

ИННОВАЦИОННАЯ ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА



Проект 2: индивидуальная траектория обучения
и качество образования

Цель: ориентированное на требования рынка
образовательных услуг улучшение качества
подготовки и переподготовки специалистов

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Пособие по устной речи на английском языке для студентов неязыковых вузов

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Пособие предназначено для студентов I и II курсов всех специальностей
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*Life is a coin.
You can spend it any way you wish,
but you can only spend it once.*

Предисловие

Пособие содержит тексты по темам социокультурной сферы в соответствии с программой курса иностранного языка для вузов неязыковых специальностей (170 часов аудиторных занятий). Тексты знакомят с проблемами современной молодежи, с социокультурным портретом, системой образования, речевым этикетом, культурой страны изучаемого языка, затрагивают вопросы экологии и др. При этом пособие позволяет расширить кругозор студентов, напомнить об истории, традициях и достижениях родной страны и города.

Разделы пособия включают лексику обсуждаемой тематики. Пособие ориентирует студентов на развитие навыков устной речи на английском языке в рамках указанных тем. С этой целью в него включены лексико-грамматические упражнения, позволяющие закреплять активный словарь в разных видах речевой деятельности, способствуя развитию и совершенствованию навыков как диалогической, так и монологической речи.

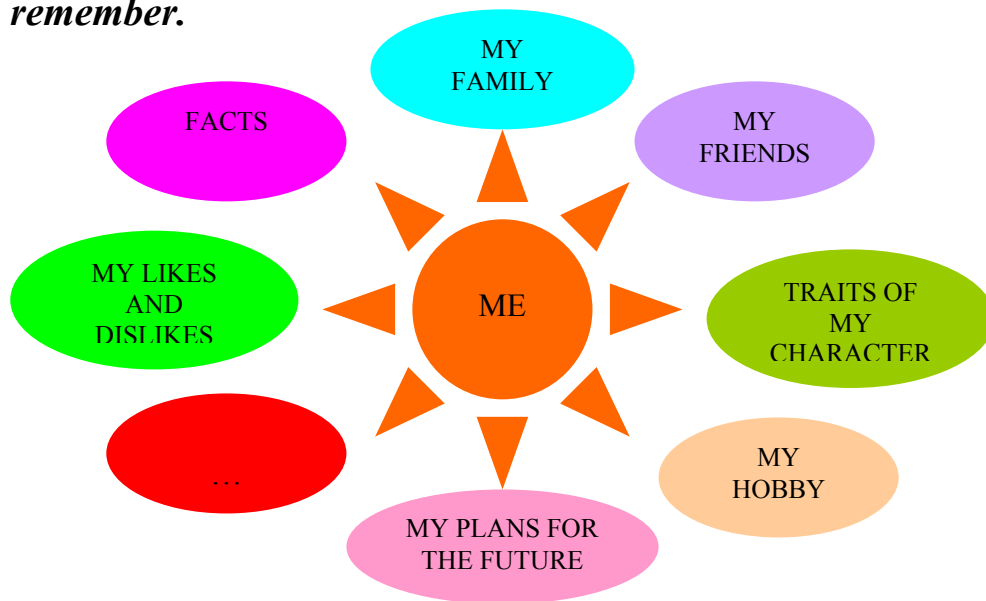
Авторы желают своим коллегам и всем студентам творческих успехов!

Unit I
My Family and Me. Student Life.

Lesson 1

Your life is what you make of it.

- I. Choose the words and phrases on the topic “My Family and Me” for each category from the box. Add some more if you remember.**



To enjoy doing smth, to be born, to have a big (small) family, parents, relatives, to get acquainted with, to play musical instruments, friendly, to go to (music) school, to hate doing smth, favourite subject (sport, film, etc.), to collect stamps (badges, posters, etc.), to have much (little) in common, to help about the house, to enter the university, home town, to choose ... as a career, to have a vocation for, to graduate from the university, kind, to live with, to make friends with, to go in for..., to rely on, hard-working, to be interested in, truthful, to respect smb...

II. Discuss these questions with other students. Use the created vocabulary.

1. What do you think a family is? 2. How many people are there in your family? 3. Are you the only child in the family? What are the advantages and disadvantages? 4. Do you spend more time with your family or friends? 5. Do you think of your best friend as a member of your family? 6. Do you think of your parents as your friends? 7. What do you have in common with your parents? other members of the family? your friends? 8. Do you think people need friends? 9. Do you have any virtual friends? Can you really get to know such friends? 10. Do you have any hobbies and interests? What do they say about you?

III. Study the vocabulary of the lesson.



- | | |
|--|---|
| 1) academically gifted
[ˈækəˈdemɪkəlɪ ˈglɪftɪd] | ❖ способный к учебе, одаренный |
| 2) achievement [əˈtʃiːvmənt] | ❖ достижение |
| 3) amusement [əˈmjuːzmənt] | ❖ развлечение, увеселение, забава |
| 4) attend school | ❖ учиться в школе |
| 5) be excellent at smth | ❖ проявлять отличные способности в чем-либо |
| 6) be like smb | ❖ быть похожим на кого-либо |
| 7) charity [ˈtʃærɪtɪ] | ❖ благотворительность |
| 8) decision [dɪˈsɪʒən] | ❖ решение |
| 9) fellow student [ˈfeləʊ ˈstjuːdnt] | ❖ товарищ по учебе |
| 10) fun-loving | ❖ веселый |
| 11) have a reputation [ˈrepjuːtəʃən] for wit (being wit) | ❖ славиться остроумием |

- 12) huge [hʤHG] ❖ огромный, громадный
- 13) in many ways ❖ во многом
- 14) influence ['ɪnfluəns] ❖ влияние
- 15) instantly ['ɪnstəntli] ❖ сразу
- 16) kid ❖ разг. малыш, ребенок, дитя
- 17) outgoing [aʊt'gɔɪŋ] ❖ открытый, коммуникабельный
- 18) outstanding [aʊt'stændɪŋ] ❖ выдающийся
- 19) popular ['pɒpjulə] with smb ❖ популярный среди кого-либо
['sʌmbɒdɪ]
- 20) private ['praɪvət] ❖ частный
- 21) unlike smb ['ʌn'aɪk 'sʌmbɒdɪ] ❖ в отличие от кого-либо

IV. Pay attention to the words given below. They are faux amis¹. Try to remember them.

- 1) academic ❖ *ученый, учебный, имеющий отношение к*
[ˈækə'demɪk], *(высшим) учебным заведениям, а не*
академический,
e.g. academic year ❖ например, учебный год
- 2) artist ['ɑːtɪst] ❖ *художник, живописец, а не артист*
- 3) hospital ['hɒspɪtəl] ❖ *больница, больничны́й, а не только*
госпиталь
- 4) occasion [ə'keɪʒən] ❖ *событие, случай, обстоятельство, а не*
оказия
- 5) public ['pʌblɪk] ❖ *общество, общественность, народ, а не*
только публика

¹ *faux amis* [fɔʒɑ'mi] - ложные друзья; французское выражение, используемое в английском языке для обозначения так называемых псевдоинтернациональных слов, или «ложных друзей» переводчика.

V. Match the synonyms.

- | | |
|---------------------|---------------------|
| 1) to attend school | a) enormous |
| 2) outstanding | b) painter |
| 3) huge | c) remarkable |
| 4) artist | d) to be gifted for |
| 5) to be good at | e) to go to school |

VI. Say it in other words. Use Possessive Case of nouns.

Model. Hospital of St. Mary – St. Mary's Hospital

Brother of William, brother of Prince William, restaurants of McDonald, huge contribution of his mother, influence of Princess Diana, academic achievements of Harry, his status of the second son, paintings of Harry, mother of boys, hobbies of their father, academic achievements of students.

VII. Complete the sentences with the correct form of the verb to be

(Present Simple - am/am not, is/isn't, are/aren't, Past Simple - was/wasn't, were/weren't, Future Simple – shall be/shan't be, will be/won't be).

Example: Student life isn't easy.

1. Student life ... easy.
2. Older students ... often more hardworking than younger.
3. If you ... lazy you ... able to study at the university.
4. I ... sure he ... lazy.
5. I want to enter the university which ... far from my home town.
6. There ... hostels not far from the university.
7. When Prince Henry attended Eton College he ... excellent at sports and arts.
8. Some people think that students who ... members of different clubs spend too much time having meetings and parties.

9. There ... an atmosphere of political correctness at many American universities. 10. In Britain there ... many societies which represent interests of students. 11. There ... the marked resemblance between Prince Henry and his father Prince Charles. 12. Eton College ... the most famous private school in Britain last century. 13. There ... no more teachers for me last summer. 14. I ... a specialist in 5 years.

VIII. Complete the sentences with the correct form (Present Simple, Past Simple, Future Simple) of the verb to have.

1. Talking to doctors and drug addicts² (to have) a sobering effect³ on Harry when he was 18. 2. Prince Harry (to have) his own Coat of Arms. 3. Prince Harry (to have) much in common with his father, Prince Charles, e.g. they both love painting. 4. At Eton William (to have) a reputation for being a serious and academically gifted student. 5. Brothers (to have) an opportunity to visit different countries in a month. 6. On September 15, 2002 Prince Harry (to have) his 18th birthday. 16. I think Prince William and his younger brother Prince Harry (to have influence) on British nation when they become kings.

IX. Translate the following word combinations and use them to characterize your friend or to present the image of an ideal fellow student.

Outgoing and fun-loving boy (girl, etc.); to enjoy going to amusement parks (into McDonald's restaurants, etc.); to attend (to go to) the same school; outstanding person (painter, poet, etc.); academically gifted pupil (student, person, boy, etc.); popular with fellow students, to have a

² *drug addict* [drAg 'xdlkt] – наркоман.

³ *sobering effect* ['squbqrIN l'fekt] – отрезвляющее воздействие.

reputation for being ...; huge contribution to building (studying, writing, designing, etc.); to have influence on, to be like smb. in many ways; academic achievements, to be excellent (good, bad) at smth.

X. Read the text and say if Prince Henry Charles Albert David is a common person. Prove your opinion. Fill in the table.

Prince Henry

Nickname	
Birthplace and date of birth	
Traits of character	
Family	
Abilities and hobbies	
Education	

Prince Harry: the “Happy Prince”

Prince Henry Charles Albert David was born on September 15, 1984 at St Mary’s Hospital, in central London. He is third in line of succession⁴ to the throne, behind his father, the Prince of Wales, and his elder brother, Prince William.

Henry Charles Albert has always been known as Prince Harry and as he's been outgoing and fun-loving boy ever since he was a kid, he was later dubbed⁵ the Happy Prince. His mother - Princess Diana, was determined⁶ that her sons should enjoy a “normal” lifestyle, and



⁴ *line of succession* [sqk'seSqŋ] – порядок наследования.

⁵ *dub* [dAb] – окрестить, дать прозвище, прозвать.

⁶ *to be determined* – быть решительно настроенным.

the three were often seen at amusement parks, going into McDonald's restaurants or the cinema.

Harry attended the same schools as William, and in September 1998, he followed his elder brother to Eton, the most famous private school in Britain. Eton College was founded in 1440 by Henry VI and gave Britain 20 prime ministers and quite a few outstanding poets and writers.

Harry wasn't as academically gifted as his brother William, but he earned a place at Eton and became instantly popular with his fellow



students. At Eton Harry had a reputation for being “one of the lads”⁷, unlike his more serious brother William.

But in his seventeenth year his name hit the headlines⁸ in a rather unpleasant way.

His experiments with cannabis⁹ became public knowledge. Prince Charles’s reaction was quick. Even before the newspapers appeared with Harry's Drugs¹⁰ Shame, Trouble with Harry headlines; he had already taken his son to a drug clinic for a day. Talking to doctors and drug addicts seemed to have a sobering effect on Harry.

On September 15, 2002 Prince Harry celebrated his 18th birthday. To mark the occasion Her Majesty the Queen gave the Prince his own Coat of Arms¹¹. On that day Harry was busy with good works: visiting hospitals and speaking to the homeless. He wanted to remind the public about his mother's huge contribution to charity.

⁷ *one of the lads* – свой парень.

⁸ *to hit the headlines* [ˈhedlɪnz] – попасть в заголовки газет, стать сенсацией.

⁹ *cannabis* [ˈkænbɪs] – марихуана.

¹⁰ *drug* [drʌg] – наркотик.

¹¹ *Coat of Arms* – герб.

Princess Diana's influence on Harry was very strong. And while most people note the marked resemblance¹² between Princess Diana and William, some friends of the family say that in reality, it is Harry who is more **like**¹³ his mother in many ways.

Harry's academic achievements at Eton were not outstanding, but he was excellent at sports and arts. Prince Harry plays rugby, football and cricket, enjoys swimming and skiing and is an excellent polo player.



Like his father, Harry loves painting. He is a talented artist and has had his work exhibited at the school.

In June, 2004, Harry left Eton College. No more teachers, no more books for him. **As** he left school for the last time, he turned to the photographers and cried, “At last!” Prince Harry announced his decision to enroll¹⁴ in a military academy, but before that he was taking a gap year¹⁵. That meant he would spend a year not working or studying but travelling and working.

In 2004 Prince Harry was in Australia. He worked at a cattle station and “learnt a bit how to be a jackaroo¹⁶”. He became an expert in rounding up cattle¹⁷. What does the future hold for Prince Harry? William's role **as** the future king is clearly defined, but Harry, is the “spare”, **as** his mother called him. William is always on his guard¹⁸, instinctively aware of¹⁹ his

¹² *resemblance* [rɪˈzembələns] – сходство.

¹³ *It is Harry who is more like...* – именно Гарри больше похож на...

¹⁴ *to enroll* [ɪnˈrɒl] – записаться, вступить.

¹⁵ *gap year* – свободный год.

¹⁶ *jackaroo* [ˈdʒækəʊ] – “джекеру” (австралийский ковбой).

¹⁷ *to round up a cattle* – пасти, загонять скот.

¹⁸ *on his guard* [gɜːd] – начеку.

¹⁹ *instinctively* [ɪnˈstɪŋktɪvli] *aware* [əˈweɪ] *of* – инстинктивно сознающий.

position, Harry is much more relaxed, showing his feelings and saying what he thinks. He seems to enjoy his second son's status to the full, although once some years ago, when William expressed his concern about his future role as a king, Harry exclaimed "I'd love it!"

N. Kidd (From "Speak Out")

Notes.

Like	1) любить, предпочитать, хотеть 2) подобный, похожий 3) как, как кто-либо, как что-либо
As	1) так как, поскольку (в начале предложения) 2) как, в качестве (перед существительным) 3) по мере того как
As...as...	❖ так (такой) ... как...
As to (for)	❖ что касается, относительно, о
As far as	❖ насколько, поскольку, до
As yet	❖ еще, пока, до сих пор
Such as	❖ такой, как; например

XI. Imagine that you've got acquainted with Prince Henry while travelling round the world. Journalists want to ask you some questions about Prince Henry. Complete the interview with the correct verb forms (Simple Tenses) and proper information.

- Where and when (to be) Prince Henry born?
- He (to be) born in...
- Why ... the British (to call) Prince Henry the Happy Prince?
- Because he (to be)
- I see. ...Princess Diana (to take) her sons to amusement parks or cinemas?
- Yes, Princes' mother (to take) them to parks, cinemas, McDonald's

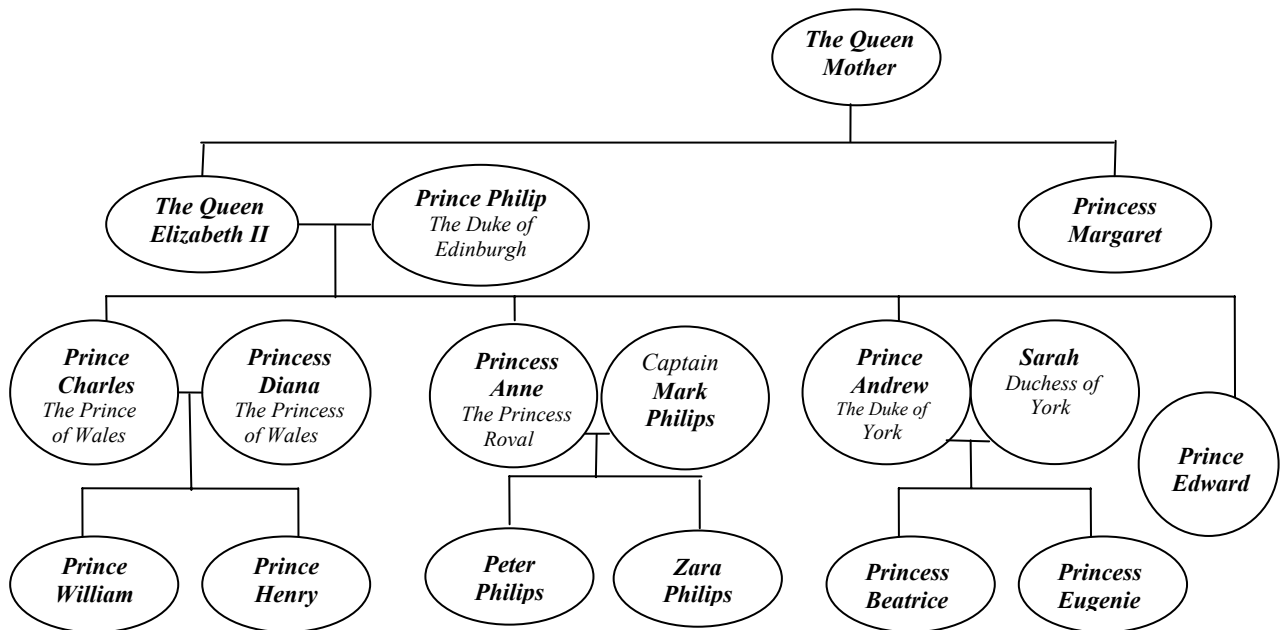
- restaurants when they were children.
- As far as I know, Harry (to attend) the same schools **as** William, ... he?
 - You're quite right. They both (to attend) Eton, ... school in Britain.
 - By the way, what (to be) this private school famous for?
 - It (to be) famous as ...
 - ... the brothers (to have) the same reputation at Eton?
 - No, William (to be) academically gifted and more ... unlike his younger brother who (to have) a reputation for being ...
 - Her Majesty the Queen (to give) the Prince an unusual present on his 18th birthday, ... she?
 - Well, she (to give) him ...
 - How ... Harry (to celebrate) his 18th birthday?
 - He (to want) to remind the public about his mother's huge contribution to charity. That is why on that day Harry (to visit) hospitals and (to speak) to the homeless.
 - They say, Prince Henry (to be) more like his mother though he (to look) like his father.
 - Yes, it is Harry who is more like his mother in many ways, but anyway like his father Prince Henry (to love) ...
 - Do you think Prince Henry (to become) a king some day?
 - I'm not sure, but some years ago he (to say) he would like to become a king.



XII. The Royal Family. Look at the chart and say about Prince Henry's relatives.



Model: Prince Philip is Prince Henry's father. Prince Henry has three uncles. Captain Mark Philips, Prince Andrew and Prince Edward are Prince Henry's uncles.



XIII. Get ready to speak about your family and yourself on the basis of the vocabulary of the lesson.

XIV. Not only for fun and relaxation.

Find as many names of relatives as you can:

A	S	D	A	U	G	H	T	E	R	X	H
M	O	T	H	E	R	I	N	L	A	W	U
F	N	I	E	C	E	D	A	D	U	I	S
A	E	B	R	O	T	H	E	R	N	F	B
T	P	N	T	U	N	C	L	E	T	E	A
H	H	B	S	S	I	S	T	E	R	S	N
E	E	C	H	I	L	D	R	E	N	X	D
R	W	M	U	N	P	A	R	E	N	T	S



Lesson 2

Student Life

Little knowledge is a dangerous thing.

I. Read the following statements about students and student life. Do you think student life differs a lot from school one? Choose the statements you agree to or express your own opinion.

These young people are highly motivated and work very hard.

They are young people with few responsibilities enjoying themselves and doing very little work.

Students are often lazy and careless about money

These young people spend too much time having parties.

They are old enough to make their own decisions about how hard they work and to accept the consequences.

They spend a lot of time on social activities.

Student life gives you a chance to meet outstanding persons. It's great!

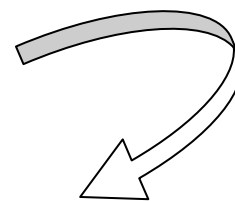
Students are more independent than pupils as they make their own decisions about how hard they work.

I enjoy student life as I've got an opportunity to study more useful and interesting subjects.

Student life isn't different at all. It is as boring as school one. Teachers, books, tests...

At last! You are a student and can enjoy yourself till you have no exams.

II. Look through the words given below. They will help you to do the following exercises and understand the texts.



- | | |
|--|------------------------------|
| 1) apartment [q' pRtmqnt] | ❖ квартира |
| 2) board [bLd] | ❖ питание |
| 3) campus ['kʌmpqs] | ❖ территория университета |
| 4) consequence ['k0nslkwqns] | ❖ последствие |
| 5) drop out | ❖ бросать, оставлять (учёбу) |
| 6) encourage [ln' kArIG] | ❖ поощрять, поддерживать |
| 7) expenses [lks' penslz] | ❖ расходы |
| 8) for good | ❖ навсегда |
| 9) formerly ['fLmqll] | ❖ прежде, раньше, некогда |
| 10) government ['gAv(q)mqnt, 'gAv(q)nmqnt] | ❖ правительство |
| 11) grade [greld] | ❖ оценка |
| 12) grant [grRnt] | ❖ дотация, субсидия |
| 13) hall of residence [hLI qv 'rezldqns] | ❖ университетское общежитие |
| 14) loan [lqun] | ❖ заем |
| 15) responsibility [rls"p0nsq' bllltl] | ❖ ответственность |
| 16) scholarship ['sk0lq\$lp] | ❖ стипендия |
| 17) skip | ❖ пропускать |
| 18) take up | ❖ занимать, отнимать |
| 19) term [tWm] | ❖ семестр |
| 20) tuition fee [tju(:)' lSqnfJ] | ❖ плата за обучение |
| 21) vacations [vq' kelSqnz] | ❖ каникулы, отпуск |

III. Do you know the meaning of the word combinations in A? Try to find their Russian equivalents in B.

A. 1) to enjoy themselves (myself, ourselves, yourself, etc.), 2) on a part-

time basis, 3) to look after smb, 4) to work very hard, 5) part-time job, 6) to get on together, 7) full-time job, 8) to spend a lot of time on smth, 9) to accept the consequences, 10) to take incompletes, 11) to be old enough, 12) to make decisions, 13) to skip lectures.

В. а) принимать решения, б) отвечать за последствия, в) пропускать лекции, г) развлекаться, д) очень усердно работать, е) быть достаточно взрослым, ж) на основе частичной занятости, з) работа с неполным рабочим днем, и) работа с полным рабочим днем, й) ладить, жить вместе, к) тратить много времени на что-либо, л) заботиться о ком-либо, м) получить незачёт.

IV. Complete the sentences choosing the correct verb forms (Present, Past or Future Simple).

1. Some students *do/did* very little work nowadays. 2. As for my friends they *work/worked* very hard at school. 3. Where *does/will* your brother study when he leaves school? - He *enters/will enter* our University. 4. Where *do/did* you parents *study* when they were young? *Do/Did* they *work* then? - They *study/studied* in Moscow. My Dad *works/worked* on a part-time basis and my Mum *looks/looked* after the family. 5. When I *enter/will enter* the University I *do/will do* my best and work hard. 6. Where is your Mum? - My Mum *have/has* full time job so she usually *come/comes* home late but she *come/comes/will come* in half an hour. - And what *do/does* she *do/does*? - She *teach/teaches* English at the University. 7. What *do/will* you *do* tomorrow? - I *write/will write* a test. 8. Why *did/do* you skip lectures yesterday? I *worked/work* yesterday. 9. When *does/will* the term start? It *starts/will start* in September.

V. Read the text and say if there are any differences between student life in Great Britain and the USA and that in Russia.

Student Life

The popular image of student life is of young people with few responsibilities enjoying themselves and doing very little work. This is often not true. Many older people now study at college or university, sometimes on a part-time basis while having a job and looking after a family. These students are often highly motivated and work very hard.

Younger students are often thought to be²⁰ lazy and careless about money but this situation is changing. In Britain reduced government support for higher education means that students can no longer rely on having their expenses paid for them. Formerly, students received a grant towards their living expenses. Now most can only get a loan which has to be paid back. From 1999 they also have to pay £1 000 towards tuition fees. In the US students have to pay for tuition and room and board. Many get **financial aid package**²¹ which may include grants, scholarships and loans. The fear of having large **debts**²² places considerable pressure on students and many take part-time jobs during the term and work full-time in the vacations.

Many students in Britain go to a university away from their home town. They usually live in a hall of residence for their first year, and then move into digs (=a rented room in a private house) or share a house with other students. They may go back home during vacations, but after they graduate most leave home for good. In the US too, many students attend colleges some distance from where their parents live. They may live on

²⁰ *Younger students are often thought to be* – О студентах помоложе часто думают, что они

²¹ *financial aid package* [fal' nɔnsl eld 'pɔxklɪG] – финансовая помощь.

