃ] (taught) *v* (2) учить
technique [tek'ni:k] *n* (7) техника
technological [,tek'nɒlədʒɪkl] *a* (1) технический
technology [tek'nɒlədʒɪ] *n* (1) технология, техника
temperature ['tempɪrɪtʃə] *n* (3) температура
temporary ['tempərəri] *a* (11) временный
'tend [tend] *v* (10) стремиться, направлять(ся)
tent [tent] *n* (7) палатка
term [tɜ:m] *n* (1) 1. срок, семестр; 2. термин

territory ['terɪtəri] *n* (6) территория
test [test] *v* (3) испытывать; *n* 1. испытание; 2. проба
that is why [ðæt] (5) вот почему
theatre ['θiətə] *n* (6) театр
then [ðen] *adv* (5) 1. тогда; 2. потом
theoretical [,θiə'retɪkl] *a* (1) теоретический
therefore ['ðeəfɔ:] *adv* (2) поэтому
thick [θɪk] *a* (7) 1. толстый; 2. густой; 3. плотный
think [θɪŋk] (thought) *v* (2) думать
though [ðəu] *conj* (4) хотя
through [θru:] *prp* (3) 1. через, сквозь; 2. вследствие, из-за
throughout [θru:'aʊt] *adv* (4) повсюду, везде
throw [θrou] (threw, thrown) *v* (2) бросать, кидать
thus [ðʌs] *adv* (7) таким образом
tie [taɪ] *v* (7) связывать; *n* связь
till [tɪl] *prp* (9) до
timber ['tɪmbə] *n* (9) строевой лес
time [taɪm] *n* (5) 1. время; 2. раз
ton [tʌn] *n* (9) тонна
too [tu:] *adv* (5) 1. также; 2. слишком
top [tɒp] *n* (7) верх, верхушка
total ['təʊtl] *a* (3) целый, полный, весь
tourist ['tuərɪst] *n* (7) турист
towards [tə'wɔ:dz] *prp* (5) по направлению
traditional [trə'dɪʃənəl] *a* (6) традиционный
traffic ['træfɪk] *n* (3) движение

tragic [ˈtrædʒɪk] *a* (4) трагический
transport ['trænsɔ:t] *n* (3) транспорт
trouble ['trʌbl] *n* (10) 1. затруднение; 2. неполадки; *v* беспокоиться
truck [trʌk] *n* (10) грузовик; *v* перевозить на грузовиках
try [traɪ] *v* (2) 1. испытывать; 2. пробовать
tube [tju:b] *n* (3) труба
tunnel ['tʌnl] *v* (3) прокладывать туннель
turbine ['tɜ:bin] *n* (9) турбина
turn [tɜ:n] *v* (4) повернуть(ся)
twice [twɑɪs] *adv* (4) дважды, два раза; вдвое
type [taɪp] *v* (12) печатать

U

unfortunately [ʌn'fɔ:tʃnɪtl] *adv* (7) к сожалению
unison ['ju:nɪzn] *n* (12) унисон
unit ['ju:nɪt] *n* (7) единица; агрегат
unite [ju:'naɪt] *v* (6) 1. соединять; 2. объединять
unless [ən'less] *conj* (8) если не
unlikely ['ʌn'laɪklɪ] *a* (10) неправдоподобный, невероятный
until [ən'tɪl] *prp* (2) до; *conj* (до тех пор) пока
upper ['ʌpə] *a* (10) верхний; высший
uranium [ju'reɪnɪəm] *n* (4) уран
urgently ['ɜ:dʒəntli] *adv* (10) срочно, безотлагательно

use [ju:z] *v* (2) применять, пользоваться
used to ['ju:st tə] (5) иметь обыкновение
usually ['ju:zuəli] *adv* (1) обычно
utilize ['ju:tilaiz] *v* (2) использовать

V

valuable ['væljuəbl] *a* (8) ценный
value ['vælju:] *n* (10) 1. значение; 2. величина; 3. ценность; *v* ценить
vary ['væəri] *v* (8) менять, изменять
vehicle ['vi:kl] *n* (8) экипаж, повозка; автомобиль
ventilate ['ventileit] *v* (11) проветривать
video ['vidəu] *n* (12) телевидение