²² *debt* [det] – долг.

campus in one of the dorms (=halls), or off campus in apartments and houses which they share with housemates. Some students, especially at larger universities, join a **fraternity**²³ or **sorority**²⁴, a social group usually with its own house near the campus. Some people do not have a good opinion of them because they think that students who are members spend too much time having parties. Many US colleges and universities encourage an atmosphere of political correctness to try to help students get on together.

In Britain the interests of students are represented by a range of societies, clubs and social activities including sports, drama and politics. One of the highlights (=main events) of the year is rag week, a week of parties and fund-raising activities in support of various charities.

Especially in their first year, US students spend a lot of time on social activities. One of the most important celebrations, especially at universities which **place a lot of emphasis on**²⁵ sports, is homecoming. Many **alumni**²⁶ (=former students) return to their alma mater (=college) for a weekend in autumn to watch a football game. During homecoming weekend there are also parties and dances, and usually a parade.

When social activities take up too much time, students skip lectures (=miss them) or cut class (AmE²⁷) and take incompletes (AmE), which means they have to finish their work after the vacation. In the US this has the effect of lowering their course grades, but most US universities

²³ *fraternity* [frq'tWnqtI] - студенческое землячество - студенческая организация, занимающаяся учебными, профессиональными и внеаудиторными делами.

²⁴ *sorority* [sq'rOrqtI] – женское землячество, женский клуб, женское общество, женское объединение (в колледже, университете).

²⁵ *place a lot of emphasis on* – придавать особое значение

²⁶ *alumnus* [q'IAmns] (*pl alumni* [q'IAmnaI]) – бывший питомец (студент), выпускник (колледжа, университета).

²⁷ *AmE*=*American English*

expect this behaviour from students and do little to stop it. **Students are thought²⁸** to be old enough to make their own decisions about how hard they work and to accept the consequences. A few students drop out (AmE flunk out) but the majority tries hard to get good grades and a good degree.

From "A Guide to British and American Culture"

VI. Can you match the synonyms (some have more than one)?

- | | |
|----------------------|--------------------------|
| 1) alumni | a) cut class |
| 2) alumnus | b) dorm |
| 3) apartment | c) hostel |
| 4) drop out | d) flat |
| 5) for good | e) holiday |
| 6) formerly | f) flunk out |
| 7) grade | g) miss lectures |
| 8) hall of residence | h) most important events |
| 9) highlights | i) mark |
| 10) skip lectures | j) occupy |
| 11) take up | k) before |
| 12) vacation | l) forever |
| | m) former students |
| | n) former student |

VII. Fill in the blanks with adjectives from the box.

_image, _people, _responsibilities, _students, _activities, _grade, _degree, _job.

careless, course, former, full-time, fund-raising, good, important, lazy, old(er), part-time, popular, social, student, various, young(er).

²⁸ *Students are thought* – Думают, что студенты.

VIII. Complete the sentences with words from the text. Use this exercise to retell the text about student life.

1. Most people think that students enjoy ... and work.
2. Many older people however study and have and a family at the same time.
3. That is why ... students are often highly ... and
4. But nowadays younger students are not so ... and as they are often thought.
5. Students can no longer having their expenses paid for them.
6. Now most can only get which has to be paid back.
7. So many students take during the ... and work ... in the
8. British and American students who go to a university from their hometown usually live in a for their
9. Later they move into ... or a ... which they share with
10. Some students at a larger universities join a ... or ..., a social group usually with its own house near the campus.
11. In Britain and in the USA students spend a lot of time on including ..., ... and
12. The highlights are in the United Kingdom and ... in the USA.
13. Rag week is a week of ... and in support of various charities.
14. During homecoming weekend many ... return to their to watch a football game, to have ... and ... and a
15. Students skip lectures when take up too much time.
16. So they have to finish their work after the
17. A few students but the majority try hard to
18. Students are old enough to about how hard they work and to ...

IX. Discuss these questions to compare student life in the USA/UK and in Russia/at your university.

1. What do the Russians think of student life?
2. Is there any difference between younger and older students at your university? Prove your opinion.
3. Is there any government support for higher education in

Russia? 4. Do Russian students work? What are the reasons? 5. Do many students go to study away from their home town? Where do they live? 6. Are there any student clubs/societies in Russia/at your university? 7. Have Russian students any social activities? Which of them are highlights? 8. Do Russian students skip lectures? Why? 9. What causes lowering course grades/dropping out? 10. Are you old enough to make your own decisions how hard you work and to accept the consequences?

X. Complete the sentences with the correct forms (Present, Past or Future Simple) of the verbs in brackets.

1. Students (to be) young people who (to study), (to enjoy) themselves and (to do) very little work. 2. Formerly, students in our country (to receive) scholarships large enough for their living expenses. 3. Nowadays many students (to work) to earn their living. 4. If you (to get) good and excellent grades next term you (to receive) a scholarship. 5. I don't know if he (to receive) a scholarship next term. 6. My parents (to go) to study away from their home town. That is why they (to live) in a hall of residence. And I (to live) with my family now. But after I (to graduate) from the university in five years I (to leave) home. 7. Many years ago this writer (to leave) his home town for good. 8. If you (to skip) lectures you (to have) to drop out. 9. Harry and William (to attend) the same schools when they were schoolchildren. 10. In his 17th year Harry (to experiment) with cannabis and it (to become) public knowledge. 11. I think talking to doctors and drug addicts (to affect) some people. 12. Both Harry and William (to leave) Eton College some years ago. 13. If Harry (to be) a king he (to enjoy) this role.

XI. Get ready to speak about student life at your university.

XII. Not only for fun and relaxation

Гаудеамус/Gaudeamus - ГИМН СТУДЕНТОВ

<p>Gaudeamus igitur, Juvenes dum sumus! (bis) Post jugundam juventutem, Post molestam senectutem Nos habebit humus.(bis) Ubi sunt, qui ante nos In mundo fuere? Vadite ad Superos, Transite ad Inferos, Ubi jam fuere!</p> <p>Vita nostra brevis est, Brevi finietur. Venit mors velociter, Rapit nos atrociter, Nemini parcetur!</p> <p>Vivat Academia! Vivant professores! Vivat membrum quodlibet! Vivant membra qualibet! Semper sunt in flore!</p> <p>Vivant omnes virgines, Graciles, formosae! Vivant et mulieres, Tenerae, amabiles, Bonaе, laboriosae!</p> <p>Vivat et respublica Et qui illam regint! Vivat nostrum civitas, Maecenatum caritas, Qui nos hic protegint!</p> <p>Pereat tristitia, Pereant dolores! Pereat Diabolus, Quivis antiburschius, Atque irrisores!</p>	<p>Гаудеамус игитур, Ювенес дум сумус! (два раза :) Пост югундам ювентутем, Пост molestam senectutem, Нос хаебит хумус.(два раза) Уби сунт, кви анте нос Ин мундо фуэре? Вадите ад Суперос, Трансите ад Инферос, Уби йам фуэрэ!</p> <p>Вита ностра бревис эст, Бреви финиэтур; Вэнит морс велоцитер, Рапит нос атроцитер, Немини парцetur.</p> <p>Виват Академиа! Вивант профессорес! Виват мембрум кводлибет! Вивант мембра квалибет! Семпер сунт ин флоре!</p> <p>Вивант омнес виргинес, Грацилес, формозэ! Вивант эт мулиэрес, Тенерэ, амабилес, Бонэ, лабориозэ!</p> <p>Виват эт Республика Э кви иллам регит! Виват нострум цивитас, Меценатуm каритас, Кви нос хик протегит!</p> <p>Переат тристициа, Переант долорес! Переат Диаболус, Квивис антибуршиус, Атке ирризорес!</p>	<p>Итак, будем веселиться, Пока мы молоды! После весёлой молодости, После горестной старости Нас возьмет земля.</p> <p>Где те, кто до нас Жили на земле? Идите на Небо, Перейдите в Ад, Где они уже были!</p> <p>Наша жизнь коротка, Конец ее близок; Смерть приходит быстро, Уносит нас безжалостно, Никому не будет пощады!</p> <p>Да здравствует Академия! Да здравствуют профессора! Да здравствуют все члены её! Да здравствует каждый член! Пусть вечно они процветают!</p> <p>Да здравствуют все девушки, Стройные, изящные! Да здравствуют и женщины, Нежные, любящие, Добрые, трудолюбивые!</p> <p>Да здравствует наша страна, И тот, кто им правит! Да здравствует наш город, Милость меценатов, Которые нам покровительствуют!</p> <p>Да погибнет тоска, Да погибнут печали! Да погибнет Дьявол, И все враги студентов, И смеющиеся! (над ними).</p>
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Unit II

Vladimir State University

Climb every mountain until your dreams come true.

***I. Here are some facts and figures about Vladimir State University.
Look through the information and answer the questions that follow.***

AT A GLANCE

➤ Vladimir State University started with the Vladimir branch of Moscow institute of electronic mechanical engineering in 1958.



- In 1964 it was expanded into Vladimir evening polytechnical institute.
- In 1969 it was transformed into Vladimir polytechnical institute.
- In 1993 it was given the status of Vladimir state technical University.
- In 1996 it gained the status of Vladimir State University.
- The head of the University is a rector who is elected once every five years.
- The University has about 13,600 students including full-time and part-time students.
- Foreign students have studied at the University since 1978. At present more than 140 foreign students are educated at the University.
- The University trains specialists in more than 70 majors.
- The University offers a wide range of courses in the fields of Architecture and Civil Engineering, Automotive Transport, Chemistry and Ecology, Economics, Humanitarian and Social Sciences, Law and Psychology, Applied Mathematics and Physics, Information

Technologies, Mechanical Engineering, Radiophysics, Electronics and Medical Engineering and a special department for distant education.

- In 2007 our University got a grant for innovations in the field of educational activities. So it got an opportunity to equip its laboratories with new facilities, to get new software, and to provide qualification improvement of the staff.
- University address is 87, Gorky Street, Vladimir, 600000. www.vlsu.ru

1. When did our university start? What was it then? 2. When was it given the status of a university? 3. When did it gain the status of Vladimir State University? 4. Who is the current head of the University? 5. How many students has the University? 6. How many students come from outside the Russian Federation?

II. Mind the pronunciation of the faculties, answer the questions:

1. What faculty do you study at? 2. Did your parents (relatives or friends) graduate from Vladimir State University? What faculty did they study at? 3. Have your friends entered the same University? What faculty?

- ❖ the Faculty of Architecture and Civil Engineering [Dq 'fɪkqɪtl qv 'RkltekCq qnd 'slvɪl "enGl'nɪqrɪN]
- ❖ the Faculty of Automotive Transport [Dq 'fɪkqɪtl qv "Ltq'mqutlv 'trɪnspɪlt]
- ❖ the Faculty of Chemistry and Ecology [Dq 'fɪkqɪtl qv 'kɛmlstrɪ qnd l'k0lqGl]
- ❖ the Faculty of Economics [Dq 'fɪkqɪtl qv "Jkq'n0mlks]
- ❖ the Faculty of Humanitarian and Social Sciences [Dq 'fɪkqɪtl qv hju(:)"mɪnl'tfɪrlqn qnd 'sqʊsqɪ 'səlqnsɪz]
- ❖ the Faculty of Law and Psychology [Dq 'fɪkqɪtl qv lɪ qnd səl'k0lqGl]

❖ the Faculty of Applied Mathematics and Physics	[Dq 'fɪkɒlti qv q'plaid 'mɪtli'mɪtlks qnd 'fɪzɪks]
❖ the Faculty of Information Technologies	[Dq 'fɪkɒlti qv "ɪnfə'meɪsɒn tek'nɒlɒdʒɪz]
❖ the Mechanical Technological Faculty	[Dq ml'kɒnlɒkəl "teknɒ'lɒdʒɪkəl 'fɪkɒlti]
❖ the Faculty of Radiophysics, Electronics and Medical Engineering	[Dq 'fɪkɒlti qv 'reɪdɪə'fɪzɪks ɪlek'trɒnɪks qnd 'medɪkəl "enʒɪ'nɪqrɪŋ]
❖ the Faculty of Distant Education	[Dq 'fɪkɒlti qv 'dɪstənt "edʒu(:)'keɪsɒn]

III. Study the vocabulary of the lesson:

- | | |
|------------------------------------|--|
| 1) access ['ɪksɛs] to smth | ❖ доступ к чему-либо |
| 2) accommodation [ə'kɒmə'deɪs(ə)n] | ❖ помещение, жилье |
| 3) acquire [ə'kwəɪə] | ❖ приобретать, овладевать |
| 4) basic ['beɪsɪk] | ❖ основной |
| 5) carry out ['kæri 'aʊt] | ❖ выполнять, осуществлять |
| 6) cater for ['keɪtə fɒr] | ❖ угождать, обслуживать |
| 7) confidence ['kɒnfɪdəns] | ❖ доверие, уверенность |
| 8) count [kaʊnt] | ❖ иметь значение, учитывать, засчитывать |
| 9) engage [ɪn'geɪʒ] | ❖ привлекать, вовлекать |
| 10) experience [ɪks'pɪəriəns] | ❖ (жизненный) опыт, опыт работы |
| 11) facilities [fə'sɪlɪtɪz] | ❖ благоприятные условия, оборудование |
| 12) gain [geɪn] | ❖ получать, приобретать |
| 13) involve [ɪn'vɒlv] | ❖ включать в себя, вовлекать |
| 14) issue ['ɪʃn, 'ɪsʃn] | ❖ проблема |

- | | |
|---|--|
| 15) keep fit [kʃp flt] | ❖ поддерживать форму, быть в форме |
| 16) major ['meɪdʒə] | ❖ специализация, профилирующий предмет |
| 17) master ['mɑːstə] | ❖ овладевать, глубоко изучать |
| 18) master's degree
['mɑːstəz dl'grɪ] | ❖ степень магистра |
| 19) network ['netwɜːk] | ❖ сеть |
| 20) opportunity
[ˌɒpə'tjuːnɪtɪ] | ❖ удобный случай, возможность |
| 21) postgraduate course
[ˌpɒst'grædʒuət 'kɜːs] | ❖ аспирантура |
| 22) range [reɪnʒ] | ❖ ряд, диапазон, область |
| 23) research [rɪ'sɜːtʃ] | ❖ исследование |
| 24) skill [skɪl] | ❖ умение |
| 25) software ['sɒftweɪə] | ❖ программное обеспечение |
| 26) staff [stɜːf] | ❖ персонал |
| 27) submit [sʌb'mɪt] | ❖ представлять на рассмотрение |
| 28) supervise ['sʌpəvaɪz] | ❖ руководить |
| 29) take examinations
[teɪk ɪg'zæmɪneɪʃ(ə)n] | ❖ сдавать экзамены |
| 30) towards [tə'wɜːdz] | ❖ к, по направлению к; для |
| 31) viewpoint ['vjuːpɔɪnt] | ❖ точка зрения |
| 32) vital ['vaɪtəl] | ❖ жизненный, жизненно важный |
| 33) workshop ['wɜːkʃɒp] | ❖ мастерская |

IV. Mind the pronunciation of the following words and word combinations. Guess their meaning.

Course [kɜːs], information technology [ˌɪnfə'meɪʃən tek'nɒlədʒi],
communication [kə'mjuːnɪ'keɪʃən], basis ['beɪsɪs], career [kə'reɪə],

lecture ['lekCq], seminar ['semInR], practical ['pr×ktlk(q)l], laboratory [lq'b0rqtrl], term paper ['tWm'peIpq], project ['pr0Gqkt], method ['meTqd], idea [ai'dlq], intensive [ln'tenslv], technical ['teknlkql], component [kqm'pqunqnt], illustrate ['llqstreit], proportion [prq'pLS(q)n], final ['fainql], semester [sl'mestq], doctorate course ['d0kt(q)rlt "kLs], internet ["Intq'net], fanatic [fq'n×tlk], aerobics [e(q)'rqublks], athletics [×T'letlks], wrestling ['reslIn], organization ["Lgqnai'zeiS(q)n], region ['rJG(q)n], automobile ['LtqmqbJI].

V. Read the report. Complete the text with the correct verb forms.

As far as I know Vladimir State University (to be) founded in 1958 as a branch of one of Moscow Institutes. Many of our professors and lecturers (to graduate) from it. In 20__ I (to enter) the University after I successfully (to pass) final exams at school. So now I (to be) a first-year student of Vladimir State University. Some of my friends (to enter) the same university. At the end of each semester (twice a year) we (to take) examinations. And now I (do) my best to get good knowledge and prepare for the exams. Moreover by the end of this semester I (to do) a project. We (to be) lucky to have an access to Internet in the University as we (to have) an opportunity to communicate with students from different countries and get vital information. For example yesterday I (to work) in the Media Center of our library from 5 till 7 to prepare my report for the seminar. I (to think) over basic ideas of my report when my friend (to look) for me in the library and (not to see) me at the computer.

VI. Word-building.

a) What parts of speech (nouns, adjectives, or adverbs) do the italicized suffixes indicate? Translate all the words given.

1) Appropriately, typically, accurately; 2) Management, reader, radiation, detector, measurement, computer, examination, position, pianist, permission, correctness; 3) Effective, professional, international, intensive, continuous, spacious, interesting, scientific, comfortable.

b) Make as many words as you can by combining different parts of the box and translate them.



effect	ion
demonstrate	tion
present	ation
rare	sion
employ	ness
science	ist
compute	ness
manage	or
examine	er
develop	ly
law	ive
journal	able/ible
economics	ment
assess	ful
discuss	
communicate	

VII. Translate Russian words to complete the following phrases.

Use the vocabulary of the previous exercises:

a step *к* future; *получить* a qualification; *основа* of their future *профессии*; *жизненно важное умение* in today's world; to develop IT (information technology), *исследовательские* and communication skills; *работодатели* are looking for; wide *ряд* of subjects; actively *вовлекают* in *исследовательскую* work; to move *к* professional independence; the *основной* teaching method; *поощрять* students to ask questions;

вовлекать large groups; включать different types; to gain the уверенность; to explain technical проблемы; during the курса of study; представить на рассмотрение a project; at the end of each семестра; выполнять the research work; получать practical experience; well-equipped лаборатории и мастерские; a wide диапазон of books, videos, журналов; доступ to the internet; угодить for everyone; students can поддерживать форму; жилье is self-catering.

VIII. Read the text and fill in the table.

Specialities available	
General educational subjects	
Reasons to learn foreign languages	
The staff	
Types of learning activities and their purposes	
Methods of assessment	
Final year	
Postgraduate courses	
Facilities for study	
Athletic facilities	
Accommodation	
Career opportunities	

Vladimir State University

Leaving school and entering the University is a step towards future. Many students enter the University to gain a qualification that will form the basis of their future career. Vladimir State University provides a lot of opportunities training engineers, lawyers, economists, psychologists, historians, journalists, museologists and other specialists.

The first and second years are common to all students and provide a foundation in mathematics, computing, social sciences, foreign languages and scientific principles. All courses give students the opportunity to develop IT (information technology), research and communication skills which employers are looking for. Foreign languages are a vital skill in today's world. The study of foreign languages helps students develop effective communication skills in the language and prepare for a professional career where you may use foreign languages in an international setting, e. g. in business, economics, law or journalism. And thus English, German and French are studied in conjunction²⁹ with a wide range of other subjects.

The staff who teach students are themselves professional engineers, economists, lawyers and scientists, each actively engaged in research work as well as teaching.

Courses involve different types of learning activity to help students assimilate the material effectively, developing their understanding and skills, moving towards professional independence. These are lectures, seminars, practicals and laboratories, term paper and projects. Lectures, which are one of the basic teaching methods, present information and ideas, often from a variety of viewpoints, encouraging students to ask questions and discuss some of the problems raised. Seminars tend to involve large groups and offer intensive discussions so that students gain the confidence to explain technical issues to others. Practical and laboratories are a key component in Science and Engineering courses which illustrate the application of theory and allow students to develop the

²⁹ *in conjunction* [kən' dʒʌŋkʃən] *with* – совместно с, в сочетании с

skills associated with their subject, acquire the habits needed for self-education and master the use of a full range of computing skills. Lectures and practical classes establish a good understanding of the foundation subjects upon which the later years depend.

The assessment of academic progress varies according to the purpose and the course that is being assessed. Many courses include a substantial³⁰ proportion of continuous³¹ assessment, which means that some or all of the work you do during the course counts towards the final marks. In some cases students have to submit term paper and laboratory reports, and at the end of each semester (twice a year) they take examinations.

During their final year, all students have the opportunity to do project work on a topic of their own choice, supervised by members of the staff. The topics are usually related to the research work carried out by the department, and students gain practical experience in their discipline.

Vladimir State University also offers postgraduate courses in 41 majors, which can lead to the Master's degree, and doctorate course in 9 specialities in 8 scientific fields.

Facilities to support courses in different sciences include spacious³² and well-equipped laboratories, workshops and lecture rooms.

The University Library offers a wide range of books, videos, journals and other reference sources. The Library houses a Media Center. Its networked PCs provide students with e-mail and access to the internet and other software.

³⁰ *substantial* [sqb'stʌnʃl] – существенный, значительный, большой

³¹ *continuous* [kən'tɪnjuəs] – непрерывный, непрекращающийся, постоянный

³² *spacious* ['speɪʃs] – просторный

The University offers a lot of excellent facilities and an extensive range of activities to cater for everyone from the dedicated³³ sports fanatics to those who just play for fun. The University Sports Center includes a swimming pool and two gymnasia. Students can swim, ski, play basketball, volleyball, football, badminton, table tennis, and keep fit. Aerobics, athletics, body pump, boxing, wrestling are among the sports offered.

Our halls of residence comprise student bedrooms with shared kitchen, shower and WC. The accommodation is self-catering, but you can always eat in the university's refectory³⁴.

The graduates of the University can be found working in a variety of interesting and challenging³⁵ jobs. They are needed in organizations of all types and sizes – in Vladimir and Vladimir region. The University graduates obtain employment in such fields as journalism, information technology, banking, management, marketing, civil engineering. They are also welcomed into research institutes and laboratories, electrical, electronics, automobile and chemical industries.

IX. Every year Vladimir State University holds Open Days in order that prospective students can find out more about the range of study opportunities at the University. Being current students you can answer the following questions to provide a realistic picture of studying at Vladimir State University.

1. When was the University established? 2. What specialities can students get at the University? 3. What general educational subjects do students

³³ *dedicated* ['dedɪkətɪd] – одержимый, страстный, увлеченный

³⁴ *refectory* [rɪ'fekt(q)rɪ] – столовая

³⁵ *challenging* ['tʃɪlɪŋdʒɪŋ] – требующий напряжения, отдачи всех сил

study? 4. Why do students have to study foreign languages? 5. Who teaches students? 6. What types of learning activity are there at the University? 7. What kinds of the assessment are there? 8. What do the undergraduates do during their final year? 9. What kinds of facilities support different courses? 10. Are there any facilities for sports fanatics or just for keeping fit? 11. Where can students from different cities and towns live? 12. Where can a graduate work after getting a diploma?

X. Get ready to speak on the topic “Vladimir State University” using the information and vocabulary of the lesson. Don’t forget to express your own opinion.

XI. Put the verbs in the correct form (Simple, Progressive or Perfect).

1. We (to discuss) problems raised by the lecturer when our dean (to come). 2. One of my groupmates (to explain) issues to others at the moment. 3. They (to master) their computing skills to start this new project. 4. Where are they? – They (to submit) their term paper. 5. They (to take) their examination from 10 a.m. till 4 p.m, yesterday. 6. We (to go) to the Media Center tonight. 7. My friends (to eat) in the university’s refectory while I (to play) basketball at the University Sports Centre. 8. Our next lecture (to start) in 15 minutes. 8. They (to graduate) from the University this year and I (to graduate) in five years. 9. We (to pass) exams by the end of June. 10. This professor (to get) the diploma of an engineer before he (to start) teaching at our University. 11. In 2007 our University (to win) a grant for innovations.

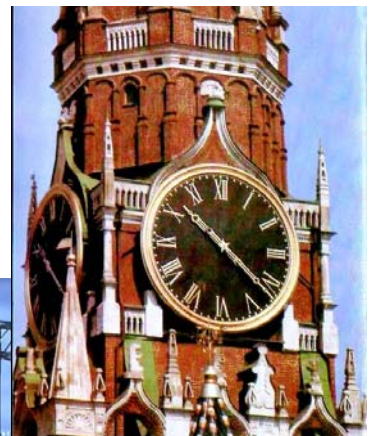
Unit III
Vladimir

East or West home is best.

Lesson 1

I. A. John is fond of travelling. Last year he went on a trip round the world. He visited several cities and took photographs of them. Look at the pictures. What cities or countries did he visit? Why do you think so? (Use the words / phrases from the box).

Model: I think he visited Suzdal as it is famous for its ancient architecture, the examples of which we can see in the picture.



... is famous for its			grand ancient (neo)classical	architecture, skyscraper(s), museum(s), church(es), cathedral(s), building(s), tower(s), university(ies), palace(s), monument(s), park(s), bridge(s), traffic, etc.
...strikes ...impresses ...attracts	tourists visitors people	by its	lovely old important public	

B. Which of these cities would you like to visit? Why? Make up short dialogues.

Model. - I enjoy ancient Russian architecture.

- What about going to Vladimir? (Would you like to visit Vladimir?)

- It's a good idea. But as far as I know Suzdal and Yaroslavl are also famous for their ancient buildings.

II. What do you know about our town? Answer the questions using the phrases like As far as I know...; To my mind...; If I'm not mistaken....

1. How old is our town? 2. When and by who was it founded? 3. What famous people were born or lived in Vladimir? 4. Do many tourists visit our town every year? Where do they come from? 5. Which places do they like to visit? 6. How big is our town? 7. What do you like about our town?

III. There are some famous and important sights in Vladimir. Look at the pictures of the town. Can you match them with the names? Which one is missed?

A) the cathedral of Assumption, B) the cathedral of St. Demetrius, C) the church of the Intercession, D) the Golden Gate, E) the water tower



IV. Do you know that some architectural monuments of Vladimir and Vladimir Region are taken under UNESCO protection? Can you complete this list?

1) Chambers of prince Andrei Bogolyubsky (former village of Bogolyubovo); 2) church of the Intercession on the Nerl river (former village of Bogolyubovo); 3) cathedral of the Nativity (Suzdal); 4) monastery of Our Savior and St. Euthimius (Suzdal); 5) convent of the Intercession (Suzdal); 6) the ... (Vladimir); 7) the ... (Vladimir); 8) the ... (Vladimir).

V. There are a lot of encyclopedias [enˈsalklɪquˈpɪdʲɪqz] which help to learn at least a little about everything. One of them is “Britannica” [brɪˈtʃɪnɪkə]. Read the encyclopedia article about Vladimir – the town you live and study in – and find in the text the English equivalents for the following Russian words and phrases:

1) был основан, 2) населенный пункт, 3) князь, 4) перемещать, перевозить, 5) центр княжества, 6) страдать, испытывать, 7) православный митрополит, 8) обладать, 9) великолепный, 10) особого внимания за-

служивает (заслуживающий особого внимания), 11) второстепенный, незначительный местный центр.

<p>Vladimir, city and administrative centre of Vladimir oblast (province), western Russia, is situated on the Klyazma river. Vladimir was founded in 1108 by Vladimir II Monomakh, grand prince of Kiev. The community became the centre of a principedom, deriving importance from trade along the Klyazma. In 1157 Prince Andrew Bogolyubsky moved his capital there from Kiev. The city was twice sacked by the Mongols (1238, 1293); on each occasion it rapidly recovered. In 1300 the Orthodox metropolitan was established there, but in 1326 the church authority and in 1328 temporal authority was transferred to Moscow. Thereafter the city, suffering several further Tatar attacks in the 15th century, became a</p>	<p>Владимир, город и административный центр Владимирской области, расположен в западной части России на реке Клязьме. Владимир был основан в 1108 году Владимиром II Мономахом, великим князем Киевским. Населенный пункт стал центром княжества, обретая значимость благодаря торговле на реке Клязьма. В 1157 году князь Андрей Боголюбский переместил туда свою столицу из Киева. Город дважды подвергся разграблению монголами (1238, 1293 гг.); каждый раз он быстро восстанавливался. В 1300 году православный митрополит обосновался там, но в 1326 году церковная власть, а в 1328 и светская власть переместились в Москву. После этого (впоследствии) город, пострадавший еще от нескольких нападений татар в 15 веке, стал второстепенным местным центром,</p>
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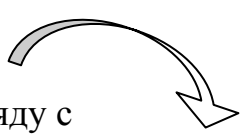
minor local centre, although in 1796 it was made a seat of provincial government.

Post-revolutionary Vladimir grew chiefly on the basis of its textile, machine-building, and chemical industries. The city possesses some superb examples of early Russian architecture. Especially noteworthy among these are the Kremlin; the Cathedral of the Assumption, originally built in 1158; the triumphal Golden Gate of 1158, restored under Catherine II the Great; and the Cathedral of St. Dmitry (1197, restored 1835). Pop. (1991 est.) 355,600.

хотя в 1796 в нем разместилось губернское управление.

Послереволюционный Владимир рос главным образом на основе текстильной, машиностроительной и химической промышленности. Город обладает несколькими великолепными образцами ранней русской архитектуры. Особого внимания среди них заслуживают кремль, Успенский собор, первоначально построенный в 1158 году, триумфальные Золотые Ворота 1158 года, реконструированные в правление Екатерины II Великой; и собор Святого Дмитрия (1197, реконструирован в 1835). Население (1991 г.) 355 600 чел.

VI. Study the vocabulary of the lesson.

- | | |
|-----------------------------|---------------------------|
| 1) along with [q' lON wID] | ❖ наряду с |
| 2) approach smth [q' prquC] | ❖ приближаться, подходить |
| 3) convent ['k0nvqnt] | ❖ монастырь (женский) |
| 4) craft [krRft] | ❖ ремесло |
| 5) craftsman ['krRftsmqŋ] | ❖ ремесленник |
- 

- | | |
|-------------------------------|---|
| 6) descend from [dl' send] | ❖ спускаться |
| 7) despite [dls' palt] smth | ❖ несмотря на что-либо |
| 8) dome [dqum] | ❖ купол |
| 9) embroidery [lm' br0idqrl] | ❖ вышивка |
| 10) encroach [ln' krqtS] on | ❖ вторгаться, посягать |
| 11) heritage ['herltIG] | ❖ наследство, наследие |
| 12) ledge [leG] | ❖ выступ, уступ, край |
| 13) rampart ['rɔmpRt] | ❖ крепостной вал |
| 14) refugee ["refju(:)' GJ] | ❖ беженец |
| 15) resemble [rl' zembl] smth | ❖ походить на что-либо, иметь сходство с чем-либо |

VII. Match these Russian proper names with their transcription and English equivalents.

- | | | |
|-----------------------------|--------------------------------------|----------------------------------|
| 1) Владимир Мономах | A. [q' sAmpsqn kq' Tldrql] | a. Vsevolod Big Nest |
| 2) Андрей Боголюбский | B. ['prlnsq ' k0nvqnt] | b. Princess' Convent |
| 3) Андрей Рублев | C. ['jurlj ' d0lgq' ruklj] | c. Yuri Dolgoruky |
| 4) Всеволод Большое Гнездо | D. [qllg' zRndq ' nevsklj] | d. Vladimir Monomakh |
| 5) Княгинин монастырь | E. [qnd' rel ' b0gg' lubsklj] | e. Assumption Cathedral |
| 6) Александр Невский | F. ['vsevqlqd blg ' nest] | f. Andrey Bogolyubsky |
| 7) Рождественский монастырь | G. ['g0ldqn ' gelt] | g. Old Believers' Trinity Church |
| 8) Юрий Долгорукий | H. ['quld bl' llvqz ' trlnltl ' CWC] | h. Monastery of the Nativity |
| 9) Золотые ворота | I. [qn' drel rub' lWv] | i. the Golden Gate |

- | | | |
|---------------------------------|-------------------------------------|------------------------|
| 10) Успенский собор | J. [ˈmʊnqstqrɪ qv Dq
nelˈtlvltɪ] | j. Alexander
Nevsky |
| 11) Старообрядческая
церковь | K. [vlqˈdlmlr
ˈmʊnqˈmRk] | k. Andrey Rublyov |

VIII. Read two passages and answer the following questions:

1. Which passage would you expect to find in a travel brochure and which in a magazine article? Why?

VLADIMIR

- | | |
|---|--|
| 2. What do the factories of Vladimir produce? Do they make the city more attractive? Why? | Despite its history, today's Vladimir (Vla-DEE-meer) is not the most attractive of Russian cities. First of all it is an industrial center, producing electric motors, watches and shoes; these factories tend to encroach on the historic part. The main street is reasonably pleasant, and a walk along the top of the ledge past the cathedrals would be beautiful, were it not for the railway line spoiling the view of the Klyazma River ³⁶ . |
| 3. Where are most architectural monuments and museums concentrated? | Along with its ancient churches, Vladimir has a number of other interesting architectural monuments and many well-kept museums. The greatest concentration is around the Golden Gate. |

³⁶ would be beautiful, were it not for the railway line spoiling – был бы красивым, если бы не железная дорога, которая портит...

4. *How do we call the 12th century earthen ramparts nowadays?*

Approaching from the center of town, the city's 12th century earthen ramparts, now known as Kozlov Val, are on the left.



5. *Where can you see an exhibition of 19th century life in Vladimir and enjoy the view of our town?*

An old water tower, resembling a tower of a city wall, houses an exhibition of 19th century life in Vladimir and the top floor is a viewing platform.

6. *What architectural monument houses an exhibition of local crafts?*

Across the square to the left is the huge Old Believers' Trinity Church with exhibition of local crafts - embroidery and lacquer boxes from Mstyora and



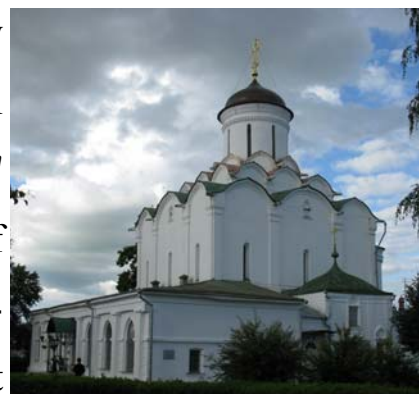
glass from Gus Khrustalny included. Further left, the large modern building is the Lunacharsky Drama Theatre.

7. *When was the Assumption Cathedral of the Princess' Convent built? What*

Descending from the Golden Gate by Ulitsa Pervomaiskaya (*now* Nikitskaya Ulitsa - *прим. авт.*) will bring you to the striking green baroque Church of St. Nikita. Turn right here and proceed to the small church ahead to the left. This is the

buildings did it replace? Is it a museum or a church nowadays?

16th century Assumption Cathedral of the Princess' Convent, the earliest of Vladimir's post-Mongolian churches. It



replaced 12th century buildings where the sisters Maria and Anna, both wives of Vsevolod Big Nest, were buried. The present church has no carvings, but several tiers³⁷ of *kokoshniki* tapering³⁸ to a single dome, giving it a different kind of charm. Formerly a museum, it has now been returned to the Church.

8. *What can you see walking from the Golden Gate to Sobornaya Ploshchad along Bolshaya Moskovskaya Ulitsa?*

Walking back along Ulitsa Tretyevo Internatsionala (now Bolshaya Moskovskaya Ulitsa – *прим. авт.*) toward the cathedrals,



you pass the Arcade [R'keid] (*Gostiny Dvor*) on your left, an example of late 18th century Russian Classicism and now a row of shops before crossing a bridge into Ploshchad Svobody (now Sobornaya Ploshchad - *прим. авт.*). Continuing past the cathedrals, you come to the History

³⁷ *tier* ['talq] – ряд, ярус.

³⁸ *tape* [telp] – связывать.

Museum at #64. This contained the original coffin³⁹ of Alexander Nevsky, once buried nearby in the Monastery of the Nativity. You may need a guided tour here, because written information is sparse⁴⁰

THE ANCIENT CAPITAL

9. *When and by whom was Vladimir founded (according to the text)?*
10. *Who played a great role in the moving the capital to Vladimir? Why did he do it?*
- Vladimir stretches along a highway going from West to East. Despite its present ramshackle⁴¹ outlook, Vladimir was once a capital. It was founded in the twelfth century by Vladimir Monomakh and remained a tiny provincial town for some time. Nevertheless, Prince Andrei Bogolyubsky liked it, preferring it to his town of Vyshgorod which had been given to him by his father, Prince Yuri Dolgoruky, the founder of Moscow. Andrei Bogolyubsky went up north with the intention of founding a united and strong principedom far from Kiev, where there were so many squabbles⁴². He was followed by numerous refugees from the troubled south who settled peacefully on the fertile land of Vladimir and its close neighbour, Suzdal.

³⁹ *coffin* ['kɒfɪn] – гроб.

⁴⁰ *sparse* [spɜːs] – скудный.

⁴¹ *ramshackle* ['rʌmʃəkl] – ветхий, разваливающийся, пришедший в упадок.

⁴² *squabble* ['skwɒbl] – перебранка, ссора из-за пустяков.

11. *How was Bogolyubovo founded?*

On the way to Vladimir, Prince Andrei experienced a miracle. In a tent put up for the night he beheld⁴³ an angel that told him that this was a blessed place. Soon after that the prince built his residence there. It was called Bogolyubovo and it was there, several kilometers from Vladimir, that he spent most of his time.

12. *When did Vladimir become a place to exile undesirable persons to?*

When Moscow became the capital of Rus, Vladimir was the place to exile⁴⁴ undesirable persons to. Later, in the eighteenth century, Vladimir was given the status of a gubernia (province) centre.

IX. Choose the Active or Passive forms of the verbs to complete the following sentences.

1. We *reached/were reached* the Golden Gate 10 minutes ago. 2. The Golden Gate *founded/was founded* in the 12th century. 3. The tourists *were taking/were being taken* photos of the Old Believer's Trinity Church when arrived. 4. Traveler brochures *sell/are sold* everywhere in this ancient town. 5. Sometimes tourists *show/are shown* an unusual monument to a yard-keeper when they go round the town. 6. Different pictures of Vladimir sights *are looking/are being looked* for by my friends now. 7. I *will wait/will be waited* for my groupmates opposite the Assumption Cathedral. 8. He *was showing/was being shown* a new film about white stone architecture from 5 till 7 p.m. yesterday. 9. Our university *has*

⁴³ *beheld* [bl'held] – видел.

⁴⁴ *exile* ['eksail] – изгнание, ссылка.

given/has been given the name of brothers Stoletov. 10. We *shall be asking/shall be asked* questions about our town by our teacher from 2 to 3 p.m. tomorrow. 11. Vladimir became a minor local centre after it *had damaged/had been damaged* by the Mongol invaders.

X. A. What are seven things you like most about Vladimir? Rank them from 1 to 7 and write them down.

Example. One good thing is the history of the town. It's great. The best thing for me is ... There's ('re) ...As for me...

B. Now rank the seven worst things about the town from 1 to 7 and write them down.

Example. The worst thing is trash. It's everywhere. The thing I hate most is ... There's (no) ... There're (no) ... As for me...

C. Tell your group mates about the best and the worst things in Vladimir you wrote.

XI. Towns are like people. They each have their own unique past and present. Make a travel poster (leaflet) about your town.

A. Draw pictures.

B. Make up a slogan.

C. Write about the most interesting and important things you would like to show your guest.

Lesson 2

I. Read the letter from Douglas (an American) who has lived in Vladimir for some months. What are the things Douglas liked about Vladimir?

I liked Vladimir because of the sense of history I got when I was there. It's a very old city, and I liked to wander its streets and imagine all that it had seen in its 850 years. The city I come from is old for America, but young compared to Vladimir. It was fun to think that when my city was founded, Vladimir was already 550 years old. I liked to walk by the Golden Gate and imagine how many people had passed through them. I liked to think about all the people who had seen the Assumption Cathedral and marveled at its beauty. I felt that I was a part of history when I was in Vladimir.

I also liked Vladimir because I thought that this was the *real* Russia. When I was a student in university, I studied in St Petersburg. I love this city, but I always thought that it wasn't a genuine representation of Russia. I thought the same way about Moscow, a city I love as well. I was excited to live in a smaller Russian town, and to find out about life in the Russian heartland. I liked standing on the bluffs overlooking the river and gazing off into the distance at the forest to the south and east of the city. I thought the



land around the city was beautiful, with its rolling hills and forests. It seemed to me that Vladimir rose out of the land.

My favorite place in Vladimir was a park next to the Assumption Cathedral. I can't remember the name of the park, but I do know that there was a statue of Andrei Rublyov at the entrance, and a portrait of Pushkin along with one of his poems painted on a wall. I used to take walks in the park by myself. It was always very peaceful, even though it was

usually filled with people enjoying it with me. My other favorite place in Vladimir wasn't actually in Vladimir. I used to take the bus out to Bogolyubovo whenever I got the chance. I thought the famous church of that village is among the most beautiful places I have ever been. I went during the winter when it was buried in snow, and in the spring when the trees and flowers were blooming. I would go alone or with people, and it was always terrific. I was so happy to live near a place so peaceful and serene.

All in all, I enjoyed my time in Vladimir. It was a great part of my life, and I cannot wait to return.

II. Study the vocabulary of the lesson.

- | | |
|---------------------------------|------------------------------------|
| 1) abundance [q' bAndqns] | ❖ изобилие, избыток |
| 2) apparent [q' p×rqnt] | ❖ видимый, явный, очевидный |
| 3) ascendancy [q' sendqns] | ❖ власть, доминирующее влияние |
| 4) aspiration ["×spq' reiSq] | ❖ стремление, сильное желание |
| 5) buttress [' bAtrIs] | ❖ поддерживать |
| 6) carving [' kRvIN] | ❖ резьба (по дереву, кости, камню) |
| 7) despair [dIs' pFq] | ❖ отчаиваться, терять надежду |
| 8) diminished [dl' mInISt] | ❖ уменьшенный |
| 9) divinity [dl' vInItI] | ❖ божественность |
| 10) embody [Im' b0dI] | ❖ воплощать, олицетворять |
| 11) frame [freim] | ❖ сооружение |
| 12) goodness [' gudnIs] | ❖ добродетель |
| 13) hallmark [' hLI mRk] | ❖ отличительный признак |
| 14) hewn [hjHn] | ❖ высеченный, вырубленный |
| 15) pagan [' peigq] | ❖ языческий |
| 16) reminiscent ["reml' nIsnt] | ❖ напоминающий |

- | | |
|----------------------------|--------------------------------|
| 17) siege [sJG] | ❖ осада |
| 18) stunning ['stAnlN] | ❖ ошеломляющий, великолепный |
| 19) surpass [sW' pRs] | ❖ превосходить |
| 20) survive [sq' vaiv] | ❖ пережить, выдержать, уцелеть |
| 21) take over [teik 'quvq] | ❖ захватывать, овладевать |
| 22) vault [vLIt] | ❖ склеп (со сводом) |

III. In the previous lesson you read the passage from “An Explorer’s Guide to Russia” by Robert Greenall. Here is another one from this guide. Read it to learn some more information about the white stone architecture of Vladimir.

VLADIMIR REGION

The Vladimir Region is a diminished version of the former Vladimir-Suzdal Principedom, which from the mid-12th century until the rise of Moscow in the 14th was considered the most influential in Russia. Before it was taken over by the Tatars in 1238, Vladimir was Russia’s cultural center; its limestone⁴⁵ masonry⁴⁶ and carvings have never been surpassed. This rich heritage and later treasures have in part survived to the present.

The White Stone Architecture of Vladimir



Vladimir's huge **Assumption Cathedral** is one of the surviving pre-Mongolian churches, built in 1160 by Prince Andrey Bogolyubsky. It was the successor⁴⁷ to St. Sophia's in

⁴⁵ limestone ['lalmstqun] – известняк.

⁴⁶ masonry ['melsnrɪ] – каменная кладка.

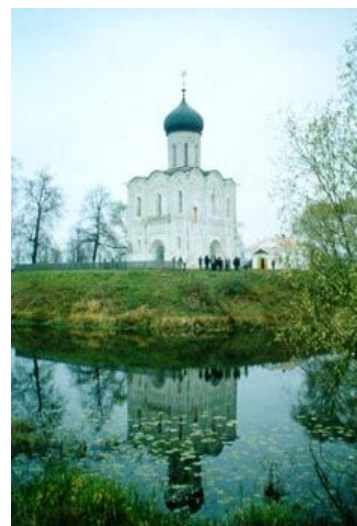
⁴⁷ successor [sqk' sesq] – преемник, наследник.

Kiev. (Andrey had moved his capital to Vladimir two years earlier.) In 1185 the cathedral was damaged by fire, and then virtually⁴⁸ rebuilt by the craftsmen of the then leader Prince Vsevolod Big Nest. New walls went up around the old, and four domes were added to the original one. This is the form in which the cathedral has reached us today (apart from⁴⁹ a bell-tower and connecting chapel added in the 19th century). Even now, it towers over the city, and from a distance even seems to be floating⁵⁰, separated from the ground by the foliage⁵¹ that surrounds it.

Inside, the cathedral is no less stunning, with a 25m iconostasis, boasting several icons painted by Andrey Rublyov. (Now they are in the collection of Moscow's Tretyakov Gallery.) Rublyov's frescoes still remain in some spots. A common theme is The Last Judgement.

Vladimir's greatest Princes, Bogolyubsky and Big Nest, are buried in the vaults, and their sarcophagi can be seen in one of the niches ['nɪClɪz].

The reasons for the building of the **Church of the Intercession on the Nerl at Bogolyubovo** are not entirely clear. But whether it was put there in memory of Prince Andrey's son who died fighting the Volga Bulgar tribe or to impress visitors arriving in the principedom by boat, the main thing is that it is there, and can simply be admired for its surpassing charm and beauty. Approaching closer, you can see the church's modest carvings of



⁴⁸ *virtually* ['vɜːtʃuəli] – фактически.

⁴⁹ *apart* [ə'pɑːt] *from* – кроме.

⁵⁰ *float* [fləʊt] – плыть по небу.

⁵¹ *foliage* ['fɒliɪdʒ] – листва, зеленая растительность.

King David entrancing⁵² birds and lions with his psaltery⁵³ playing, a symbol of the ultimate triumph of peace and goodness.



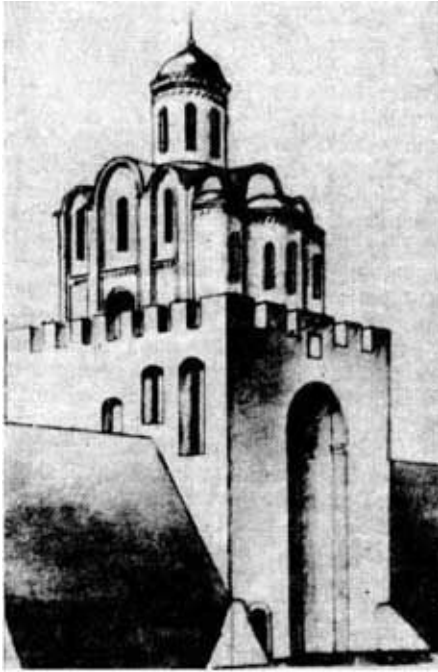
In the later part of Vladimir's ascendancy white stone carving became the hallmark of its cathedrals. The earliest such example is the Cathedral of St. Demetrius, also in Vladimir, built by Vsevolod Big Nest in 1197. This church, like the Church of the Intercession, is fascinating for its simple charm, but is distinguished by the ornamentation of its upper tier. The most striking thing about these carvings is that they are shamelessly pagan. The abundance of mythological creatures is reminiscent of early Russian woodcarving, while the presence of the enthroned⁵⁴ Vsevolod among them shows his aspirations to power and divinity. Alexander the Great drawn in another section embodies hopes that Russia would become as great as expansionist Macedonia.

Vladimir's Golden Gate was built between 1158 and 1164, as part of Andrey Bogolyubsky's complex defense system. All that now remains is the frame for the oaken copper-covered doors, whose copper was stripped off by the Tatars.

⁵² *entrancing* [In'trRnsIN]– очаровывающий, чарующий

⁵³ *psaltery* ['sLltqrI] – псалтерион (древний струнный муз. инструмент)

⁵⁴ *enthroned* [In'Trqun] – возводит на престол



The structure is now topped by the tiny 19th century Church of the Deposition of the Robe⁵⁵ and buttressed by round towers on each side. Inside is the local Military History Museum, with a dramatic and graphic model of the Tatar siege.

The first seat of the Vladimir princes at Bogolyubovo was entirely destroyed over the centuries by Tatar Hordes, and

virtually nothing is left of Andrey's palace and churches. However, one part of the complex has survived - the Staircase Tower and passageway connecting it to the original Cathedral of the Nativity. It is immediately distinguishable from the building beside it by the color of the stone and the familiar blind arcading and semi-columns.



(From “An Explorer’s Guide to Russia” by Robert Greenall)

IV. Do you know these famous people? What are they famous for?

Vladimir
Monomakh (1053 –
May 19, 1125)

❖ was a prince of Vladimir-Suzdal, moved the capital from Kiev to Vladimir.

⁵⁵ Church of the Deposition of the Robe – церковь Ризоположения

Andrew (Andrey) Bogolyubsky (1111 – June 28, 1174)	❖ was a professor of the Moscow University. He is known for his researches in the field of electrical engineering. He had done the pioneer work in the field of ferromagnetism and discovered the principles of outer photoelectric effect.
Vsevolod Big Nest (1154 – 1212)	❖ built Vladimir's huge Assumption Cathedral in 1160
Alexander Nevsky (May 30, 1220 – November 14, 1263)	❖ was a military leader. He is known as the organizer and the leader of the Bulgarian people's volunteer corps in the war of liberation from the Turks (1877-1878), a national hero of Bulgaria.
Andrey Rublyov (1360 or 1370 - 1427 or January 29, 1430)	❖ was an outstanding Russian composer, pianist, teacher, scientist; he was one of the first composers who started creating Russian polyphonic music. He combined Russian song and musical traditions with the Western forms
Mikhail Lazarev (1788 - 1851)	❖ was the Grand Prince of Vladimir, built the Cathedral of St. Demetrius in 1197.
General Nickolai Stoletov (1834 - 1912)	❖ was the Grand Prince of Novgorod and Vladimir, was depicted in a chronicle as an ideal prince-soldier and defender of Russia.
Physicist Alexander Stoletov (1839 - 1896)	❖ participated in three voyages around the globe, in the first Russian Antarctic expedition led by Admiral Faddei Bellingshausen
Sergey Taneev (1856 - 1915)	❖ built the church of Intercession on the Nerl at Bogolyubovo in memory of his dead son.