W

way [weɪ] *n* (2) 1. путь; 2. способ, образ
weakness ['wi:knis] *n* (3) слабость

wear [weə] (wore, worn) *v* (12) носить
weather ['weðə] *n* (10) погода
weigh [wei] *v* (9) 1. взвешивать; 2. весить
weight [weit] *n* (8) 1. вес; 2. груз
wheel [wi:l] *n* (8) колесо; *v* катить
whereas [weə'æz] *conj* (10) в то время как
while [wail] *conj* (5) пока, в то время как
wholly ['həuli] *adv* (10) целиком
wide [waɪd] *a* (8) широкий
widen ['waɪdn] *v* (9) расширять(ся)
width [wɪðθ] *n* (1) ширина
win [wɪn] (won) *v* (5) выигрывать
wind [wɪnd] *n* (8) ветер
wish [wɪʃ] *n* (1) желание
within [wɪ'ðɪn] *prep* (6) в, в пределах, внутри
without [wɪ'ðaʊt] *prep* (7) без
wood [wud] *n* (7) дерево (*material*); лес, роша
world [wɜ:ld] *n* (3) мир
wrong [rɒŋ] *a* (5) неверный, неправильный

| Grammar | Listening |
|--|---|
| § 1. Глагол <i>to be</i> § 2. Глагол <i>to have</i> § 3.оборот <i>there + to be</i> § 4. Степени сравнения прилагательных и наречий § 5. Времена Indefinite Active Суффиксы: <i>-ion/-tion/-sion; -er/-or</i> | 1) Sandwich 2) To Leave School or Not to Leave |
| § 6. Времена группы Indefinite Passive § 7. Модальные глаголы <i>can, may, must</i> и их эквиваленты Суффиксы: <i>-ly; -ic; -ment</i> | 1) Balzac and His Handwriting 2) The Story of American Schools |
| § 8. Времена группы Continuous Active and Passive § 9. Усилительная конструкция <i>it is (was) ... who (that)</i> § 10. Числительное Суффиксы: <i>-(i)ty, -ive, -al</i> | 1) Weather Forecast 2) New York Tram |

MAP OF THE BOOK

| Speaking | Reading | Writing |
|--|---|----------------------------|
| <p>Unit 1. Value of Education Topic: The school I went to Pairwork: Introducing yourself Discussion: Is it necessary for a future engineer to study a foreign language?</p> | <p><i>A:</i> Education in Russia <i>B:</i> History Repeats Itself <i>C:</i> Schooling in England <i>D:</i> Textbooks of English</p> | <p>Registration form</p> |
| <p>Unit 2. Live and Learn Topic: My Institute Pairwork: Speaking on the telephone Discussion: Day-time or Evening Institute</p> | <p><i>A:</i> History of Education <i>B:</i> The Oxford and Cambridge Boat Race <i>C:</i> Students' Life <i>D:</i> Traffic Engineer Needed at Council</p> | <p>A landing card</p> |
| <p>Unit 3. City Traffic Topic: City traffic of Future Pairwork: Asking the way in the city Discussion: Choosing means of city transport</p> | <p><i>A:</i> London's Underground <i>B:</i> Metro Pocket Guide <i>C:</i> Tomorrow's Transport <i>D:</i> Air Bags in Police Cars</p> | <p>Customs Declaration</p> |

§ 11. Времена группы Perfect Active и Passive
Префиксы: *un-/in-/ir-/il-/im-*; суффиксы: *-able/-ible, -ure, -ture*

- 1) Uncle Philip
- 2) The Family of Scientists

Unit 4. Scientists

Topic: The scientist I'd like a new street to be named after
Pairwork: Inviting to a party
Discussion: Are there women's and men's professions?

- A: Marie Curie and the Discovery of Radium
B: Madame Tussaud
C: Ernest Rutherford
D: Coming Events

Room reservation request

§ 12. Согласование времен
§ 13. Неопределенные местоимения *some, any* и отрицательное местоимение *no*
Суффиксы: *-ous; -ance/-ence; -ant/-ent; -ness*

- 1) Edison
- 2) Inventors and Their Inventions

Unit 5. Inventors and Their Inventions

Topic: One of the greatest inventions of the mankind
Pairwork: Speaking about research work
Discussion: Is TV doing more harm or good?