	❖ painted several icons and frescoes in Vladimir's Assumption Cathedral.
	❖ founded Vladimir
	❖ rebuilt Assumption Cathedral in 1185.

V. What do you know about modern Vladimir? Answer the questions.

1. What educational institutions are there in Vladimir? 2. What cultural facilities except Drama Theatre are there? 3. Are there any parks? 4. What about population of Vladimir? What is its area? 5. What's the transportation like? 6. Is there much unemployment? 7. Is there any pollution there? 8. What kind of housing do people have? 9. Are rents expensive? 10. What's the nightlife like?

Where can you do these things in Vladimir? Talk to your group mates and get as much information as you can. Make notes.

Where's a good place to ...?

1) learn about the history of the town and region; 2) see local handicrafts; 3) enjoy ancient architecture; 4) see local theatres; 5) hear musicians play; 6) enjoy paintings; 7) go shopping; 8) play sports; 9) go for a walk.

Which of the suggested things have you done?

VI. Complete the sentences with the correct verb forms.

1. Many cultural facilities can (to find) in Vladimir. 2. Vladimir as an ancient Russian town and former capital of Rus (to include) into the Golden Ring tourist route. 3. The tiny Church of the Deposition of the Robe (to built) on the top of the Golden Gate in the 19th century. 4. Unfortunately you can't (to see) Andrey's palace in Bogolyubovo as it (to destroy) by Tatar Hordes. 5. The Cathedral of St. Demetrius (to

distinguish) by shamelessly pagan carvings. 6. The Church of the Intercession on the Nerl at Bogolyubovo (to built) after Prince Andrey's son (to defeat and to kill) by the Volga Bulgars. 7. The Cathedral of St. Demetrius (to restore) recently.

VII. You are Travel Agents. Discuss a plan of a visit to Vladimir for some days. What do you think you would show and tell a foreign visitor? Make up a dialogue and perform it.

VIII. Write an interview. Work with a partner. Imagine that you are on a television programme called "Ancient Towns of Russia". Prepare some questions and answers. One of you can be a resident of the town and others can be the interviewers.

Example. – What do you know about your town? Does it differ from other Russian towns and cities?

– I think it is very special.

– ...

IX. Get ready to speak on the topic "The City of Vladimir". Use the information and vocabulary of Unit III.

Unit IV
Countries

Lesson 1
Russia



*The French are polite, but it is often mere ceremonious politeness.
A Russian imbues his polite things with a heartiness both of
phrase and expression, that compels belief in their sincerity.*

Mark Twain. The Innocents Abroad

I. Study the vocabulary of the lesson.

- | | |
|---|------------------------------|
| 1) anthem ['xntqm] | ❖ гимн |
| 2) apatite ['xpqtaɪt] | ❖ апатит |
| 3) appoint [q'pɔɪnt] | ❖ назначать |
| 4) approve [q'prɪv] | ❖ одобрять |
| 5) arable ['xɹɑbl] | ❖ пахотный |
| 6) area ['fɹɪə] | ❖ площадь |
| 7) autonomous [L'tɔnɒmɒs] | ❖ автономный |
| 8) banner ['bænə] | ❖ знамя |
| 9) barley ['bɹɪli] | ❖ ячмень |
| 10) border on ['bɒdə ɒn] | ❖ граничить |
| 11) coal ['kəʊl] | ❖ каменный уголь |
| 12) compel [kɒm'pel] | ❖ заставлять |
| 13) competitive [kɒm'petɪtɪv] | ❖ конкурентоспособный |
| 14) consumer cooperative
[kɒn'sʌjmə kəʊ'ɒpəreɪtɪv] | ❖ потребительский кооператив |
| 15) contemporary [kɒn'tempərəri] | ❖ современный |

16) council ['kaunsl]	❖ совет
17) cradle ['kreɪdl]	❖ колыбель; начало
18) density ['densɪti]	❖ плотность
19) desert ['dezɜ:t]	❖ пустыня
20) eagle ['jɜ:gl]	❖ орёл
21) executive [ɪg'zekjʊtɪv]	❖ исполнительный
22) extractive [ɪk'stræktɪv] industry	❖ добывающая промышленность
23) Federal Assembly [q'sembli]	❖ федеральное собрание
24) ferrous metals ['ferqs 'metɪlz]	❖ черные металлы
25) fibre ['faɪbɜ]	❖ волокно
26) imbue [ɪm'bjʊ]	❖ насыщать, окрашивать
27) independent [ˈɪndɪ'pendənt]	❖ независимый
28) intermediary [ˈɪntə'mɪdɪəri]	❖ посредник
29) judicial [dʒɪ'dʒʊʃɪəl]	❖ судебный
30) law [lɔ:]	❖ закон
31) legislative [ˌleɪdʒɪslətɪv]	❖ законодательный
32) mainland ['meɪnlənd]	❖ материк
33) manufacturing [ˌmænʃʊ'fæktʃəriŋ] industry	❖ обрабатывающая промышленность
34) mechanical [mi'kænɪkəl] engineering	❖ машиностроение
35) mention [ˈmenʃən]	❖ упоминать
36) metallurgy [me'tælɜ:rdʒɪ]	❖ металлургия
37) moderate [ˈmɒdərət]	❖ умеренный
38) non-ferrous metals [ˌnɒn'ferqs 'metɪlz]	❖ цветные металлы
39) oats [ˈəʊts]	❖ овес

40) overcome poverty [ˈquvq' kAm 'povqti]	❖ преодолеть бедность
41) politeness [pɒ' laɪtnɪs]	❖ вежливость
42) private farming [ˈpraɪvlt]	❖ частное фермерство
43) respect [rɪs'pekt]	❖ уважать; не нарушать, соблюдать
44) rye [ˈraɪ]	❖ рожь
45) sincerity [sɪn'serɪtɪ]	❖ искренность, чистосердечие
46) solemn [ˈsɒlɪm]	❖ торжественный
47) stretch [ˈstreɪtʃ]	❖ простираться
48) supply [sq'plai]	❖ снабжать
49) the Supreme Court [su'prɪm kɔ:t]	❖ верховный суд
50) tolerant [ˈtɒlərənt]	❖ терпимый
51) treaty [ˈtri:ti]	❖ договор
52) unique [juˈneɪk]	❖ единственный в своем роде, уникальный
53) valley [ˈvæli]	❖ долина
54) verses [ˈvɜ:sɪz]	❖ стихи
55) wheat [ˈwi:t]	❖ пшеница

II. Read the following geographical names paying attention to their pronunciation:

The Urals [ˈju:(q)rɪlz]; the Caucasus [ˈkɔ:kəs]; the Altai [ˈtʌl]; European [ˈju:roʊpiən]; Asian [ˈeɪʃ(ə)n]; Ukraine [juˈkreɪn]; Kazakhstan [ˈkæzɪkɑːstɑːn]; China [ˈtʃaɪnə]; Indonesia [ˌɪndəʊˈni:zjə]; Brazil [brɪˈzɪl]; Siberia [saɪˈbɪəriə]; Arkhangelsk [ˈɑːkɪŋdʒɛlsk]; Magadan [ˌmæɡəˈdɑːn]; Samara [səˈmɑːrə]; Tver [tɪˈvɜː]; Kazan [kəˈzɑːn]; Ufa [uˈfɑː]; Perm [pɜːm]; Yaroslavl [jəˈrɒslɑːv]

["jRrq'slRv(q)l]; the Baikal [bal'kRI]; the Ob [0b]; the Yenisei ["jenl'sel]=the Enisei; the Amur [R' muq].

III. Read the international words and give their Russian equivalents:

Federation, Europe, Asia, million, kilometers, territory, zone, gas, mineral, nationality, president, minister, assembly, flag, nation, history, industry, centre, culture, tourist, monument, theatre, museum, gallery, material, complex, constitution, period, party, democracy, metallurgy, navigation, subtropical.

IV. a) Read the following words paying attention to their suffixes and divide them into two groups: nouns and adjectives:

Federation, Arctic, Pacific, total, various, different, climatic, central, continental, natural, mineral, population, ethnic, nationality, density, official, language, federal, government, European, Russian, freedom, historic, beautiful, industrial, political, scientific, legislative, executive, judicial, constitutional, regional, construction, economic, regional.

b) Make up as many words as you can combining different parts of the words:

in-	differ	-ent
	continent	-ence
	govern	-al
	free	-ment
	education	-ful
	region	-dom
	use	

V. a) Match the adjectives in column A with the nouns in column B to form meaningful phrases:

- | A | B |
|----------------|----------------|
| 1) extractive | a) engineering |
| 2) large | b) territory |
| 3) total | c) climate |
| 4) official | d) stripes |
| 5) mild | e) industry |
| 6) different | f) zones |
| 7) natural | g) resources |
| 8) Russian | h) flag |
| 9) horizontal | i) language |
| 10) national | j) area |
| 11) mechanical | k) conditions |
| 12) favourable | l) emblem |

b) Decide which of the verbs on the left collocate with the nouns on the right:

- | | |
|---------------------|--------------------|
| 1) to border on ... | a) deposits |
| 2) to include ... | b) ministers |
| 3) to appoint ... | c) the city |
| 4) to restore ... | d) tourists |
| 5) to attract ... | e) chemical fibres |
| 6) to overcome | f) laws |
| 7) to approve | g) poverty |
| 8) to produce | h) countries |

VI. Match the English words and word combinations with their Russian equivalents

- | | |
|------------------------------|---------------------------------|
| 1) to stretch far | a) БЫВШИЙ |
| 2) former | b) ПУСТЫНЯ |
| 3) desert | c) ИСПОЛНИТЕЛЬНАЯ ВЛАСТЬ |
| 4) arable areas | d) Верховный Суд |
| 5) competitive | e) судебная ветвь власти |
| 6) executive power | f) частное фермерство |
| 7) the Supreme Court | g) цветные металлы |
| 8) non-ferrous metals | h) законодательная ветвь власти |
| 9) private farming | i) конкурентоспособный |
| 10) judicial branch of power | j) простираться далеко |
| 11) legislative power | k) пахотные земли |

VII. How well do you know your Homeland? Answer the questions?

1. What oceans wash the borders of the Russian Federation?
2. Can you name the longest rivers in Siberia and the Far East?
3. Can you describe the Russian nature?
4. What is the capital of the Russian Federation? Can you name the largest cities of Russia?
5. What is the deepest lake in Russia and where is it situated?
6. Why do we say that the climate in Russia is various?
7. Why is Russia both a European and Asian country?
8. Who is the President of Russia now?
9. What term is the president elected for?
10. What is the name of the current Prime Minister?
11. Who was the first man to make a space flight? Do you know the date of the first manned space flight?
12. What kind of state is the Russian Federation?

VIII. Read the text and check if you are right. What information doesn't this text provide?

The Land and the People

Russia or the Russian Federation is one of the largest countries in the world. Its territory occupies the eastern and north-eastern parts of Europe and the northern part of Asia stretching for 2500-4000 km from north to south and for 9,000 km from west to east. A flight from Moscow to Magadan takes eight hours. Russia occupies more than one-ninth of the world's land area. Its territory is 17 million square kilometres.

Russia is washed by twelve seas of three oceans: the Atlantic, the Pacific, the Arctic oceans. Russia borders on fourteen countries including the former Republics of the USSR, which are now independent states. It also has a sea-border with the USA.



There is hardly a country in the world where such a great variety of flora and fauna can be found. The land of Russia varies a lot from heavy forests to deserts, from high-picked mountains to deep valleys. There are several mountain chains in Russia: the Urals, the Caucasus, the Altai and others. The country is divided into the Western and Eastern parts by the Urals so Russia is both a European and Asian country.

Russia has over two thousand rivers, the biggest of them – the Volga, the Ob, the Yenisei, the Amur, the Lena offer excellent possibilities for



navigation and hydrolic construction. The broad Volga river system is of great historic, economic and cultural importance to Russia. It became the cradle of such ancient towns as Vladimir, Tver, Yaroslavl and others. Our land is also rich in various

lakes with the deepest lake in the world, the Baikal, included.

There are 11 time zones on the Russian territory. The climate conditions are rather different from arctic and moderate to continental and subtropical.

Russia is rich in natural resources. It has a unique combination of mineral and fuel reserves. It can fully supply itself with all the necessary mineral reserves. The mineral basis of Russia includes practically all types of minerals: fuel and energy resources (oil, natural gas, coal, uranium); ferrous metals (iron, manganese, chromium ores); non-ferrous and rare metals (copper, lead, zinc, nickel, tin, tungsten); precious metals (gold, silver) and diamonds; non-metallic minerals such as apatites, phosphorites and others. Particularly great are fuel and power resources of natural gas, oil and coal which are traditionally articles of Russian export. Russia has more than 10 % of the world's explored oil reserves, one third of the world's natural gas, 11% of coal. It has all branches of extractive and manufacturing industry. The fuel and energy complex of Russia is represented by electric power industry and all branches of a fuel industry. The ferrous metallurgy is of great importance. It works on its own raw

materials. There are many modern branches of industry in Russia, such as the transport mechanical engineering, motor industry (Moscow, Nizhniy Novgorod, etc.), aircraft industry (Moscow, Smolensk, Voronezh), shipbuilding (St.Petersburg, Arkhangelsk) and others. The agricultural mechanical engineering (Rostov-on-the-Don, Ryazan) is advanced too. Besides, Russia is among the countries with advanced chemical industry. There is a number of enterprises producing chemical fibres, synthetic rubber and plastics (Central area and Western Siberia).

Agriculture is one of the important branches of economy in the Russian Federation. We have 10% of the world's arable land, i.e. 220,000 square kilometers and about 20% of fresh water. So we have a natural base for the development of agriculture. Russia created both consumer cooperatives – agricultural retail complexes where producers are able to sell products without intermediaries and private farming. The natural conditions of Russia allow developing various branches of plant and animal industries. We grow wheat, rye, barley and oats. Russia has favourable conditions for developing sheep keeping, pig keeping, beekeeping, milk and meat industries. In the European part of Russia the most productive territory is in the Central Chernozem Economic region and the Volga Economic region which occupies the territory between Ukraine and Kazakhstan. Russia has been and remains a developed industrial and agricultural country with huge potential of natural and human resources. Speaking about economic situation in Russia we can't but mention the presidential address with economic programme the priorities of which are overcoming poverty, making the country economy competitive.

Our country has always been a multinational country and unites people of different cultures and confessions. Today Russia's population is about 145.2 mln. people, 80 per cent of whom are ethnic Russians. Today Russia is the world's six largest country in terms of population after China, India, the United States, Indonesia and Brazil. The urban population makes 70% of the total population. 13 cities have the population over 1 mln. such as Moscow, St. Petersburg, Novosibirsk, Nizhniy Novgorod, Ekaterinburg, Samara, Omsk, Kazan, Chelyabinsk, Rostov-on-the-Don, Ufa, Volgograd and Perm. 20 cities have from 500,000 to 1 mln. residents. The national structure of the population of Russia is various. More than 40 nations inhabit Russia making it one of the most multinational countries in the world. The average population density is 8.6 people per square kilometer, it is the lowest in the Far East and highest in the Central economic region.

Political System and Administration Structure



Politically the Russian Federation is a republic. A new Constitution was adopted by referendum on December 12, 1993. Under the Constitution Russia is a presidential Republic and there are three branches of power in Russia: legislative, executive and judicial. The legislative power is vested in the bicameral Federal Assembly, consisting of an upper house called the Council of Federation and a lower house called the State Duma. Each house is headed by the speaker. The legislature is initiated in the lower House. But to become a law a bill must be approved by the upper House and signed by the President. The head of the executive power is the President elected for



a four year term. The President with the approval of the State Duma appoints a cabinet headed by the Prime minister. The first action of the Prime Minister is to form the Government. The judicial power is represented by the Constitutional Court, the Supreme Court and regional courts.

The Federal Assembly is a permanently functioning body. The Council of Federation and the State Duma sit separately. Their sessions are open but they have the right to conduct closed sessions. The main federal laws such as the federal budget, federal taxes, ratification of the state border of the R.F. and others are adopted by the State Duma and must be examined by the Council of Federation.

Administratively Russia is based on federal principles and the legal status of its units is determined by the Constitution and the Federative Treaty. The Russian Federation is made up of twenty-one national republics, six territories, forty-



nine administrative regions and ten autonomous areas. Russian is the state language of the country but each republic within the Russian Federation has its own national language. All that we need now is to establish clear-cut and just rules which could equally protect human rights of each nationality throughout the federation. To build a federation it is necessary to be tolerant and to respect the rights of all nations and nationalities of the country.

Every modern state has a national emblem, flag and anthem as its symbols. The two-headed eagle is the state emblem which remained the main heraldic and symbolic representation of the Russian state because it

organically and symbolically took under its wings Great Russia which is situated on two continents: the European and Asian mainland. The contemporary white, dark blue and red flag is the state symbol of Russia. It is a three-coloured banner. The white stripe symbolizes the earth, the blue one stands for the sky and the red one symbolizes liberty. As for the Russia's national anthem it is a solemn song in verses of a programme character singing the praises of Russia, Russian land and the people of Russia. All these symbols have been approved by the Federal Assembly.

IX. Complete the sentences using the information from the text.

Model: St. Petersburg ... – St. Petersburg is the second largest city of Russia.

1. The Volga, the Ob, the Enisey ... 2. Iron ore, gold, silver, diamonds, natural gas ... 3. About 145 million people ... 4. 17 million square kilometres ... 5. The Urals ... 6. A three-coloured banner ... 7. The Federal Assembly ... 8. A two-headed eagle ... 9. The upper House ... 10. The lower House ... 11. The mineral basis of Russia ... 12. The fuel and energy complex of Russia...

X. The text contains different mistakes: 5 – in spelling, 3 – in grammar. Correct the mistakes.

Oil is sometimes called black gold because it is extremely valuable. It is made by very small plants and animals that died on the sea bed millions of years ago. Over 50% of the world's oil is in the Arab Wold. Russia and other contries that was once part of the Soviet Union also has a lot of oil. Oil is used for fuel and to make electriscity. We also make plastics with it. About 9,000 million litres of oil is used every day. Russia have more than 10% of the world's explored oil reseves.

XI. Choose the proper words and fill in the blanks:

1. We are proud ... the country.
A in B of C on D to
2. ... rivers include the Volga in Europe, the Yenisei, the Ob, the Lena in Asia.
A abundant B national C major D total
3. The greatest ... of natural gas are located in Siberia and the Far East.
A mineral B concentrate C deposits D plains
4. The European part of Russia is ... populated.
A especially B densely C naturally D gradually
5. St. Basil's Cathedral has many
A eagles B domes C chambers D courts
6. The ... power is realized by the Federal Assembly.
A executive B judicial C legislative D federal
7. The Upper chamber of the Federal Assembly is called the ... of Federation.
A Duma B Council C Court D State
8. At the end of the 18th century the Russian aristocracy ... the European clothes and speech.
A approved B appointed C adopted D destroyed
9. The period, when Catherine the Great ..., was characterized by the great culture growth.
A reigned B adopted C ruined D restored
10. Now we can easily travel abroad, enjoy ... of speech and religion.
A abundant B wealth C court D freedom

XII. Read the text again and choose the correct answer, a, b or c.

1. What territory does the country occupy?
a) 9 million square kilometers; b) 17 million square kilometers c) 15 million square kilometers

2. What countries does Russia border on?

a) Spain, China, Ukraine; b) Finland, China, Ukraine; c) Finland, Mongolia, Norway

3. What are the major rivers of Russia?

a) The Lena, the Volga, the Don; b) the Lena, the Volga, the Ob; 3) the Yenisei, the Volga, the Don

4. Where is the world's deepest lake situated?

a) In the European part of the country; b) in the Asian part of the country; c) in the Northern part of the country

5. Where is the most of the mineral wealth of Russia?

a) In Siberia and the Far East; b) in the European part of country; c) near the Black Sea

6. How many million people live in Russia?

a) More than 145 million people; b) more than 100 million people; c) more than 90 million people

7. What part of the country is densely populated?

a) Siberia; b) the Far East; c) the European part of the country

8. Who is the head of the country?

a) The President; b) the Prime Minister; c) the King

XIII. Complete the dialogue between two students. Then dramatize it.

Max and Andrew are students of the University. They are discussing the state system of the Russian Federation.

M. Hi, Andrew! You have come at last. Glad to see you.

A. Hi, Max! Glad to see you, too.

M. Have you prepared for your History classes?

A. Yes, I have. We should have prepared the texts about the state system of the Russian Federation.

M. You are absolutely right. But I was busy yesterday and didn't manage to prepare the material. Will you be so kind as to tell me about it in brief?

A. Certainly. Don't worry. It is not too complex. Hope, that you do know who is at the head of our country.

M. Naturally. It is ... who the commander-in-chief of the armed forces is. He also

A. That's fine. Do you know what branches the federal government consists of?

M. I wish I knew.

A. You see, the federal government includes ... branches:is realized by the Federal Assembly, which consists of The executive power belongs to...

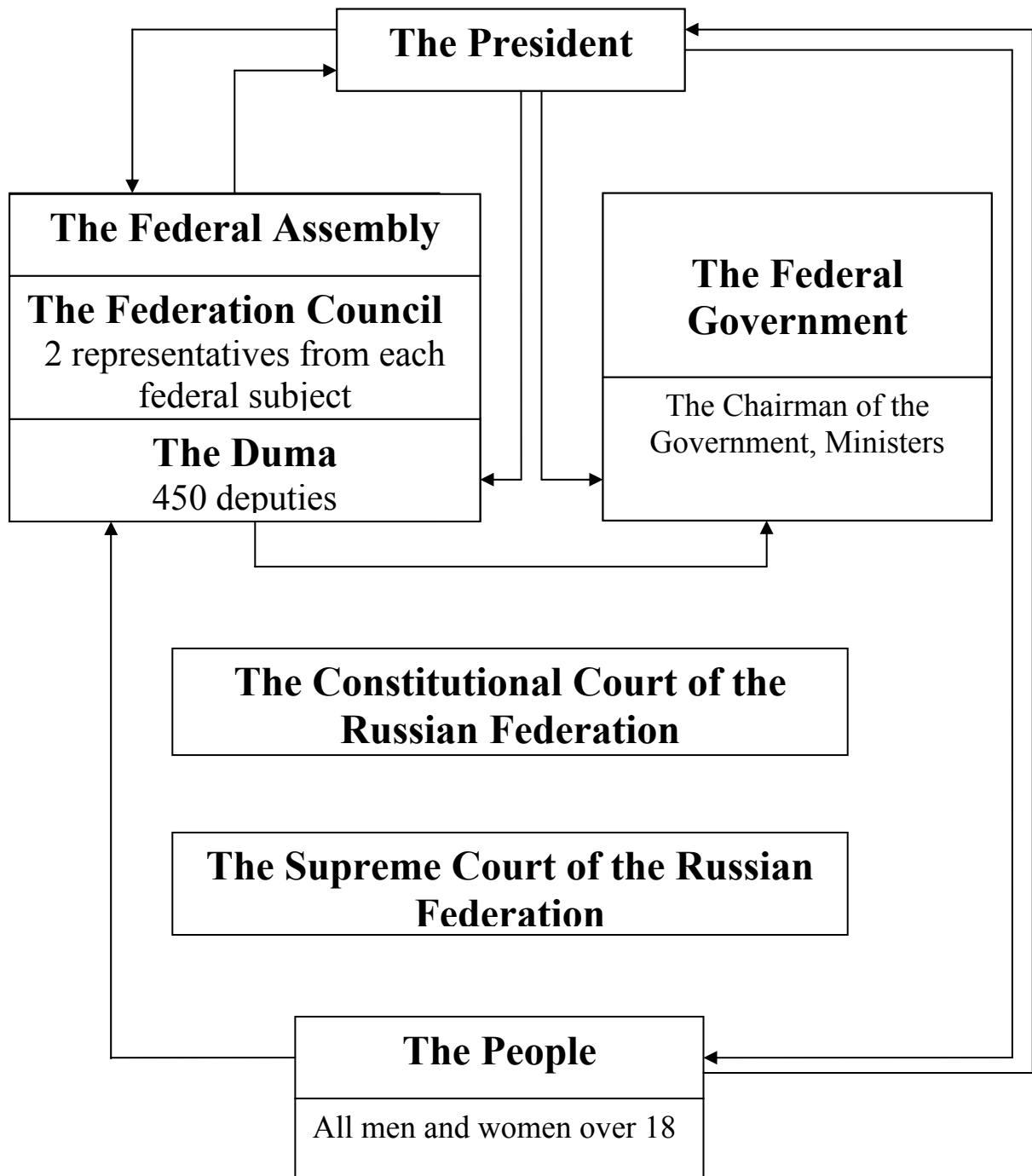
M. Oh, sorry for interrupting you. I do know about it. It belongs to ..., which is headed by... .

A. Good for you. And the judicial power is represented by.... That's all.

M. I don't know how to thank you.

A. Not at all. It was a real pleasure for me to do it.

XIV. *Speak about 3 branches of power in the Russian Federation using this chart and information of the text.*



XV. *Revise the information of the text answering the questions.*

1. What is the official name of Russia?
2. What are the territory and the population of the Russian Federation?
3. Why is Russia both a European and Asian country?
4. How does the land of Russia vary?
5. How different

are the climate conditions in Russia? 6. What minerals is Russia rich in?
7. What fuel and power resources are traditional articles of Russian export?
8. What branches of industry are well developed in Russia and where are they concentrated?
9. How large is the percentage of arable land in Russia?
10. What parts of Russia are the most suitable for developing agriculture?
11. What are the priorities of the presidential economic programme for today?
12. When was the last Constitution of the Russian Federation adopted?
10. What is the capital of Russia?

XVI. Get ready to speak about Russia using the information of the lesson.

XVII. Read and translate the sentences paying attention to the use of the sequence of tenses.

1. He said the election campaign had begun a week before. 2. The secretary informed the manufacturing branches would receive additional investments. 3. The third-year students were told that they would have practice in June. 4. They told that they had visited the Pushkin Museum. 5. They were sorry that she had not made the tour to Vladimir. 6. She told me I might come any day. 7. The passer-by asked how long it would take him to get to Red Square. 8. He added that he had never seen Red Square and would like to see the Kremlin with his own eyes. 9. I knew that he was interested in the history of Russia.

XVIII. Transform these sentences according to the models to practice the use of the sequence of tenses.

a) **Model:** They are listening to music. - I knew that they were listening to music.

1. The children are playing computer games. 2. These radio stations are competing with each other.

b) **Model:** *The boy is interested in history. - I was sure that the boy was interested in history.*

1. The newspapers are delivered in the morning. 2. He is busy. 3. She is glad to meet them.

c) **Model:** *They left for Moscow. - I hoped that they had left for Moscow.*

1. She wrote a letter. 2. The boy studied the English language. 3. She brought the magazine.

d) **Model:** *She will write a letter. - I hope that she would write a letter.*

1. They will come soon. 2. You will translate the text.

XIX. Change the following sentences into Indirect Speech.

1. She asked: "What places of Russia have you been to?" 2. He said: "Listen to her story about Moscow." 3. She said: "We shall visit the Pushkin museum tomorrow". 4. They asked: "When shall we arrive to the capital?" 5. The child exclaimed: "Someone has taken the book I was reading". 6. John asked Mary: "Will you go to Moscow for Easter?" 7. The guide said: "We shall visit the History Museum tomorrow". 8. They asked us: "What places of interest in Vladimir have impressed you most of all?" 9. The guide asked: "Do you like visiting picture galleries?"

XX. Read the given Illustrative Situations paying attention to the modal verbs and their equivalents.

1. - Susan doesn't have an easy life.
 - What do you mean?
 - She has to get up early every day.
 - What hard luck!

2. What about going to the museum?

- I'm sorry I can't. I have to finish writing my essay.

- Oh, but you needn't. Peter can do it for you.

- Good idea.

3. - I'm trying to learn English. Can you tell me how?

- Oh, certainly. You must go to England.

- Thanks for a good piece of advice.

4. - Will you be able to post these letters today?

- I don't think so. I have too much typing to do.

5. Interviewer: Now, Mr. Jones... why do you want to go to Australia?

Mr. Jones: Well, I'm really thinking about my children. You see there aren't many opportunities here. I lost my job last year and wasn't able to find another one. Will I be able to find a job in Australia?

Interviewer: What do you do?

Mr. Jones: I'm an electrician.

Interviewer: Oh, you'll be able to find a job easily.

Mr. Jones: What about accommodation?

Interviewer: Well, there are hostels for new immigrants.

Mr. Jones: And what about my children?

Interviewer: Oh, you'll be able to find a good school in Australia.

XXI. Read the following sentences, translate them into Russian and explain the usage of the modal verbs.

1. He may have forgotten the address as he did not write it down. 2. You must never put off till tomorrow what you can do today. 3. He must have put off his report till next week. When I saw him a few days ago he said that he could not get one of the books he needed for his report. 4. We

should respect the rights and freedoms of all the nations living in Russia. 5. The conference devoted to the development of the economy of Russia was to take place on the 15th of May. 6. The Supreme Court can declare law unconstitutional. 7. They will be able to visit the Tretyakov Gallery only next week. 8. The new bill must be discussed in detail by the State Duma. 9. Russia could overcome the difficulties in economy and begin the transition to the market economy. 10. It was a fine day yesterday, we could have an excursion to Suzdal and enjoyed it very much. 11. May I take a day-off on Friday? 12. The main federal laws must be examined by the Council of Federation.

XXII. Translate the sentences into English using the modal verbs and their equivalents.

1. Он сможет говорить по-английски свободно, когда вернется из Лондона. 2. Я хорошо знал эту страну и смог посоветовать ей, какие достопримечательности посмотреть. 3. Мы можем назвать Россию многонациональной, так как она объединяет 40 наций. 4. Мне очень жаль, но я должен идти. Уже без четверти семь, мне придется сесть на автобус. 5. Все слова в тексте были знакомы, и мне не пришлось пользоваться словарем. 6. Я думаю, вам следует послать ей цветы. 7. Он должен ответить на эти письма сегодня или он может сделать это завтра? 8. Мы не смогли обсудить этот вопрос в понедельник. 9. Она не сможет закончить эту работу завтра. 10. Следующая сессия Федерального собрания, возможно, будет закрытой. 11. Первым действием нового премьер-министра России должно быть формирование правительства.

Lesson 2

Great Brittan



I. Study the vocabulary of the lesson. The words given below will help you to do the following exercises and understand the texts.

- | | |
|---------------------------------------|-------------------------------|
| 1) advise [əd'vaɪz] | ❖ советовать; консультировать |
| 2) approval [ə'prɒvəl] | ❖ одобрение; утверждение |
| 3) changeable ['tʃeɪnʒəbl] | ❖ изменчивый |
| 4) cheap [tʃi:p] | ❖ дешевый |
| 5) compare [kəm'peɪ] | ❖ сравнивать |
| 6) comprise [kəm'praɪz] | ❖ включать; заключать в себе |
| 7) deposit [dɪ'pɒzɪt] | ❖ залежь |
| 8) descendant [dɪ'sendənt] | ❖ потомок |
| 9) determine [dɪ'tɜ:mɪn] | ❖ определять |
| 10) divide [dɪ'vaɪd] | ❖ делить, разделять |
| 11) hereditary [hɪ'redɪtɔ:ri] | ❖ наследственный |
| 12) humid ['hju:mɪd] | ❖ влажный |
| 13) in the making | ❖ в процессе создания |
| 14) inhabit [ɪn'hæbɪt] | ❖ населять |
| 15) invade [ɪn'veɪd] | ❖ вторгаться; захватывать |
| 16) invader [ɪn'veɪdɪ] | ❖ захватчик; оккупант |
| 17) invasion [ɪn'veɪʒən] | ❖ вторжение |
| 18) joint decision [ˈdʒɔɪnt dɪ'sɪʒən] | ❖ совместное решение |
| 19) lack [ˈlæk] | ❖ недостаток, отсутствие |

20) majority [mq' G0rltl]	❖ большинство
21) mild [malld]	❖ мягкий
22) mine ['maIn]	❖ рудник; шахта
23) monarchy ['m0nqkl]	❖ монархия
24) reign ['reIn]	❖ царствовать
25) remain [rl'meIn]	❖ оставаться
26) requirement [rl'kwalqmqt]	❖ потребность
27) rule ['rHI]	❖ править
28) Supreme Court of Judicature [sjH'prJm'kLt qv 'GHdlkqCq]	❖ Верховный Суд Англии
29) coal-mining industry ['kqulmalnIn 'Indqstrl]	❖ угледобывающая промышленность
30) vehicle ['vJIkl]	❖ средство (передвижения)
31) voter ['voutq]	❖ избиратель

II. Do you know the meaning of the word combinations in A?

Try to find their Russian equivalents in B.

- A. 1) to appoint; 2) approval; 3) advice; 4) cheap; 5) to comprise;
6) deposit; 7) hereditary; 8) in the making; 9) lack; 10) mine; 11) to
remain; 12) requirement; 13) vehicle; 14) voter.
- B. 1) совет; 2) одобрение, утверждение; 3) наследственный;
4) избиратель; 5) потребность; 6) средства (передвижения);
7) рудник, шахта; 8) залежь; 9) дешевый; 10) оставаться;
11) включать, заключать в себе; 12) в процессе создания;
13) назначать; 14) недостаток, отсутствие.

III. Translate the following sentences paying attention to the Infinitive Constructions.

1. Angels ['xNg(q)lɪz], Saxons ['sɪks(q)nɪz], Vikings ['vɪkɪnz], and Romans ['rɒmənɪz] are known to have been the invaders of Britain.
2. We know Great Britain to consist of England, Scotland and Wales.
3. Many tourists find the climate of Great Britain to be mild and humid.
4. We know England to border on Scotland in the north.
5. Most visitors to modern Scotland find Scots to be hospitable and friendly.
6. The Conservative, the Labour and the Liberal Democratic parties prove to be the main political parties in Britain.
7. Since 1945 the Conservative and Labour parties are known to have been in power by turns.
8. The Times is known to be the most famous of all British newspapers.
9. The public of Britain seems to have lost a little of its interest in crime and scandal being published in British newspapers.
10. Some administrative changes in the relations between the parts of the United Kingdom are expected to be made by the central government.

IV. Read the text. Three sentences have been removed from the text.

Choose from the sentences A to C the one which best fits each gap.

- A. The rivers seldom freeze in winter, most of them remain ice-free.
- B. The highest mountain top, Ben Nevis, is only 1,343m high.
- C. The mountains, the Atlantic Ocean and the warm waters of the Gulf Stream influence the climate of Great Britain.

GREAT BRITAIN

The official name of the country whose language we study is the United Kingdom of Great Britain and Northern Ireland. It consists of four parts:

England, Wales, Scotland and Northern Ireland. The UK lies on the British Isles. There are 5,500 islands. The two main islands are: Great Britain and



Ireland. Northern Ireland occupies one third of the island of Ireland. It borders on the Irish Republic in the south. The British Isles are separated from the European continent by the North Sea, the English Channel and the Strait of Dover. The western coast of Britain is washed by the Atlantic Ocean and the Irish Sea.

The total area of the UK is 244,000 sq.km. Britain is relatively small and compact when

compared with many European countries, being, for example, half the size of France, of almost 20 per cent smaller than Italy. The population of the UK is over 59 million people.

Britain has been many centuries in the making. About 2,000 years ago the British Isles were inhabited by the Celts who originally came from continental Europe. During the next 1,000 years there were many invasions. The Romans came from Italy in A.D. 43 and calling the country “Britannia” gave Britain its name. The Angles and Saxons came from Germany, Denmark and the Netherlands in the 5th century, and England

got its name from this invasion (Angle-land). The Vikings arrived from Denmark and Norway throughout the 9th century, and in 1066 the Normans invaded from France. These invasions drove the Celts into what is now Wales and Scotland and they remained, of course, in Ireland. The English are the descendants of all the invaders, but are more Anglo-Saxon than anything else.

English is the official language, but it is not the only language which people speak in the country.

Geographically Britain can be divided into two main regions: Highland Britain and Lowland Britain. Highland Britain includes Scotland, the Lake District, the Pennines ['penalnz], almost the whole of Wales. Lowland Britain comprises most of England, central Lowlands of Scotland and some areas in the south of Wales. There are no high mountains in Britain. 1. _____.

There are many rivers in Britain but they are not very long. Their direction and character are determined by the position of the North Sea. 2. _____.

Many of the rivers are joined together by canals. This system of rivers and canals provides a good means of cheap inland water transport. The most important rivers are the Severn, the Thames, the Tyne, the Trent, the Mersey and the Clyde. British lakes are rather small but they are famous for their unique beauty. Famous is the English Lake District, occupying a comparatively small area in the north-west of England. The Loch Ness, world famous for its monster, is in the Great Glen of Scotland.

The British climate has three dominant features: it is mild, humid and changeable. 3. _____. There are no extreme contrasts in temperature

anywhere in Britain. In general, British temperature rarely rises above 32°C in the winter, though there are differences between those of the north and the south.

Great Britain is not very rich in mineral resources; it has some deposits of coal and iron ore, oil and gas. The biggest coal iron mines are in the north-east of England, in Scotland near Glasgow, in Wales near Cardiff and Bristol.

Great Britain is a highly developed industrial country. Coal-mining is one of the most developed industries in Great Britain. Of great importance for Britain is ship-building industry. It is concentrated in London, the capital of Great Britain, Glasgow, Newcastle, Liverpool and Belfast. Birmingham and Sheffield are the most ancient centres of British iron and



steel industry. Manchester is the centre of cotton industry. Britain produces agricultural tractors, motor-cars, railway vehicles. The products of the British aerospace industry include civil and military aircraft and satellites. Great Britain produces a lot of wool, which is considered to be the best in the world.

English agriculture is also developed, but because of lack of cultivated lands it satisfies nearly two-thirds of British food requirements.

Great Britain is a constitutional monarchy though Britain has not any written constitution as one act and the monarchy is a mere formality.

English kings reign but do not rule. Power in Great Britain is divided among three branches: the legislative branch, the executive branch and the judicial branch. The legislative branch is represented by Parliament, which consists of two chambers or houses: the House of Lords and the House of Commons. Parliament in Britain has existed since 1265. Having been organized in the reign of King Edward I, it is the oldest parliament in the world. Members of the House of Commons are elected for 5 years. The peers of the House of Lords are not elected by voters. Their seats in the House are, as a rule, hereditary. Parliament's main function is to make laws.

The executive branch is headed by the Prime minister, who is appointed by the king (queen). The Prime Minister is usually the leader of the Party that has a majority in the House of Commons. The Prime minister appoints the ministers to compose the government. After that the newly appointed ministers are presented to the monarch for the formal approval. The most important ministers of the government form the Cabinet. Members of the Cabinet make joint decisions or advise the Prime minister.

The judicial branch interprets the laws. The highest judicial body is represented by the Supreme Court of Judicature.

There are three main political parties in Great Britain: the Labour, the Conservative, and the Liberal Democratic. Britain heads the so-called British Commonwealth of Nations, whose members, among others, are Canada, Australia and New Zealand. The Queen is the official head of the Commonwealth of Nations.



V. Read the text again and answer the questions.

1. What is the official name of Britain? 2. What parts does the United Kingdom consist of? 3. What oceans and seas is the United Kingdom washed by? 4. What is the total area of the UK? 5. What is the population of the country? 6. What people were the British Isles inhabited by about 2,000 years ago? 7. When did the Romans settle in Britain? 8. When did the Anglo-Saxons come? 9. When did the Normans invade Britain? 10. Are there many rivers in Britain? Which of them are the most important ones? 11. What is the climate of Great Britain? 12. Is Great Britain rich in mineral resources? 13. What are the main industries of Great Britain? 14. What can you say about the institute of monarchy in Britain? 15. What body is the legislative power represented by? 16. Since what time has the British Parliament existed? 17. Who is the executive branch headed by? 18. What is the highest judicial body of the country? 19. What are the main political parties in Britain? 20. Who is the official head of the Commonwealth of Nations?

VI. Complete the sentences with the words or word combinations from the list given below.

1. The UK is very small ... with many other countries of the world. 2. The Celts began ... Britain around 700 B.C. They crossed the English Channel from the territory of the present-day France. 3. Queen Victoria came to the throne as a young woman in 1837 and ... until the death in 1901. 4. The British ... existed for hundred years before Parliament. 5. Northern Ireland has ... winters and cool rainy summers. 6. The UK ...by the English, the Scottish, the Welsh and the Northern Irish. 7. In practice Great Britain ... by the elected government with a Prime minister at the head. 8. The party

which wins the ... of seats at general elections forms the Cabinet. 9. Queen Elizabeth II herself is a ... of the Saxon monarchs and William the Conqueror. 10. Everything that the Queen (King) does is done on the advice of her (his) ministers who make ...

1) joint decisions, 2) is ruled, 3) is inhabited, 4) mild, 5) compared, 6) monarchy, 7) majority, 8) to invade, 9) reigned, 10) descendant

VII. Match up the two parts of the following sentences.

- | | |
|---|--|
| 1. Great Britain is the large island | a) who invaded the British Isles at different times |
| 2. The invaders of Britain were | b) among three branches |
| 3. The British are the descendants of different people | c) engineering, shipbuilding, fishing, woolen, textile and some others |
| 4. In Great Britain the position of mountains determines | d) though it is not rich in mineral resources |
| 5. In 1921 Ireland was divided into two parts: | e) the direction, length and character of the rivers |
| 6. The UK is a highly industrialized country | f) the Irish Republic and Northern Ireland. |
| 7. The main industries of the country are | g) which includes England, Scotland and Wales |
| 8. Power in Great Britain is divided | h) that has a majority in Parliament |
| 9. The Prime minister is usually the leader of the Party | i) Romans, Angles, Saxons, Vikings and Normans. |
| 10. The weather is so changeable that the English often say | j) that they have no climate but only weather. |

VIII. Are the following statements true or false? Correct the false ones.

1. About 2,000 years ago the British Isles were inhabited by the Celts who came from Europe. 2. There were four invasions in the history of Great Britain. 3. The English are the descendants of all the invaders. 4. In the

south England is separated from the European continent by the English Channel. 5. In the west England borders on Wales and is washed by the Bristol Channel and the Irish Sea. 6. There are many very high mountains in Great Britain. 7. The rivers of Great Britain often freeze in winter. 8. The United Kingdom is a highly industrialized country because it is very rich in mineral resources. 9. The main industries of the country are shipbuilding, fishing, machinery, woolen, textile and some others. 10. In Great Britain the executive branch is headed by the Prime minister, who is appointed by the members of the House of Commons.

IX. Read and translate the following dialogue. Dramatize it.

A.: Hallo, Boris! I've not seen you for ages. Where have you been all this time?

B.: I have been to England.

A.: Is that so? I am very glad for you. Was it a tourist trip?

B.: Yes, it was.

A.: How long did it last?

B.: It lasted 15 days.

A.: Fine. Now you can give me some information on England, can't you?

B.: Yes, certainly.

A.: First of all tell me if there is any difference between England and Britain.

B.: You see, England is only a part of Britain. The official name of the country is the United Kingdom of Great Britain and Northern Ireland. In everyday use the word "Britain" is quite possible.

A.: What parts does the United Kingdom consist of?

B.: It consists of England, Wales, Scotland, and Northern Ireland.

A.: And what is the territory of Great Britain

B.: As far as I remember its territory is 244,000 square kilometers. Great Britain is a densely populated country. The population of Great Britain is over 59 million.

A.: I know England is a highly developed industrial country. What are its main industries?

B.: England is well known for its shipbuilding, steel and textile industries. What else would you like to know?

A.: As far as I know Britain is a parliamentary monarchy. How is that?

B.: It's simple. There is the King or the Queen, in Britain. However, the king's or the queen's power is limited by Parliament.

A.: How many chambers are there in the British Parliament?

B.: There are two of them – the House of Lords and the House of Commons.

A.: Who forms the Government?

B.: The Prime Minister. He is usually the leader of the party that has a majority in the House of Commons.

A.: Thank you very much for your information.

B.: You are welcome.

X. On the basis of the vocabulary and information of the lesson get ready to speak about the country whose language you study.



Unit V

Ecology

*Coming together is a beginning,
working together is process,
staying together is success!*

I. Study the vocabulary of the lesson.

- | | |
|------------------------------------|--------------------------------------|
| 1) acid ['æsɪd] | ❖ кислота |
| 2) avoid [ə'vɔɪd] | ❖ избегать |
| 3) biosphere ['baɪəsfɪə] | ❖ биосфера |
| 4) blunder ['blʌndə] | ❖ грубая ошибка |
| 5) cause [kɔːz] | ❖ вызывать, являться причиной |
| 6) concern [kən'sɜːn] | ❖ иметь отношение к; беспокоиться |
| 7) crisis ['kraɪsɪs] | ❖ кризис |
| crises ['kraɪsɪz] | ❖ кризисы |
| 8) demand [dɪ'mænd] | ❖ требовать |
| 9) disaster [dɪ'zɑːstə] | ❖ бедствие |
| 10) dump [dʌmp] | ❖ свалка; сбрасывать, сваливать |
| 11) ecology [ɪ'kɒlədʒɪ] | ❖ экология |
| 12) environment
[ɪn'vaɪrənmənt] | ❖ окружающая среда |
| 13) ethnic ['eθnɪk] | ❖ этнический |
| 14) extinction [ɪk'stɪŋkʃən] | ❖ исчезновение, вымирание |
| 15) habitat ['hæbɪtæt] | ❖ среда обитания животного, растения |
| 16) harmful ['hɑːmfl] | ❖ вредный |
| 17) liquid ['lɪkwɪd] | ❖ жидкость, жидкий |
| 18) moisture ['mɔɪstʃə] | ❖ влажность |

19) mutual ['mjʌCuql]	❖ взаимный
20) nuclear ['nju:kliq]	❖ ядерный
21) ozone ['quzqun]	❖ озон
22) pollution [pɒ' lʌʃn]	❖ загрязнение
23) preserve [prɪ' zWv]	❖ сохранять
24) purification ["pjʊrɪfl' kelʃn]	❖ очистка
25) replanting ["rJ' plRntɪN]	❖ пересадка растений
26) support [sq' pLt]	❖ поддерживать
27) threat [Tret]	❖ угроза
28) tragic ['trʌGɪk]	❖ трагический
29) urgent ['WGqnt]	❖ безотлагательный, настоятельный, неотложный
30) waste [welst]	❖ отходы, отбросы

II. Fill in the blanks, using the following words and word combinations: *environmental protection, environment crisis, by chance, ecological problems, single ecological space, important, in several years, the increase, urgent, the environment, change the world's climate, ecological disasters, the cigarette smoke.*

1. In fact the problem of ... has assumed global proportions. 2. That is why many ... can generally be solved only at the world community level. 3. We all share a ... 4. All the nations must assume a position as responsible members of the world community, cooperating in matters of... 5. It's important that we all work together to overcome ... 6. Both scientists and politicians agree that if some radical steps are not taken, life on our planet may be damaged if not destroyed altogether, because the number of ... is constantly growing. 7. Ecological disasters do not happen ...

8. Underground nuclear-weapon tests are a major threat to ... 9. ... in traffic is threatening another serious air pollution in our cities, because vehicles, not factories, produce most of toxic micro-particles, which do most harm. 10. The most common air pollution comes from ..., which pollutes public places. 11. Water pollution is another ... problem. 12. ... tourists will find fewer beaches where it's safe to swim. 13. ... measures must be taken if we don't want to leave a dangerous planet to future generations.

III. Complete the sentences with the Gerund of the given verbs: to damage ecological space; to purify water; to solve ecological problems; to increase population; to pollute air, rivers and lakes; to alter any part, to carry out an experiment.

1. **Studying** the problem of the Environmental protection is paid much attention. 2. It's very important for every person to take part in ... 3. Scientists have created the modern systems for ... 4. It's very important now to stop ... 5. ... will take some time. 6. The public organizations must stop 6. By ... any part of the ecosystem we affect all the other parts of the system. 7. After ... the students submitted reports on ecological problems.

IV. Match the definitions and the words.

1) to ask for something as if ordering	a) to pollute
2) a turning point in a time of difficulty or danger	b) to reduce
3) demanding a prompt decision or action	c) to cause
4) to have relation to, to worry someone	d) waste

5) a branch of biology that deals with the habits of living things	e) poison
6) a natural place of growth, a home	f) environment
7) advantage, profit	g) mutual
8) a single stage or step in family descent	h) generation
9) held (shared) in common with others	i) benefit
10) surroundings, circumstances, influences	j) habitat
11) substance causing death or harm if taken by a living thing	k) ecology
12) no longer for use	l) to concern
13) to make happen	m) urgent
14) to make smaller in size	n) crisis
15) to make dirty	o) to demand

V. Read the text and answer the questions that follow.

Ecological problems

Since ancient times nature has served man, being the source of his life. For thousands of years people lived in harmony with environment and natural resources seemed to be unlimited. But with the development of civilization man's interference in nature began to increase. Large cities with thousands of smoky industrial enterprises have appeared all over the world today. The byproducts of their activity pollute the air we breathe, the water we drink, the land we grow grain and vegetables on. Every year world industry pollutes the atmosphere with about 1,000 million tons of dust and harmful substances. Many cities



suffer from smog. Vast forests are cut and burnt in fire. Their disappearance upsets the oxygen balance. As a result some rare species of animals, birds, fish and plants disappear forever, a number of lakes and rivers dry up. The pollution of air and the world's ocean, destruction of the ozone layer is the result of man's careless interaction with nature, a sign of ecological crises. People all over the world are worried about the environmental and ecological problems.

What is ecology? Ecology is the science that studies the conditions of the habitat of man, animals and plants for the benefit of present and future generations.

What is the environment? The environment is everything around us. It includes all living things, everything that is not alive (the soil, the air and the water).

The environment protection should be our universal concern. Some progress has been already made in this direction. As many as 159 countries - members of the UNO⁵⁶ have set up environmental protection agencies.

Numerous conferences have been held to discuss questions of ecologically poor regions including the Aral Sea, the South Urals, Kuzbass, Donbass, Semipalatsinsk and Chernobyl. An international environmental research center has been set up on Lake Baikal. The international organization Greenpeace is also doing much to preserve the environment.

Many scientists study the environment. When there is a problem, they try to find out why. Then they look for ways to solve the problem.

Scientists have also helped find ways to reduce air and water

⁵⁶ *UNO* – *United Nations Organization* – Организация Объединенных Наций

pollution. New cars burn fuel better and produce fewer poisons. Factories, too, produce fuel poisons. There are laws against dumping poison into rivers and lakes. People who break these laws should be punished. But these are only the initial steps that must be taken to protect environment not only for the sake of the present but for the future generations.