- A: Alfred Nobel - a Man of Contrasts
B: Alexander Graham Bell
C: Little-known Facts about Well-known People
D: Bearing

Writing a letter or a postcard to a friend.

§ 14. Причастия I и II
§ 15. Независимый причастный оборот
Суффиксы *-ing, -ful, -less*; префикс *re-*

- 1) Rockefeller Centre
- 2) Barbican Centre

Unit 6. Modern Cities

Topic: Choosing a tour route
Pairwork: Getting to the Institute
Discussion: Is it better to live in a big city or in the country?

- A: Moscow, the Capital of Russia
B: New York
C: London
D: Air-pollution & Smog are the Problems of Modern Cities

Season greeting postcard

§ 16. Герундий
§ 17. Конверсия

- 1) A Frenchman in London
- 2) Stones of Pyramids

Unit 7. Architecture

Topic: One of the most beautiful buildings of the world
Pairwork: Speaking about a new flat
Discussion: Is it necessary to reconstruct old buildings?

- A: The House
B: Egyptian Pyramids
C: From the History of Human Dwellings
D: Impressions of Modern Architecture

A birthday greeting postcard

| | |
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| § 18. Инфинитив, его формы | 1) The Blue Star 2) A Driving Test |
| § 19. Цепочка определений | |
| § 20. Объектный инфинитивный оборот | 1) The Bermuda Triangle |
| § 21. Субъектный инфинитивный оборот | 2) The Secret of Bermuda Triangle |
| § 22. Функции и перевод слов <i>one (ones)</i> | |
| § 23. Функции и перевод слов <i>that (those)</i> | |
| Суффикс <i>-ize</i> | |
| § 24. Условные придаточные предложения | 1) Two Parachutes 2) Hang-Gliding |
| § 25. Многозначность глаголов <i>shall, will, should, would, to be, to have</i> | Unit 11. C 1) White House 2) Experimental Bridge |

Unit 8. Travelling by Car

Topic: The Museum of Land Transport

Pairwork: Speaking about racing

Discussion: Is a car our friend or enemy?

A: The History of Land Transport

B: The Wheel, Steam Carriages and Railways

C: Different Kinds of Land Transport

D: The Early Days of the Automobile

A letter to a pen-friend

Unit 9. Water Transport

Topic: The historic voyage you wish you would have taken part in

Pairwork: Delivering goods

Discussion: Did Atlantis exist or not?

A: Water Transport

B: Interesting Facts about Canals

C: The First Voyage Round the World

D: The Thera Theory

Conference.
Registration form

Unit 10. Air Transport

Topic: An aircraft of the 21st century

Pairwork: Speaking to an air passenger

Discussion: To take a plane or a train

A: Air Transport

B: The First Balloons

C: London Airport Serves the World

D: Transportation for the 21st Century

An application letter

Construction Materials and Structures

Topic: The city of beautiful bridges

Pairwork: Speaking about building a bridge

Discussion: A tunnel or a bridge

A: The History of Bridge and Tunnel Building

B: The Triumph of Human Spirit

C: London as a Port

D: Panama Canal

Curriculum vitae 1

Unit 12. PC Means a Personal Computer

§ 26. Составные предлоги
§ 27. Составные союзы

- 1) Telephone Answering Machine
- 2) Computer Fantasy

Topic: The computer we use at the institute
Pairwork: Buying electrical goods
Discussion: Are computers one of the greatest or the most dangerous inventions?

A: Gateway 2000
B: Ms-Dos and its Main Terms
C: Windows
D: CD-Rom Drive Unit E2850

Curriculum vitae 2

Unit 13. A Few Concepts of Market Economy

Cross-Cultural Communication

Topic: The firm producing the best ice-cream
Pairwork: A business appointment
Discussion: What is better for a graduate, to work for a large or for a small firm?

A: Understanding Capital and Profit
B: Management
C: Marketing
D: Sources of Finance

A Questionnaire

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