1. When did man's interference in nature begin to increase? 2. What pollutes the air we breathe, the water we drink, the land we grow vegetables on? 3. What do many cities suffer from? 4. What upsets the oxygen balance? 5. What problems are the most urgent? 6. How do poisons get stored in living organisms? 7. What is ecology? 8. What is the environment? 9. What do scientists do to reduce air and water pollution? 10. What should every country do to protect nature and to clean the environment? 11. What should every human being do to make our planet a healthier place for all living things?

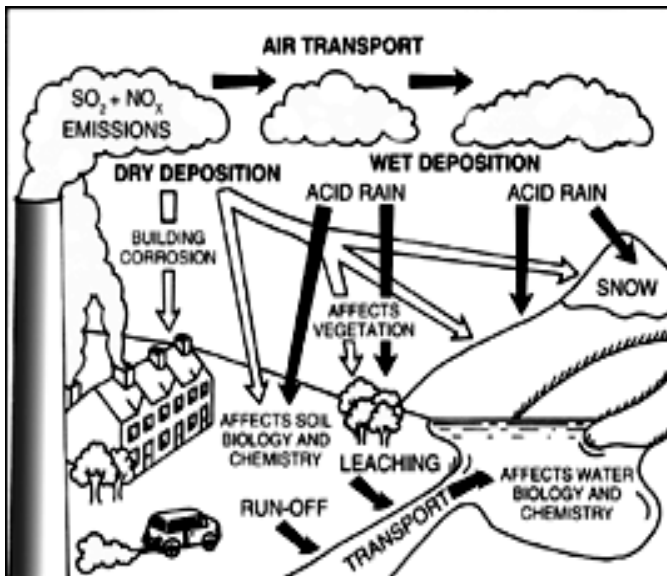
VI. Give the summary of the text. Express your opinion on ecological problems.

VII. Read the text and discuss it using the following phrases to express your opinion: *I suppose (think, believe, guess)...; As I see it...; I would like to say...; It seems to me that...; I am (absolutely) sure that...*

With the development of civilization man's interference in nature grows up. It leads to different negative factors: the pollution of water, air, soil and the destruction of the ozone layer.

This problem must be solved if we want to preserve life on our planet. It is a global problem. That's why all countries of the world, all people, young and old, must take an active part in the usage of natural resources rationally.

Factories and plants must have purification systems to preserve the purity of water, air and soil.



We have the Red Book where rare and dying out plants, birds, animals are registered. Though the role of people in the solution of ecological problems has greatly increased, we can't say that we are doing all the best to stop harmful processes in preserving the environment.

The following radical measures must be taken: 1) trees that have been cut down should be replanted; 2) nuclear tests should be stopped; 3) purification systems must be installed at plants and factories; 4) natural resources should be used more rationally; 5) rare and dying out birds, animals and plants should be protected; 6) precaution measures should be taken against the destruction of the ozone layer.

VIII. Translate the sentences into Russian paying attention to the Participle and the Participle Constructions.

1. There are a lot of industrial enterprises causing a great damage to the environment.
2. Ecology faces different programmes connected with ecological disasters.
3. The gas concentrated in the stratosphere creates an ozone shield protecting life on the planet from hush ultraviolet radiation from the sun.
4. Having cut out too many trees people upset ecological balance in this region.
5. Scientists spend a lot of time studying the

problem of the Lake Baikal. 6. Taking everything into consideration we should install new purification systems.

IX. Think and speak on the following topics.

- 1) The importance of nature for mankind can't be overestimated. Human beings and nature are inseparable. Develop the idea.
- 2) Intensive industrialization threatens nature. It's a major problem of modern civilization. Prove it.
- 3) Nature should be protected by law. Do you agree to this statement? Why?
- 4) Everybody should contribute to improving the ecological situation in the region. How can you protect nature? (To plant trees, not to pick up flowers in the forest or in the field, not to do any harm to dumb animals⁵⁷; not to throw waste paper into rivers or lakes or anywhere).
- 5) June 5th is World Environment Day according to a decision of the 27th Session of the United Nations Assembly. What measures have been taken in our country to protect the environment? (Conservation of lake Baikal, pollution control of the Volga and other rivers; the Black Sea, the Azov Sea, the Caspian Sea; building new factories outside the residential areas; tree planting, etc.)

X. Translate the sentences into English. Use the Gerund and Participle.

1. Игнорируя проблемы защиты окружающей среды, мы уничтожаем нашу планету.
2. Я не возражаю, если вы примите участие в экологической конференции.
3. Продолжайте изучать экологию.
4. Защищая природу, мы заботимся о будущем.
5. Профессор настоял

⁵⁷ *dumb* [dAm] *animals* – братья наши меньшие

на том, чтобы студенты изучали проблему радиации более внимательно. 6. Государственные органы серьезно думают о том, чтобы предотвратить экологическую катастрофу. 7. Заботясь об окружающей среде, мы думаем о будущих поколениях. 8. Решая проблемы загрязнения окружающей среды, люди спасают животных, растения и все человечество.

XI. Translate the sentences into Russian paying attention to the Participle and Gerund.

1. We have the Red Book where rare and dying out plants, birds, animals are registered. 2. We can't say that we are doing our best to stop harmful processes threatening the environment. 3. For dozens of years the national economy has focused on giant projects causing the upset of ecological balance. 4. Preserving nature is very important for people. 5. Traditional branches of economy such as deer breeding, hunting, and fishing are developed in the North. 6. The replanting of trees is necessary for health care.

XII. Get ready to speak on the topic "Protection of the Environment". Use the vocabulary and information of the unit.

SUPPLEMENTARY READING

Unit I

My Family and Me. Student Life.

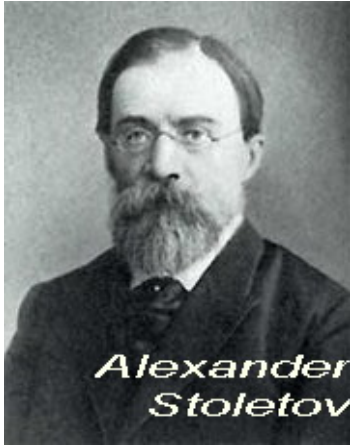
I. Read the text about famous Vladimir citizens. Can you provide any additional information about his family?

Vladimir is the birth place of the Stoletov brothers famous not only in Russia. According to the family legend the Stoletovs came from the old merchant family having moved from Novgorod to Vladimir in the time of Ivan the Terrible ruling or even earlier. They were moved here because of their freethinking.

Grigory Stoletov, the 3rd class merchant, who respected educated people, wanted his sons Vasily (1825 - 1896), Nikolai (1834 -1912), Alexander (1839 - 1896), and Dmitry (1845-1899), to get university education. Aleksandra Stoletova, their mother, was an educated woman and taught her sons Russian and Arithmetics before their entering Gymnasium. Under the parents' influence three sons, Nikolai, Alexander, and Dmitry entered Moscow University one after another. Vasily, as the eldest son, according to the merchant tradition had to leave gymnasium and help his father in the grocery. He became a merchant, lived in Vladimir and helped his brothers. Their sisters, Varvara and Anna, got home education.

Nickolai Stoletov was a military leader, infantry general. He is known as the organizer and the leader of the Bulgarian people's volunteer corps in the war of liberation from the Turks (1877-1878). He is a national hero of Bulgaria. He is also famous as an outstanding diplomat.





Alexander Stoletov became a world famous physicist known for his researches in the field of electrical engineering. He had done the pioneer work in the field of ferromagnetism and discovered the principles of outer photoelectric effect. He was a professor of Moscow University.

Their younger brother, Dmitry, graduated from the university, started his career as an officer of the Russian Army, and became artillery general. Like his elder brother Nikolai he participated in the Russian-Turkish war.

There is the Stoletov brothers' museum in Vladimir. This cozy one-story wooden house stands in an old street next to the ancient ramparts in the very centre of the city in the street named after the Stoletov brothers. In the rooms of the memorial museum one can see the unique instruments from the very first Russian physics laboratory organized by A. Stoletov at Moscow University, letters to Stoletov from the world-famous scientists of the 19th century, manuscripts, documents telling about the Stoletovs, the way of the family life, their interests, their military, scientific and



diplomatic activities. The museum provides the atmosphere of the old days and way of life of a merchant family from which the famous natives of Vladimir - Nicolai and Alexander Stoletovs - came.

Read the texts to find out if there is any difference between modern and medieval universities.

HOW MEDIEVAL STUDENTS STRUGGLED IN THE SEARCH FOR KNOWLEDGE

With scarcely a bristle on his chin, the young student arrived, hungry, footsore and hundreds of miles from home, to take up his place at one of Europe's 14th-century universities. But his ordeal was far from over. His head was promptly shaved and older students raided his purse to throw a feast at the expense of⁵⁸ the naive newcomer. In his own time he would inflict this ritual on others, but his student life, which stretched before him for up to 15 years, would involve ceaseless struggle, not only against frozen fingers, and the empty stomach of poverty, but sometimes also against the state, the lectures, other students and the town. On arrival the first priority was to find something cheap to rent. Since there were few halls of residence, the students, often took rooms in private homes. Sharing a room was common, and the poorest student might even share a bed for economy and warmth. The lot of the scholar at the old universities of Europe - from Bologna to Cambridge from Paris to Salamanca - was not a happy one. (*From "English"*)

Vocabulary

- | | |
|------------------------|-----------------------------|
| 1) bristle ['brɪsl] | ❖ щетина |
| 2) ceaseless ['si:sls] | ❖ непрерывный, непрестанный |
| 3) chin [tʃɪn] | ❖ подбородок |
| 4) footsore ['futsɔ:] | ❖ со стертými ногами |
| 5) inflict [ɪn'flɪkt] | ❖ навязывать |

⁵⁸ *At the expense of* – за счет

6) medieval [ˈmediˈɪvəl]	❖ средневековый
7) naive [naɪv]	❖ наивный, простодушный
8) ordeal [ɔːˈdiːl]	❖ суровое испытание
9) promptly [ˈprɒmptli]	❖ сразу, быстро
10) purse [pɜːs]	❖ кошелек
11) raid [reɪd]	❖ совершать налет
12) scarcely [ˈskɜːsli]	❖ едва
13) scholar [ˈskɒlə]	❖ здесь ученик
14) search for [sɜːtʃ fɔː]	❖ поиски
15) throw a feast [ˈtʃəʊ ə ˈfiːst]	❖ устраивать пир, празднество

THE GROWTH OF LEARNING

The 12th century saw a revival of interest to learning throughout Europe – partly due to the rediscovery of works by the Greek philosopher Aristotle. Communities of teachers, later called universities, grew up in competition with the schools which were attached to monasteries and cathedrals. Entry was open to any free man who could pay the fees – there were no admission examinations. The idea of a woman studying was inconceivable, and would remain so until the 19th century.

Good teachers attracted students from far and wide⁵⁹. At each university, the scholars formed themselves into “guilds” or “nations” with common interests – usually their nationality, since many were studying in a foreign country. Scholars were known as “clerks” since most were training for a career in the Church. In northern countries they sported a monk’s tonsure and cassock, while in Italy wore long fur-trimmed gowns called “cappas”. (*From "English"*)

⁵⁹ *From far and wide* – отовсюду

Vocabulary

- | | |
|---------------------------------|---|
| 1) cassock ['kʌsqk] | ❖ряса, су'тана |
| 2) clerk [kIRk] | ❖уст. духовное лицо |
| 3) fur-trimmed ['fW"trlmd] | ❖отделанный мехом |
| 4) gown [gaun] | ❖мантия |
| 5) guild [gIld] | ❖гильдия, организация, союз |
| 6) inconceivable ["Inkqn'sJvbl] | ❖непостижимый, невообразимый |
| 7) monk [mANK] | ❖монах |
| 8) nation ['neISqn] | ❖землячество (в средневековом университете) |
| 9) sport [spLt] | ❖носить, щеголять |
| 10) tonsure ['tOnSq] | ❖тонз`ура ⁶⁰ |

REBELLING AGAINST AN AUSTERE REGIME

The student's day began at five o'clock in the morning with compulsory mass. Dinner was at ten in the morning and supper was at six, talking was forbidden at mealtimes when the Bible was read aloud. Discipline was strict – games and music were usually banned. However, some students balked at being told what to do. An aggrieved father in Bacancon, France, wrote to his son: "I have recently discovered that you live dissolutely and slothfully, preferring licence to restraint and strumming a guitar whilst others are at their studies".

Tension between the students and townspeople often ran high. In Oxford, England, in 1355, a street battle lasted three days and left 63 dead after an argument over the quality of wine in the Swyndlestock Tavern. The students were not always without blame and in Oxford the proctors, who were supposed to keep discipline, sometimes led them into battle. It

⁶⁰ Тонзура – (лат. tonsura – стрижка) – выстриженное или выбритое место на макушке католических духовных лиц.

was an international problem. The students and teachers in Paris regularly clashed with the citizens, and it was one such brawl, in 1200, that resulted in the university receiving charter from the King to protect the students.

(From "English")

Vocabulary

- | | |
|---|---|
| 1) aggrieve [q'grJv] | ❖ обижать, огорчать, удручать |
| 2) austere [0s' tlq] | ❖ строгий, суровый, аскетический |
| 3) ban [bXn] | ❖ налагать запрет, запрещать |
| 4) baulk = balk [bLk] | ❖ оставлять без внимания, игнорировать |
| 5) blame [bleIm] | ❖ вина |
| 6) brawl [brLI] | ❖ шумная ссора, уличный скандал |
| 7) clash [klXS] | ❖ сталкиваться, приходить в столкновение |
| 8) compulsory mass
[kqm' pAlsqrl "mXs] | ❖ обязательная месса, обедня |
| 9) dissolute ['dlsqIHt] | ❖ распущенный, беспутный, распутный |
| 10) licence [' lalsqns] | ❖ вольность |
| 11) proctor [' pr0ktq] | ❖ проктор, надзиратель (в Оксфордском и Кембриджском университетах) |
| 12) rebel [rI' bel] | ❖ восставать, возмущаться |
| 13) regime [rel' ZJm] | ❖ режим, строй |
| 14) restraint [rls' treInt] | ❖ сдержанность, обуздание |
| 15) run high [rAn 'hal] | ❖ возрастать |
| 16) slothful [' slquTful] | ❖ ленивый, инертный |
| 17) strum [strAm] | ❖ брэнчать, тренькать |
| 18) tension [' tenSqnl] | ❖ напряжение, напряженное состояние |
| 19) whilst [wallst] | ❖ пока |

II. Decide if the following statements are true or false.

1. Medieval students went to universities away from their homes. 2. A long way to a university was the only ordeal of the medieval student. 3. Student life began at the age of 15. 4. Medieval students often took rooms in private houses because it wasn't warm in the halls of residence. 5. Works by the Greek philosopher Aristotle were discovered in the 12th century. 6. There was a revival of interest to literature in Europe due to the rediscovery of works by the Greek philosopher Aristotle. 7. Many universities and schools were founded and attached to monasteries and cathedrals. 8. Any person could enter the university if only he had money to pay fees. 9. Women could study since Middle Ages. 10. The student's day began at five o'clock in the morning with compulsory mass. 11. Discipline was strict – games, music and talking were banned during mass. 12. The students and townspeople often have battles. 13. The life of the Medieval student was a happy and careless one.

III. Read the text and define its main idea.

To be or not to be

Young people in Britain face more problems than ever before. Parental pressure to achieve academically, the problems of a changing society and peer pressure mean that young people are exposed to many difficulties from their early teens until adulthood.

In the past young people married and started families earlier. Only a minority studied at University or college while the rest were able to find a job without difficulty - even without any higher education. There were many thriving industries and many young men followed their fathers into

the coalmines or the shipyards where they were certain of a job for life. Nowadays, especially in Scotland, Wales, Northern Ireland and the North of England, unemployment is high. Technological progress and economic changes mean that there are far fewer 'unskilled' jobs and for people with only a basic education, it is hard to find a stable job.

There is also an unemployment problem amongst people who have graduated from university. Around one third of young people in England and Wales, and almost half in Scotland go on to study at University after school. Since so many people complete higher education, there is fierce competition for jobs. Moreover, changes in the higher education system mean that most graduates owe many thousands of pounds to student loans companies and this is one of the reasons why young people stay at home with their parents for longer than ever before.

The situation in the job market affects young people who are still at school too. Parents know the difficulties of finding a job and the problems their children will face. They often emphasise the importance of succeeding at school and at university and, consequently, many youngsters feel tremendous pressure to achieve good marks.

Changes in family life also affect young people. Children of the previous generation almost always lived in a 'traditional' family with both parents and their brothers and sisters. Nowadays, divorce and remarriage are very common and many young people have to cope with the separation of their parents and readjusting to a new family. Some of the changes to the family in Britain, however, are positive. Young people are no longer forced into marriage prematurely and girls have equal opportunities for education and for pursuing a career.

Young people also face the problem of other young people - their peer group - encouraging them to experiment with cigarettes, alcohol, drugs and sex. In the UK today there are many more teenage pregnancies than in other parts of Europe. Young mothers often find themselves alone with a child and unable to further their education or to find a job because of the demands of looking after their child. Drugs are also a big problem among young people in Britain today. The use of soft drugs, such as cannabis, has been rising steadily in recent years. Although there are people who claim that this is not a serious problem and who want to see a change in the law to decriminalise the use of soft drugs, there are associated problems. Some youngsters find themselves in trouble with the police or in debt. Moreover, young people who indulge in soft drugs are more likely to be exposed to - and encouraged to experiment with - hard drugs such as heroin. These hard drugs are seriously addictive and people quickly become dependent on them. There are many young people who are addicted to hard drugs and who are unable to find money to feed their habit. This often leads addicts to crime and is a problem for society in general. 'Peer pressure' also leads many young people to start smoking. The number of young people who smoke in Britain today is high despite government campaigns to discourage it. For young people in Britain and all over the world, peer pressure is often difficult to resist as young people want to be accepted, liked and thought of as 'cool.'

There are many problems to be faced by youngsters in the UK. However, young people benefit from some of the changes that have taken place in society. There are more opportunities for young people to travel, work or study abroad and many young people spend a year in another

country after school or university. Parents often encourage their children to travel in order to learn about different cultures. There are also many more opportunities for young people to receive a higher education, regardless of their background. *By Sarah Docherty (The British Council)*

Vocabulary

- | | |
|---|---|
| 1) adulthood [q' dAlthud] | ❖ зрелость, взрослость |
| 2) claim [kleIm] | ❖ заявлять, утверждать |
| 3) coalmines [' kquImaln] | ❖ угольная копь, шахта |
| 4) cope [kqup] with | ❖ справиться, выдержать, совладать |
| 5) divorce [dl' vLs] | ❖ развод, разводить(ся) |
| 6) far fewer | ❖ намного меньше |
| 7) fierce [flqs] | ❖ жестокий, свирепый, горячий |
| 8) indulge [ln' dAlG] | ❖ удовлетворять свои желания, не отказывать себе |
| 9) minority [mal' nOrqtI] | ❖ меньшинство, меньшее число, меньшая часть |
| 10) owe [qu] | ❖ быть должным кому-либо |
| 11) parental pressure
[pq' rentql ' preSq] | ❖ родительское давление |
| 12) peer pressure [plq ' preSq] | ❖ давление со стороны членов своего круга |
| 13) prematurely
["premq' CuqII] | ❖ безвременно, преждевременно |
| 14) pursue [pq' sjH] | ❖ преследовать, выполнять, добиваться |
| 15) readjust [' rIq' GAst] | ❖ изменять, переделывать, исправлять, приспособлять |
| 16) regardless [rl' gRdIIs] | ❖ невзирая ни на что, безотносительно к чему-либо |
| 17) shipyard [' SlpjRd] | ❖ верфь, судостроительный завод |
| 18) thriving [' TralvIn] industry | ❖ бурно развивающаяся, процветающая промышленность |
| 19) tremendous [trl' mendqs] | ❖ жуткий, страшный, ужасный |

IV. Answer the questions on the text.

1. What are the main youth problems in the UK? 2. Are these problems the same for each generation of the English? 3. Do young people in Russia face the same problems?

V. Give the summary of the text. Express your own opinion.

Unit III

Cities and Towns

I. Read the text to learn some facts from the history and present day of the capital of the USA, Washington, D. C.

Building a New City

With its grand neoclassical buildings and its tree-lined avenues, Washington, D. C. strikes the visitor as a lovely and formal city. Washington wasn't always this way.

When it was decided that the new country needed a new city for its capital, President George Washington himself helped pick the spot - a marshy area where the Potomac [pɒ'tɒmɑːk] and Anacostia [ˌænəkɒ'stɪə] rivers come together. French engineer Pierre [pjɛr] Charles [ʃɑːrʒ] L'Enfant [lɑːnfɑːnt] created a design based on Versailles [vɜːsɑːl], a palace built for King Louis [ˈluːɪs] XIV in the 17th century. The capital city would be crisscrossed by broad avenues, which would meet in spacious squares and circles.



Creating “Versailles” from a marsh was no easy task. Building went slowly, and people were reluctant to move to the new capital. For years, pigs roamed through unpaved streets. There was good hunting right near the White House! During the War of 1812, the British burned a part of Washington. This episode did, however, give the White House its name. The president's house was one of the buildings burned, and after the war it was painted white to cover up the marks.

Museums and Monuments

People often save old things in the attic of their house. Nineteenth-century writer Mark Twain called the Smithsonian Institute "the nation's attic." This comment is even more true today, when, with its thirteen museums, the Smithsonian has at least a little of everything! The



Smithsonian began in the 1850s, with a gift from Englishman James Smithson. Although Smithson had never set foot in the United States, he left his entire fortune to this country, asking that it be used to found "an establishment for the increase and diffusion of knowledge." The Smithsonian buildings are built on or near the Mall⁶¹, a large open space. The Mall also has monuments honoring George Washington and Abraham Lincoln. Washington was the first

president. Lincoln was president during the Civil War and ended slavery. Many important civil rights events take place at the Lincoln Memorial. A

⁶¹ *The Mall* – Молл, парк в Вашингтоне, между Капитолием и памятником Вашингтону. Старейший из Вашингтонских парков. В нем находится ряд правительственных учреждений и институтов, в т. ч. Смитсоновский институт (комплекс разнообразных музеев, национальных учреждений и художественных и научных коллекций).

third important president, Thomas ['t0mqʃ] Jefferson, who was the main author of the Declaration of Independence, is also honored by a monument.



Washington at Work

Washington has one major business, and that business is government. The executive departments (Treasury⁶² ['treZ(q)rɪ], Agriculture ['xgrɪ'kAɪCq], and Education ["edju'keɪS(q)n]) are located in Washington. Many of the people who live in Washington work for the federal government.

When you're in Washington you can tour the White House, at 1600 Pennsylvania Avenue. You won't be able to see the president at work though; White House offices, as well as living quarters, are closed to the public.

In the very centre of the city there rises the huge dome of the Capitol — a big white dome standing on a circle of pillars. The 535 members of the Congress meet here to discuss the nation's affairs. It's easy to get lost in this huge building, full of paintings and statues. However, if you visit Capitol Hill, you can see some important members of the other two branches of government: the Supreme Court has a public gallery, as do the Senate and the House of Representatives.



⁶² *Treasury* – Министерство финансов.

To go to the Senate or House gallery, stop in at any congressperson's office for a pass. Don't be surprised, though, if from the gallery you see a congress-person giving a speech to a nearly empty room! Absent members of congress are probably at committee meetings, where much of the important work is done. The public can also go to many of these meetings.

Vocabulary

- | | |
|--------------------------------------|---|
| 1) as well as [xZ wel xZ] | ❖ а также |
| 2) attic ['xtlk] | ❖ чердак |
| 3) crisscross ['krɪskrɒs] | ❖ перекрещивать, оплетать крест-накрест |
| 4) entire [ɪn'taɪə] | ❖ полный, целый |
| 5) executive [ɪg'zekjʊtɪv] | ❖ исполнительный |
| 6) grand [grænd] | ❖ грандиозный, величественный |
| 7) marshy ['mɜ:ʃɪ] | ❖ болотистый, топкий |
| 8) pass [pɑ:s] | ❖ пропуск |
| 9) pick the spot [pɪk ðə spɒt] | ❖ выбирать место |
| 10) quarters ['kwɔ:təz] | ❖ помещение |
| 11) reluctant [rɪ'lʌktənt] | ❖ неохотный, вынужденный |
| 12) roam [rəʊm] | ❖ бродить |
| 13) slavery ['sleɪvərɪ] | ❖ рабство |
| 14) spacious ['speɪʃəs] | ❖ просторный, обширный |
| 15) Supreme Court [sju(:)'prɪm kɔ:t] | ❖ Верховный Суд |
| 16) unpaved [ʌn'peɪvd] | ❖ немощёный |

II. Put the sentences in the correct order according to the text.

1. The president's house got the name of "the White House" after the War of 1812 when it was painted white to cover up the marks of fire.
2. President George Washington decided to build a new capital for the new

country and chose a place for it. 3. Washington, D. C. strikes visitors by its grand buildings and tree-lined avenues. 4. According to the design of French engineer Pierre Charles L'Enfant broad avenues should crisscross the capital city and meet in spacious squares. 5. Building was difficult and went slowly because there was a marsh and people didn't want to move to the new capital. 6. The Smithsonian was founded due to the entire fortune of James Smithson, an Englishman who asked to use it to found "an establishment for the increase and diffusion of knowledge". 7. The Smithsonian Institute is "the nation's attic" as it has at least a little of everything. 8. Every visitor can tour the White House (except president's offices and living quarters) and Capitol Hill. 9. The Smithsonian buildings as well as monuments in honour of George Washington and Abraham Lincoln are located on the Mall. 10. Many people in Washington work for the federal government as the executive departments of the American government are located in Washington.

III. Read some more information about Washington, D.C. and find the answers to the following questions:

Washington is one of the most beautiful and unusual cities in the United States with the area of 68 square miles and the population of about 607,000, the motto *Justicia Omnibus* (Justice for All).

Not far from the Capitol there is the Library of Congress, the largest library in the United States. It contains more than 13 million books, more than 19 million manuscripts, including the personal papers of the US presidents.

Of all the Smithsonian museums, the most visited - indeed, one of the most visited museums in the world - is the National Air and Space Museum. The museum has aircraft and spacecraft that were important in aviation history. It has the craft in which Orville Wright made the first manned flight and the plane in which Charles Lindbergh made the first solo flight across the Atlantic. It has the command module⁶³ that returned the Apollo 11 astronauts to earth after their moon landing, and it even has rocks that the astronauts brought back!

There are 5 universities in Washington.

You will see no skyscrapers in Washington, because they would hide the city's many monuments from view. In fact, no building may be more than 40 metres tall (not to be higher than the Capitol).

IV. A. Can you name another capital city which has the similar history? Why do you think so? Prove your answer. The following words and phrases will help you. (Group work).

- | | |
|--|-----------------------------|
| ❖ one of the most beautiful and unusual cities | ❖ straight avenues |
| ❖ huge building full of paintings and statues | ❖ spacious squares |
| ❖ capital city | ❖ the official residence of |
| ❖ river | ❖ huge dome |
| ❖ to pick the spot | ❖ museums |
| ❖ a marsh | ❖ monuments honoring |
| ❖ a marshy area | ❖ universities |
| ❖ foreign architects | ❖ to name after the founder |

B. Be ready to speak about this capital city. Use the material of the whole lesson.

⁶³ *Command module* – командный модульный отсек (в космическом корабле).

Unit IV

Countries

Lesson 1

The Russian Federation

I. Read the text and answer the questions that follow.

Russians as they are and their culture and traditions

For centuries Russia has encouraged research and innovation and it has a lot of achievements throughout the 20th century. Nobel prizes for science, literature, music have been won by Russian citizens. Russia enjoys an international reputation in the field of art, media and sports.

Russia's contribution to every sphere of human thought is prominent: Lomonosov, Pushkin, Tolstoy, Chekhov, Prokofiev, Mendeleev, Popov, Pavlov are only to mention a few.

Russia is changing greatly. It revives its traditions and people in Russia are very proud of their traditions. They celebrate religious holidays such as Easter, Christmas and Maslenitsa. Cities, towns, avenues and streets get their original prerevolutionary names. We are reviving folk music, dance which have always been naturally linked to Russian culture and life style. Russian people are open-hearted, hospitable and friendly. They like to invite guests to their towns and cities and give them traditional souvenirs. The Americans describing Russian character say that the Russians take a long time to saddle up but they ride fast (Русские долго запрягают да быстро едут). The Russians are brave in battle (смелые воины). They are kind and responsive – capable to share their last bit of food. When they must they are capable of hard work (трудолюбивые). They are fairly long-suffering (терпеливые). The Russians love their

children, they continue to help them long after they are grown. Family bonds are strong – people live closer together and derive mutual support from their closeness. We invite everyone who has never been to Russia to visit it, to see its achievements with their own eyes. The Russians are not indifferent to the future of their mother country and believe it will become a truly democratic and prosperous state in the world community.

Vocabulary

- | | |
|-----------------------------------|---|
| 1) closeness ['klɒsnəs] | ❖ близость |
| 2) Easter ['jɛstə] | ❖ Пасха |
| 3) folk [fɒk] | ❖ народ, народный |
| 4) hospitable [hɒ'spɪtəbl] | ❖ гостеприимный |
| 5) open-hearted
["ɒpən'hɜːtɪd] | ❖ открытый душой, чистосердечный,
великодушный |
| 6) responsive [rɪs'pɒnsɪv] | ❖ отзывчивый |
| 7) revive [rɪ'vaɪv] | ❖ возрождать |

1. What outstanding Russian writers, poets, and musicians do you know? What are they famous for? 2. How is Russia changing now? 3. What are the specific features of the “Russian soul”? 4. What state do the Russians dream about?

II. Use the questions to find out if your groupmates have been to Moscow and enjoyed its places of interest?

1. Have you ever been to Moscow? If yes, when was it? Was it a business trip or a pleasure tour? 2. How did you get to Moscow (by plane, by bus or by train)? 3. What was your first impression of Moscow? 4. Where did you stay? 5. What places of interest did you visit? 6. How long did you stay in Moscow? 7. Did you enjoy your visit to the capital?

III. Read the text to check if you know Moscow quite well.

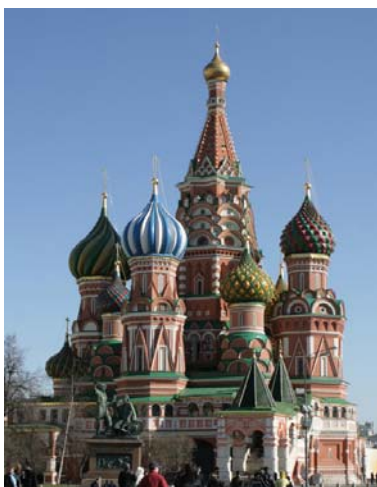
Moscow

Moscow is the capital and the largest city of Russia which is dear to the hearts of all Russian people. It stands on the Moskva River. Moscow is the economic, political and cultural centre of Russia. Railways and numerous airlines link the city with all parts of Russia.

Moscow covers an area about one thousand square kilometers. At the beginning Moscow occupied the territory of the present-day Kremlin. It was founded by Yury Dolgoruky in 1147. Concentric boulevards divide the city into several sections. At the centre of these sections are the Kremlin, the former governmental seat of Russia and Red Square. Situated on the left bank of the Moskva River, the Kremlin is a unique creation of the world culture. It is a piece of living history and a masterpiece of Russian architecture.



The Kremlin towers are unique in appearance; the most famous of them is the Spasskaya tower. The chimes of its clock are familiar to all Russian people. Among many cathedrals and palaces the most imposing structures are the Great Kremlin Palace, the Granovitaya Palace. Another landmark of the Kremlin is the Tower of Ivan the Great, a bell tower of 98 metres high. St. Basil's Cathedral that stands in Red Square is famous for its unique architecture and coloured domes. It is much admired by tourists.



There are many other places of interest in Moscow. The city is famous for its historical monuments, museums, art galleries and theatres. The Historical Museum, the Pushkin Museum of Fine Arts, the Tretyakov State Picture Gallery are world known. Moscow is proud of the Bolshoi, Maly and Art Theatres.

Moscow is a scientific, cultural and industrial centre too. The Russian Academy of Sciences, the oldest university, many higher schools, scientific centers are located here. There are a lot of enterprises producing a wide range of goods such as textiles, foodstuffs, electronics etc.

IV. Answer the following questions extending your answer by the facts which you know about Moscow using such expressions as "You are right", "That's right", "Exactly", "It seems to me that", "As far as I know", "It goes without saying".

1. Our capital has many beautiful monuments, hasn't it? 2. Is Red Square a centre of our capital? 3. Spasskaya Bashnya is the symbol of the Kremlin, isn't it? 4. Did Lomonosov found the Moscow University? 5. Do you think the Novodevichy Convent to be a part of the History museum or a separate (independent) historical monument? 6. Moscow Metro stations won prizes at International exhibitions, didn't they? 7. Was the monument to Minin and Pozharsky erected in memory of the Russian victory over the Polish invaders?

V. Read the text to answer the following questions: 1. What were the main occupations of the Slavic tribes? 2. Where and when was the first Slavonic state formed? 3. How long did the state of Kiev last? 4. When and by whom was the state of Kiev destroyed? 5. When did Russia free itself from the yoke? 6. Who became the first czar [zR] of Russia?

The Beginning of Russia

Since the 6th century Slavic tribes⁶⁴ played an important role in history. Each tribe lived by itself with a leader called the prince (knjaz in Russian). The main occupations of the Slavs were agriculture, cattle breeding⁶⁵, hunting and fishing. Around A.D.⁶⁶ 500, Slavs⁶⁷ moved into the territory known now as European Russia. By A.D. 900 they formed the first Slavonic state, known as Rus. The state was centered around Kiev, a prosperous city located on the Dnieper river.

The state of Kiev lasted about 300 years. It was destroyed⁶⁸ by Mongols in the thirteenth century. The khans of the golden horde did everything possible to promote political disintegration in Russia. By the 13th century the ancient Russian state had fallen apart into many small principalities. So Russia weakened under the yoke which lasted 240 years.

To prevent the unification of Russia around the Moscow Principality Khan Mamai of the Golden Horde attacked Moscow in 1380. But the Russian people united and under the head of the Russian prince Dmitry Donskoy defeated⁶⁹ the enemy in the cruel battle on Kulikovo Field. But the final liberation of Russia from the yoke took place a hundred years later. In 1480 Russia freed itself from the yoke and in 1485 Ivan III became the «Prince of all Russia», the tzar of Russia.

⁶⁴ *Slavic tribes* – славянские племена

⁶⁵ *cattle breeding* - скотоводство

⁶⁶ *A.D.* = anno Domini – нашей эры

⁶⁷ *Slavs* - славяне

⁶⁸ *to destroy* – разрушать

⁶⁹ *to defeat* – побеждать, наносить поражение.

VI. Read the text and discuss the system of education in Russia.

Education in Russia

Primary and secondary education. People in Russia have the right for education. At the age of seven, children in Russia enter a primary (elementary) school where they study four years. Intermediate education begins with grade five and continues through grade nine. There are thousands of schools of different types in Russia. There are state schools of general education, where pupils study Russian (or a native language), Literature, Mathematics, History, Biology, Geography, Music, Arts and foreign languages. There are also a number of specialized schools, where pupils can get deep knowledge of certain subjects – foreign languages, Mathematics, Physics etc. Besides state schools (where education is free of charge) there appeared lately many private schools, lyceums, gymnasiums, colleges and special courses where tuition is paid by the parents. After 9 years of schooling children can study for three years more and receive a secondary school certificate or enter vocational-technical schools.

Special secondary education. Russia's system of special secondary education is well developed. There are more than two thousand special secondary schools in Russia. They train skilled workers such as technicians, nurses, primary school teachers, and other specialists. The specialized secondary school programme lasts up to four years, and graduates receive the equivalent of a general secondary education as well as specialized technical training. Vocational-technical schools offer one to three-year programmes of training.

Higher education in Russia. Russia, a land of great scholars, has been a leading centre of culture, science and education in Europe for

centuries. The country of Pushkin, Tolstoy, Chekhov, Mendeleev, Pavlov attracted people all over the world for education. Now Russian universities welcome international students and graduates of Russian universities are in demand in western countries. The standard of the higher education in Russia is considered to be one of the best in the world. Russian degrees have gained global recognition. Russian universities offer programs that meet the need of international students. Students going to Russia have to live among people whose manners and customs are different from theirs. Personal contacts with other people and understanding their ways of life and culture widen the mental horizon and their outlook on life generally.

Higher education structure of the Russian Federation. Over the last years, the system of the higher education has undergone considerable changes in the following areas:

Goals – with an orientation towards the needs of the market, society, and individuals. *Structure* – decentralization. *Autonomy* – introduction of private higher education. *Financing* – diversification of financial sources. *Content* – increasing the humanitarian components in the curriculum, and diversifying programs and courses.

The state educational institutions acquired more at autonomy, opened new programmes and started enrolling commercial students. New non-government universities and institutions have been set up. At the same time the Federal government provides no less than fifty percent of all higher education expenditures and keeps all state-owned institutions funds under strict control. It provides accreditation attestation and licensing of institutions, private or public.

Russia has four types of institutions: universities, academies, institutes and private institutions. It should be noted that Russia has signed Bologna Declaration and by the year 2010 transition to a two level degree structure should be completed.

The Bachelor is awarded upon completion of four-year program. There are two options after the bachelor: master and specialist. Master degree is designed for students who wish to pursue a carrier in research, it takes two years after obtaining the bachelor degree. The higher schools are free to enroll students on fee-paying basis and have the right to define the fee according to the market price and demand.

VII. Your English colleagues are interested in the system of education in Russia. Below are the questions they would like you to answer:

1. How can a school-leaver of a secondary school be enrolled in higher school? 2. Do Russian students pay for tuition? 3. What is required to get a candidate's degree? 4. How is a Doctor's degree awarded?

VIII. Suppose you are talking with your foreign colleague. A) What would you tell him about education facilities for young people in Russia?

Use: have the opportunity of; several types of schools; compulsory secondary education; be enrolled in (be admitted to, enter) the university (institute); take (pass) entrance (competitive) examinations; fail an examination; pay for tuition; tuition (education) is free.

Model: First I'd like to point out that in Russia tuition in educational establishments is both free and paid...

B) What would you tell him/her about the training of researchers in various fields and the science degrees in Russia?

Use: *train researchers(research workers) in the humanities (science, social sciences);get a diploma; work in different field (of); work hard on...; hit upon an interesting problem; make good (considerate) progress in ...; prepare for...; a postgraduate; take a postgraduate course in ...; do postgraduate studies (research), get (obtain, be awarded) a degree; research activity (problem, work); submit a dissertation (a thesis) for defense; write, read, defend a dissertation (thesis); public defense (reading); the degrees in science are awarded by the Higher Qualification Commission; two degrees: Candidate and Doctorate; original research; make contribution to.*

Model: Research workers are trained in universities and in all major higher education establishments. A postgraduate is supposed to pass exams and work on the research problem.

C) What would you tell him/her about recent changes in the system of secondary and higher education and in scientific research?

Use: *new types of schools, higher level of education, many subjects taught in foreign languages; have to pay for tuition; fee is high; be renamed into; provide better conditions; growing influence of market; be alive to the need of market; market scientific achievements on the international scene; consider market condition; survive; hunt around for funds (grants); for new projects; several sources of funds; state budget; science ministry; government ministries; the Soros Foundation; provide financial help; on competitive basis; cover traveling (living) expenses; conference free; afford; exist in isolation; be self-sufficient; make contacts; exchange ideas; overestimate.*

Model: There are considerable changes in scientific research at present. The research institutes must consider the market conditions in order to survive. Science can't exist in isolation. It must market its achievements on the international scene.

IX. Group work.

1. Your British or American colleague has arrived in St. Petersburg. Ask him all possible questions about the system of education in his country.
2. Discuss with your colleagues what should be done to receive the degree of Candidate of sciences.

Lesson 2

The United Kingdom of Great Britain and Northern Ireland

I. Study the table and read the text to learn more about British system of education.

System of the UK education

Children in Britain go to school at the age of 5 (4 in Northern Ireland) until they are 16. Before school many children attend nursery schools. Some parents send their children to private (fee-paying) nursery schools or kindergartens. Children first attend the infants' school until they are 7 years old. At 7 they move to the junior school and at 11 (12 in Scotland) children go from junior to secondary school.

There are some types of state secondary schools in England and Wales: grammar schools, comprehensive schools, secondary modern schools and secondary technical schools.

Until the 1960s most children took an examination at the end of primary school (The Eleven Plus). Those who passed went to grammar schools while those who did not went to secondary modern school. Grammar schools provide

education of an academic type, and a large number of grammar school children go on to University.

A few areas still select at the age of eleven, but about 90 % of secondary schools in Great Britain are now comprehensive, taking children of all abilities from their local area. Ninety per cent of secondary schools in England, Scotland and Wales are co-educational. The examination for the General Certificate of Education has two levels: “ordinary” (O-level), usually taken at the age of 16, and “advanced” (A-level), taken at the age of 18 or 19. At 16 pupils take this national examination (O-level) in five, ten or even fifteen subjects, and then they can leave school if they wish. This is the end of compulsory education.

Some 16-year-olds choose to go to a college of further education to study for more practical (vocational) diplomas relating to the world of work such as hairdressing, typing, or mechanics. Other 16-year-olds continue their studies in the sixth form at school or at the sixth form college. The sixth form prepares pupils for a national exam called “A” level (Advanced level) at 18. You need “A” levels in two or three subjects to enter a university.

7% of all schoolchildren in England and 4% in Scotland go to independent school sector which is separate from the state educational system, and in some cases fees can be several thousand pounds a year.

About 250 of the larger independent schools are known for historical reasons as public schools. Eton, which was founded in 1440, is the first grammar school called a 'public school' because pupils could come to it from any part of England.

It is often necessary to put your child's name on a waiting list at birth to be sure he or she gets a place. Children of wealthy or aristocratic families often go to

the same public school as their parents or grandparents. Eton is the best known of these schools.

Less than 2% of British children go to public schools, yet these schools have produced over the centuries many of Britain’s most distinguished people. So parents who can afford it still pay thousands of pounds to have their children educated at public schools because the senior posts in jobs like banking and civil service are nearly always held by public schools men or women.

30	Higher education	Further education	Further education	Higher education	30
29					29
28					28
27					27
26					26
25					25
24					24
23					23
22					22
21					21
20	20				
19	A-level			A-level	19
18					18
17					17
16	Secondary education		Secondary education		16
15					15
14					14
13					13
12	Primary education		Primary education		12
11					11
10					10
9					9
8					8
7					7
6	Pre-school education		Pre-school education		6
5					5
4					4
3					3
2					2
1					1
Age	Private sector		State sector		Age

Vocabulary

- 1) abilities [q'blɪlɪtɪz] ❖ способности
- 2) nursery ['nʊsqrɪ] school ❖ детский сад при начальной школе,
= infant ['ɪnfənt]school подготовительная школа
- 3) comprehensive ❖ общеобразовательная школа
[ˈkɒmprɪ'hensɪv] school
- 4) eleven-plus examination ❖ экзамен, принимаемый у детей в возрасте 11 лет
- 5) fee ['fi:] ❖ плата за обучение в школе
- 6) grammar ['græmɹ] school ❖ грамматическая школа
- 7) junior ['dʒʏnjɹ] school ❖ младшая школа
- 8) kindergarten ❖ детский сад
- 9) minority [maɪ'nɔrɪtɪ] ❖ меньшинство
- 10) public ['pʌblɪk]school ❖ привилегированное частное учебное заведение
- 11) to afford [q'fɪld] ❖ позволить себе

II. Answer the questions on the text:

1. When does the pre-school education begin in England, Wales and North Ireland? 2. At what age do children go to school in Britain? 3. What two levels does the examination for the General Certificate of Education have? 4. What are public schools? 5. What is the most famous public school in England? 6. What are grammar and comprehensive schools?

III. Read the text and answer the questions that follow.

Higher Education in Great Britain

The UK has over 90 universities and more than 50 higher education colleges, which offer a wide range of courses, most of which lead to degrees or equivalent qualifications, postgraduate qualifications. The most popular undergraduate qualifications are the Bachelor's degrees (also

called undergraduate or first degrees), which are now required for entry into a wide range of careers in the UK or other countries.

Undergraduate courses normally take three years of full-time study, although a number of subjects take longer, including medicine, architecture and foreign languages (where courses include a year abroad). They lead in most cases to a Bachelor's degree in Arts or Science (B.A or B.Sc). Some students continue to study for the degrees of Master (of Arts, Science, etc.) which often need two further years of study, with examination papers and substantial dissertations. A minority go on further for a Doctor's degree preparing theses which must make original contribution to knowledge. Higher-degree study is more common among students of natural or applied sciences than among those studying the arts – that is , Philosophy, history, English, or foreign languages – or the social sciences such as economics, sociology, political science or law. But many people who gain first degrees in these subjects often go on to more practical courses which lead to various kinds of professional qualifications.

Universities accept students mainly on the basis of their 'A' level results, although they may interview them as well.

Most students live away from home, in shared flats or halls of residence. Students don't usually have a job during term time because the lessons are full time. However many students now have to work in the evenings to supplement their grants.

Holidays are longer than school holidays – from two to three months in the summer. Students do a wide range of summer jobs and holiday jobs at Christmas and Easter.

Students cannot usually repeat a year. Failing exams is very serious. The social life is excellent with a lot of clubs, parties, concerts, bars...

1. How many Universities does the United Kingdom have? 2. What is the most popular undergraduate qualification in the UK? 3. How long must a student study to gain a Bachelor's degree? 4. When may a student proceed to a Master's Degree? 5. What is the social life of students?

IV. Read the text to check if you know what the best known universities in Britain are. Then answer the questions that follow.

The best known Universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Cardiff, Bristol, and Birmingham.

All English universities except Oxford and Cambridge are fairly new. The *University of Oxford* was the first university in Britain. It was organized in the 12th century as a federation of colleges. They are governed by their own teaching staff known as 'Fellows'. The oldest college, *University College*, was founded in 1249. Other famous colleges are: *All Souls* (founded in 1438), *Christ Church* (founded in 1546) and the first 'women's college' *Lady Margaret Hall* (founded in 1878). *Oxford University* consists of 40 separate colleges.

Cambridge University is also organized as a federation of colleges. Cambridge was established by scholars from Oxford in 1208. The oldest college *Peterhouse*, was founded in 1284. The largest college, *Trinity*, was founded by King Henry VIII in 1546.

The college system at Oxford and Cambridge is unlike that of any other university, whether in Britain or America. In order to enter the university, a student must first apply to a college, and become a member of the university through the college. The colleges are not connected with any particular study and are governed

by twenty to thirty “Fellows”. Fellows of a college are ‘tutors’ (teachers, often called dons). They teach their own subject to those students who are studying it, and they are responsible for their progress. The university is like a federation of colleges. The university arranges the courses, the lectures, and the examinations, and awards the degrees. Most dons have one or two lectures a week which students from any college may attend. No lectures are compulsory and tutors usually advise their students which lectures they should go to. Each college has its own completely separate living quarters, its own dining hall and its own chapel. Cambridge and Oxford both have two women’s colleges. Today most of the colleges are co-educational.

Scotland also has a number of universities established long ago. By the end of the Middle Ages Scotland had four universities in Edinburgh (founded 1583), Glasgow (founded 1450), Aberdeen (founded 1494) and *St. Andrew's* (founded 1411). The *University of Wales* was founded in 1893. It consists of six colleges. The oldest university is *St. David's University College* in Lampeter, founded in 1822. *Queen's University* in Belfast, Northern Ireland, was founded in 1845 as part of the *Queen's University of Ireland* which had other colleges at Cork and Galway.

London University is the biggest of all modern Universities and has many colleges and schools. The University of London could also be called a kind of federation of colleges, but the system is entirely different. The Largest of the London colleges are like universities in themselves, having many different facilities and departments. Others specialize in certain subjects, for example the London School of economics and Political Science or the Imperial college of Science and Technology. All arrange their own lectures and classes, but the university organizes the examinations and awards degrees.

For those people who missed the opportunity for higher education at the age of eighteen or thereabouts, a major innovation in the academic world provides a second chance. The Open University was founded in 1971. The courses are taught through radio and television programmes and by correspondence with Open University tutors.

1. What are the two oldest Universities in England? 2. When was the University of Oxford founded? 3. How are its colleges governed? 4. When was Cambridge University organized? 5. What is the difference between the college systems of Oxford and Cambridge and any other University whether in Britain or America? 6. What does the University arrange? 7. What is a college? 8. What Universities are there in Scotland? Wales and Northern Ireland? 9. What is the University of London? 10. When was the Open University founded?

V. Read the text about the most famous places of interest in the UK capital.

London

London is the largest city in Western Europe. More than 7 million people live there. It lies on both banks of the Thames.

The City of London. London is traditionally divided into several parts: the City of London, which is the financial center of the United Kingdom, the West End, which is the area of museums, art galleries, largest department stores, cinemas, and hotels. The West End is associated with wealth and luxury; and the East End which is the industrial part of London is very important for the commerce.

Most of London sights, such as the Tower, the Houses of Parliament, Westminster Abbey, Trafalgar Square, and others are famous all over the world.



The Tower of London was founded in the 11th century by William the Conqueror. The Tower in the past was a fortress, a palace, and a prison. Though the kings were born, lived and were married there, it happened also that kings and queens were murdered in the Tower. It was said that whoever held the keys to the Tower, held the keys to the kingdom.

The Tower has several towers: the Jewel Tower, where the Royal precious jewels are kept, the White Tower, in which the Kings of England held their Court, and others. Now the Tower is a museum and the Crown jewels and other treasures are kept there. The Guards, known as "beefeaters" still keep watch. The Ceremony of the Keys, that is centuries old, takes place every night.



Now the only inhabitants of the Tower are ravens. There is a legend that the Tower will fall if it loses its ravens. Therefore the birds with clipped wings are carefully guarded.

The Houses of Parliament are the most beautiful buildings not only in London, but in the whole Europe. The Houses of Parliament are also called the Palace of Westminster. The Queen enters the Palace of Westminster only on the day of the opening of Parliament at the beginning of the session. She wears a crown and many jewels when she makes her speech from the Throne in the House of Lords. The present buildings of the Palace were erected between 1840 and 1852, to replace older buildings which had been destroyed by fire in 1834. The foundation stone of the new Parliament House was laid in 1840; the House of Lords Chamber was ready for use in 1847, and the Commons Chamber in 1850; the Clock Tower was completed in 1858; the Victoria Tower was finished in 1860. The architect was Sir Charles Barry. He constructed Chambers with increased accommodation for the two Houses, division lobbies, libraries and smoking rooms, suits of rooms for the officers of Parliament.

The Commons Chamber designed by Sir Charles Barry was destroyed by enemy aircraft in 1941. The present Chamber, designed by Sir Giles Gilbert Scott, was opened on 26th October, 1950. The character and dimensions of the old Chamber have been preserved. The Commons occupy the north part of the Palace. This part of the Palace of Westminster includes some hundred of rooms (used by members of the House of Commons), among which are the library, restaurant, committee rooms and a few small rooms in which members can write or dictate letters and so on. Ministers have offices for themselves within the Palace of Westminster. The Commons debating chamber is rectangular in shape, with the speaker's chair at one end, and with five straight rows of benches running down one side, so that the rows of benches face each other. One side of the house is occupied by the Government and the members who support it, the other, facing them, by the opposition – all the members who are opposed to the government of the day. The benches are divided by the carpet. The red stripes on the carpet represent the point beyond which no member step when addressing the House. The green furnishing, characteristic of the Commons has been traditional since at least 1708.

The Lords occupy the southern part of the Palace of Westminster, where they have their restaurant and bar and private rooms for the party leaders and for the peers who hold government offices. The House of Lords chamber is similar to that of the Commons, except that the prevailing colour in the Lords chamber is red instead of green. At the end of the Chamber is the Royal throne, which is occupied by the Queen once a year when she comes to make the speech at the opening of a new session of Parliament. Below the throne is the Woolsack, a kind of a square divan stuffed with wool and covered in red. On it sits the Lord Chancellor during debates. He is also a member of the Cabinet and often speaks on behalf of the Government just like any other minister

The famous 320 foot (97.5 meters) clock Tower is called "Big Ben" after Sir Benjamin Hall under whose direction the construction of the clock was conducted.



St. Paul's Cathedral. One of the most magnificent buildings designed by Christopher Wren, the famous English architect, is St. Paul's Cathedral. It was built between 1675 and 1710 to replace the old cathedral that was largely destroyed in the Great Fire. It is one of the most beautiful pieces of architecture in Europe. It has a huge dome with a golden ball on the top. The interior of the Cathedral is very beautiful too.

The British Museum. There are many museums and art galleries in London. The British Museum is famous for its rich library. The benefactor of the British Museum was Sir Hans Sloane who was an Irishman. His particular



specialities were natural history specimens and books. All his long life Sir Hans Sloane remained a collector. In his will he offered his vast collection to people of Britain. Later on the Government bought his collection. At first, his collections were on view to the public in a large house not far from the present museum. The present building was erected in 1852. By law a copy of every book, periodical or newspaper published in Britain must be preserved in the British Museum. It is also the Museum of History, Archaeology, Art and Ethnography. The British Museum contains the most important collections in Britain.

Buckingham Palace is the place where the Queen of England lives. Buckingham Palace was built in 1703. The Palace looks like a country house. The Royal Standard flying over Buckingham Palace is the sign that



the Queen is in residence. Since 1837 it has been continuously used as the official

residence of the kings.

Trafalgar Square is the geographical centre of London. It was named in the memory of Admiral Nelson's victory in the battle of Trafalgar in 1805. The tall Nelson's column stands in the middle of the square. Opposite the Nelson monument is the National Gallery and the National Portrait Gallery. They contain the finest art collections of the world.



Westminster Abbey was founded in 1050. The present building dates from the time of Henry III who began to rebuild it, a work which lasted 300 years. Westminster Abbey is the place where the coronation of nearly all kings and queens has taken place since the time of the Conquest. Many of them are buried here as well as some other famous people of the country. Westminster Abbey is famous for its architecture and history. There are the graves of some of the world's famous poets and scientists: Chaucer, Charles Dickens, Tennyson, Thomas Hardy, Kipling and others. There in the Poet's corner there are memorials to Shakespeare and Milton, Burns, Byron, Scott, Thackeray and Longfellow. Here is also the grave of the Unknown Soldier who was killed in the First World War.

Vocabulary

- | | |
|---|---|
| 1) art gallery ['Rt 'gxlqrI] | ❖ картинная галерея |
| 2) beefeater ['bJf"Jtq] | ❖ бифитер, служитель охраны
лондонского Тауэра |
| 3) Bloody Tower ['blAdl' tauq] | ❖ Кровавая башня |
| 4) Court ['kLt] | ❖ двор (короля) |
| 5) Duke of York ['djHk qv 'jLk] | ❖ герцог Йоркский |
| 6) fortress ['fLtrIs] | ❖ крепость |
| 7) inhabitants [In'hxbltqnts] | ❖ обитатели |
| 8) murder ['mWdq] | ❖ убивать |
| 9) precious jewels ['preSqs
'GHql] | ❖ драгоценные камни |
| 10) prison ['prIzn] | ❖ тюрьма |
| 11) raven ['relvn] | ❖ ворон |
| 12) Royal ['r0lql] | ❖ королевский |
| 13) sights ['salts] | ❖ достопримечательности |
| 14) to keep watch ['kJp w0C] | ❖ дежурить |
| 15) whoever [hu'evq] | ❖ кто бы ни |

Questions

1. What is the capital of Great Britain?
2. What parts is London divided into?
3. Which part of London is associated with wealth and luxury?
4. What kinds of buildings are there at the West end?
5. What historic buildings are of value in London?
6. When was the Tower of London founded?
7. What was the Tower in the past?
8. What is the Tower today?
9. When was the foundation stone of the new Parliament House laid?
10. Who was the architect of the Houses of Parliament?
11. What is the design of the Commons Chamber?
12. How are benches arranged in the House of Commons?
13. Is the House of Lords similar to that of Commons?
14. Who designed St.Paul's Cathedral?
15. When was the

Cathedral built? 16. Who was the benefactor of the British Museum?
17. What is the British museum famous for? 18. Since when has
Buckingham Palace been used as the official residence of the kings?
19. Why is the central square of London named Trafalgar Square? 20. Who
was buried in Westminster Abbey?

Unit V

Ecology

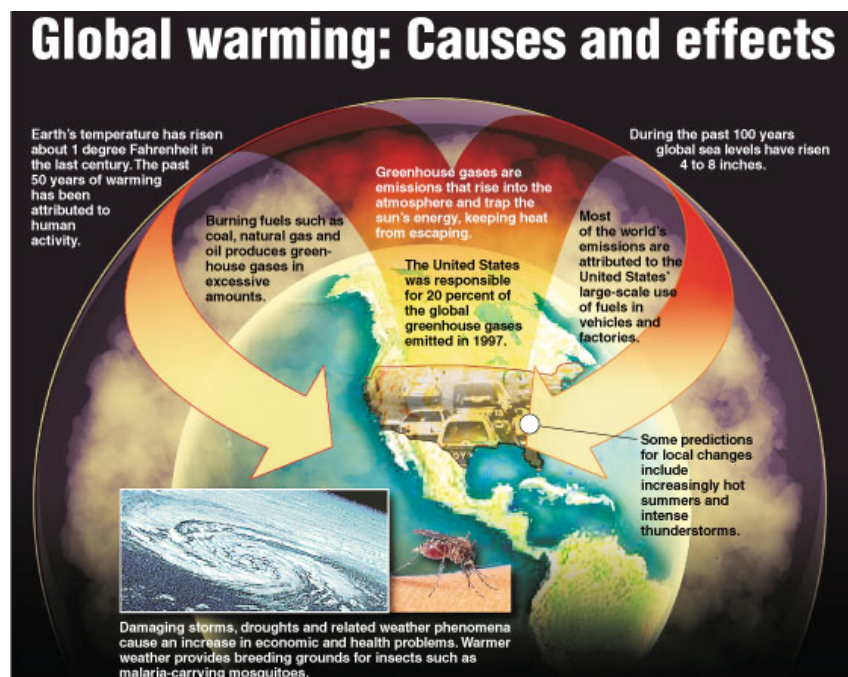
1. Read the texts and discuss the problem of Global warming. Create your own vocabulary on the topic discussed.

Global Warming

"Global warming" has been introduced by the scientific community and the media as the term that encompasses all potential changes in climate that result from higher average global temperatures. Hundreds of scientists from many different countries are working to understand global warming and have come to a consensus on several important aspects. In general,

Global warming will produce far more profound climatic changes than simply a rise in global temperature.

The Earth's climate is the result of extremely complex interactions among



the atmosphere, the oceans, the land masses, and living organisms, which are all warmed daily by the sun's energy. This heat would radiate back into space if not for the atmosphere, which relies on a delicate balance of heat-trapping gases - including water vapor, carbon dioxide, nitrous oxide, and methane - to act as a natural "greenhouse," keeping in just the right amount of the sun's energy to support life.

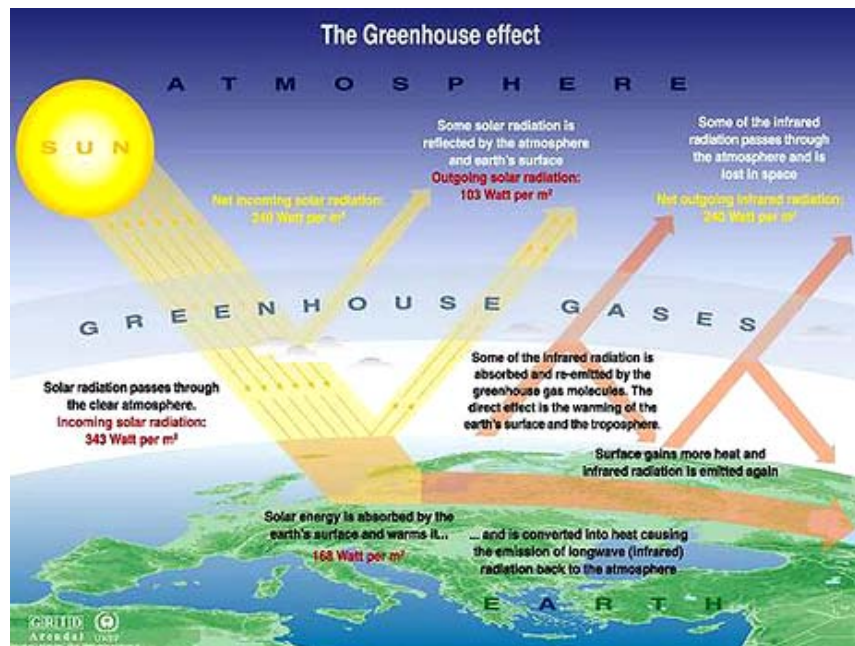
For the past 150 years, though, the atmospheric concentrations of these gases, particularly carbon dioxide, have been rising. As a result, more heat is being trapped than previously, which in turn is causing the global temperature to rise. Climate scientists have linked the increased levels of heat-trapping gases in the atmosphere to human activities, in particular the burning of fossil fuels (coal, oil, and natural gas for heating and electricity; gasoline for transportation), deforestation, cattle ranching, and rice farming.

As the Earth's climate is the result of extremely complex interactions, scientists still cannot predict the exact impact on the earth's climate of these rising levels of heat-trapping gases over the next century. The current best estimate is that if carbon dioxide concentrations double over preindustrial levels, according to the scientific possible scenarios, an atmospheric doubling of carbon dioxide could occur as early as 2050.

In 1995, scientists with the Intergovernmental Panel on Climate Change - the authoritative international body charged with studying this issue - reached a conclusion in the Second Assessment Report, which summarizes the current state of scientific knowledge on global warming.

The Greenhouse Effect

The greenhouse effect is very important; if it didn't occur at all, the temperature of the planet would be 40 degrees lower and the oceans would freeze. But an increase in the greenhouse effect may lead to global warming with disastrous consequences.



The higher average temperatures produced by global warming could cause dramatic changes in the weather. Less rain might fall over large land masses. Central Africa, South Asia and some parts of the United States could risk severe drought and famine. More rain might fall in coastal areas and over the oceans; there might be more storms and hurricanes in the Pacific. A rise in the Earth's average temperature of only one or two degrees would probably melt the polar ice caps and raise sea levels. Sea levels throughout the world are already rising by about two millimetres a year. If the polar ice caps melt, sea levels could rise by more than a meter over a few decades.

ФОРМУЛЫ РЕЧЕВОГО ЭТИКЕТА,

СГРУППИРОВАННЫЕ ПО КОММУНИКАТИВНЫМ НАМЕРЕНИЯМ

1. Обращение

Гражданин, господин (Гражданка, госпожа) + фамилия Mr / Mrs / Miss / Ms + Name

Господа! Gentlemen!

Дамы и господа! Ladies and Gentlemen!

Господин! Sir!

Госпожа! Madam!

Девушка! Miss!

Ответные реплики

Да? Yes?

Я Вас слушаю/Да, пожалуйста. I'm listening to you./Yes, please.

Чем могу помочь? How can I help you?

Повторите, пожалуйста. Say it again, please.

Простите, я не расслышал. Sorry?

Что Вы сказали? What did you say?

2. Приветствие

Добро пожаловать! Welcome!

(Формальное приветствие незнакомых людей) How do you do?

Привет! Hello! / Hi!

3. Знакомство

Я хотел бы представиться Вам. Let me introduce myself.

Позвольте/Разрешите познакомиться!

Меня зовут... My name is...

Моя фамилия... My family name is...

Как Вас зовут? What is your name?

Как Ваша фамилия? What is your family name/surname?

Разрешите вас познакомить с господином... Let me introduce you to Mr. ...

Ответные реплики

Очень рад! Glad to meet you!

Очень приятно! I'm pleased to meet you.

Очень рад(а) познакомиться с Вами. I'm very pleased to meet you.

И я также. So am I.

4. Выражения, сопровождающие приветствия

Как поживаете? How are you?

Рад видеть Вас! Glad to see you!

Как учеба? How are your studies?

У Вас все в порядке? Is everything all right with you?

Что случилось? What's the matter?

Как Вы себя чувствуете? How are you? / Are you all right?

Ответные реплики на вопрос «Как Ваши дела?»

Спасибо (благодарю), хорошо.
Спасибо, прекрасно/замечательно/
великолепно/чудесно.
Спасибо/благодарю/неплохо.
Все хорошо.

Ответные реплики на вопрос «Что случилось?»

Ничего.
Ничего особенного.

5. Начало высказываний – вводные выражения

Видите ли...
Дело в том, что.../ Собственно...
Откровенно говоря...

6. Поздравление

Поздравляю Вас!
Поздравляю с Новым годом!

Счастья и здоровья в Новом году!

С праздником!
Поздравляю.
Поздравляю с Днем рождения!

Разрешите/Позвольте поздравить Вас с...

Ответные реплики

Спасибо за поздравление.
И Вас тоже поздравляю с праздником!
Спасибо, и Вас тоже!/также!

7. Пожелания

Желаю здоровья и долгих лет жизни!
Желаю Вам всего хорошего/ всего доброго/
всего наилучшего/ счастья/ успехов/ удачи!
Желаю успеха в...
Приятного аппетита!
За Ваше здоровье!

Ответные реплики

И Вам тоже желаю успехов!
И Вам тоже!
Очень любезно/ мило с Вашей стороны.

8. Прощание

До скорой встречи!
До свидания!
Пока!
Всего хорошего!/ Всего доброго!/ Будьте
здоровы!
Пока!/ Привет!

Thanks./Thank you, good./I'm O.K.
Thank you, fine / wonderful / splendid /
marvelous!
Thanks/Thank you, all right.
Everything is (just) fine.

Nothing.
Nothing unusual, no problem.

Well, ...
Well, the thing is ...
Frankly speaking ...

I congratulate you!
Happy New Year!/Best wishes of the
season!
Good luck and good health in the new
year!
I congratulate you on...!
My congratulations!
Happy birthday! / Many happy returns of
the day!
Let me congratulate you on...

Thanks for your congratulations.
I congratulate you, too.
Thanks, my congratulations to you, too.

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...
Bon appetite.
To your health!

Great success to you, too.
Same to you.
It's very nice of you.

See you soon!
Good-bye!
So long!
All the best!

So long! / Bye-bye!

Выражения, сопровождающие прощание

Звоните!

Счастья!

Успеха!

Счастливого/Доброго пути!

Call/phone me (us)! Keep in touch.

Be happy!

Great success!

Happy Journey!

9. Вопрос-просьба

Не могли бы Вы сказать...?

Можно войти/обратиться/
спросить/уйти?

О чем идет речь?

Разрешите(те) спросить/ сказать?

Скажи(те), пожалуйста...

Что Вы об этом думаете?

Не спешите, пожалуйста.

Давай(те) (+глагол).

У меня есть идея.

У нас есть предложение...

Я думаю, что...

Could you tell me (us) ...

May I (we) come in/ask/leave?

What is it all about?

May I ask you/say?

Tell me, please...

What do you think about it?

Don't hurry, please.

Let us (+ verb.).

I've got an idea.

We've got a suggestion...

I think that...

10. Переспрос. Уточнение

А как это понимать?

Теперь понятно?

А потом?

Да, а почему?

И что же дальше?

Ну, и...?

Объясни, пожалуйста.

Повторите, пожалуйста,

я не расслышал.

Простите, я не понял(а).

Что ты имеешь в виду?

Что Вы сказали?

And what does it mean?

Is it clear now?

And after that? / And then?

Yes, but why?

And what happened next?

Well, and...?

Please, explain it.

Could you repeat it, please,

I couldn't quite get it.

Sorry, I didn't quite catch it.

What do you mean?

What did you say?

Ответные реплики

Понятно.

Я тебя (Вас) хорошо понимаю,
продолжай(те).

Теперь ясно.

Я все понял.

Я не очень хорошо Вас понимаю.

Я не могу Вас понять.

Говорите, пожалуйста, медленнее,
я не все понимаю.

Я тебя не очень хорошо понимаю.

It's clear. I see.

I follow you, go on.

Now I see.

I understand everything. / I get it.

I don't quite understand / get you.

I can't understand / get you.

Could you speak slower, please?

I don't quite understand you.

I don't quite get you.

11. Просьба

У меня к Вам просьба.

Будьте любезны / так добры/

I have a request to you.

Be so kind as to ...

Мне хотелось бы попросить Вас (+инф.).	I'd like to ask you (+ inf.).
Ответные реплики	
Да, с удовольствием!	Yes, with pleasure.
Да, а почему бы и нет?	Yes, why not?
Разумеется!	Sure!
Конечно!	Certainly!
Пожалуйста, прошу Вас.	Please!
Не могу.	I can't.
К сожалению, не могу.	I am sorry, I can't.
12. Извинение	
Извините, пожалуйста!	Excuse me, please!
Простите, пожалуйста!	Forgive me, please!
Простите за опоздание!	Excuse my being late!
Я виноват.	This is my fault.
Прошу прощения!	I'm sorry/I apologize.
Тысяча извинений!	My sincere apologies.
Ответные реплики	
Пожалуйста!	Don't mention it!
Ничего!	Never mind!
Не стоит (извинений)!	Don't worry!
Ладно!/Ну, ладно!	O.K!
13. Разрешение	
Пожалуйста.	Do, please.
Можно.	Yes, of course.
Безусловно.	Undoubtedly!
Не сомневайтесь!	Don't doubt!
Не беспокойтесь!	Don't worry!
Нет проблем.	No problem.
Само собой разумеется.	It goes without saying.
Ясно.	It's clear.
Войдите/входите!	Do, come in! / Come in, please.
Подождите минутку!	Wait a moment, please!
14. Запрещение	
Пожалуйста, не делайте этого!	Don't do it, please!
Невозможно.	It's impossible.
Нет.	No.
К сожалению, это не разрешено.	I'm sorry. It is not allowed.
15. Согласие, одобрение, радость, восторг	
Без сомнения.	No doubt.
Браво!	Bravo!
Вы были правы.	You were right.
Замечательная мысль!	A great idea!
Именно так.	Exactly/That's right.
Интересно!	It's interesting!
Как интересно!	How interesting it is!

Лучше поздно, чем никогда.
Неплохо.
С радостью!
Хорошо!
Блестяще!
Замечательно!
Прекрасно!
Не возражаю(ем).
Вы совершенно правы.
Конечно.
Мы очень рады.
Несомненно.
Правильно.
Согласен(а).
Вот именно.
Здорово!
Чудесно!
Договорились.
Прекрасно.
Возразить нечего.
Вы совершенно правы.
Действительно.
Договорились.
Если вы не возражаете.
Идет!
Все хорошо, что хорошо кончается.
Обязательно.
Разумеется.
С большим удовольствием.
Совершенно верно.
Согласен (согласна).
Я тоже так думаю.
Замечательно.

16. Благодарности

Спасибо за приглашение.
Спасибо за гостеприимство.
Большое спасибо.
Большое спасибо/
Сердечное спасибо.
Спасибо / Благодарю за внимание!

Ответные реплики

Пожалуйста.
Не стоит / Не за что благодарить.
Не стоит / Не за что.
(Был) рад помочь тебе/Вам.

Better late than never.
Not bad.
With pleasure!
Good!
Fine! Fantastic!
Splendid!
That's great!
No objections.
You are quite right.
Sure.
We are happy.
Certainly.
That's right.
I quite agree.
Precisely.
Grand!
Wonderful!
Agreed.
Well, fine.
I have nothing against it.
Right you are.
Indeed.
Settled.
If you don't mind.
Right! /I don't mind.
All is well that ends well.
By all means.
Naturally.
With great pleasure.
Quite right.
I agree.
I also think so.
Splendid.

Thank you for inviting me.
Thank you for your hospitality.
Thanks awfully.
Thank you/Thanks./
Thank you very much.
Thank you for your attention!

You're welcome. / My pleasure.
Not at all/Don't mention it/
It was nice.
I was glad to help you.

17. Сожаление

Сожалею!
Боюсь, я не могу сделать это.
Жаль, что...
Как жаль!
К сожалению, ...

18. Удивление

Вот это новость!
Вот это сюрприз!
В самом деле?
Да? Неужели?

19. Сомнение

Возможно ли?
В самом деле?
Может быть...
Не может быть.
Неужели это возможно?
Странно...
Я в этом сомневаюсь.
Я в этом не совсем уверен.

20. Уклончивый ответ

Возможно.
Если Вы не против.
Кто знает, ...
К сожалению, не могу сказать.
Мне надо подумать.
Может быть, это и так.
Наверно.
Не знаю.
Не уверен(а).
Ничего не поделаешь.
Понятия не имею.
Я не обещаю этого.
Я сейчас не готов(а) говорить на эту тему.
Дайте подумать.

21. Вероятность

Вероятно.
Возможно.
Вполне возможно.
Может быть.
Невероятно.

22. Совет

Я советую Вам (+ инф.)
Я предлагаю Вам, чтобы...

I am sorry!
I'm afraid I won't be able to do it.
It's a pity that...
What a pity.
Unfortunately...

That's some news!
That's a surprise!
Indeed?
Really?

Is that possible?
Really?
Perhaps...
Impossible.
Can this be possible?
Strange...
I doubt it.
I'm not quite sure of this.

Possible.
I hope you don't mind.
Who knows...
Sorry, I can't tell you anything...
I must think it over.
It may be so.
Probably.
I don't know.
I'm not sure.
It can't be helped. Nothing to be done.
I've no idea.
I don't promise it.
I'm not ready to speak on this subject just now.
Let me see.

Probably.
Possibly.
Quite possible.
Maybe.
Perhaps.

I advise you. (+ inf.).
I suggest that you...

Я советую Вам...
Вы должны...
Вам нужно/необходимо/следует
(+ инф.) ...
Осторожно!

Ответные реплики

Подумаю.
Постараюсь.
Попробую / попытаюсь.
Спасибо за хороший совет.

23. Сочувствие, утешение

Все хорошо, что хорошо кончается.
Да-да, я Вас понимаю.
Какая неудача!
Не беспокойтесь.
Такова жизнь.

24. Опасение, страх

Я этого боюсь.
Это опасно.

25. Безразличие, равнодушие

Мы ничего не можем поделать.
Ничего не поделаешь.
Ну и что?
Поживем, увидим.
Это не моя проблема.

26. Отрицательная оценка

Не блестяще.
Не интересно.
Не очень удачно.
Это (очень) плохо.

27. Отказ, несогласие

Боюсь, что нет.
Вовсе нет!
Вы не (совсем) правы.
Вы ошибаетесь, извините.
Жаль, что не могу.
Извините. Вы не правы.
Извините, я занят(а), к сожалению.
Конечно, нет!
К сожалению, я не могу.
Это невозможно.
Мы вынуждены отказаться.
Мы не можем сделать это.
Мы не согласны с Вами.
Не обязательно.

I recommend you...
You must.
You need to/you ought to/should
(+inf.)...
Watch out!

I'll think about it.
I'll try to do it.
I'll try.
Thank you for good advice.

All's well that ends well.
Yes, of course, I understand.
Bad luck!
Don't worry.
That's life.

This is something I fear.
This is dangerous.

We can't help it.
It can't be helped.
So what?
Let's live and see.
This isn't my problem.

Not very good.
It's not interesting.
It's not successful.
It is (very) bad.

I'm afraid, not.
Not at all!
You aren't quite right.
Sorry, you're mistaken.
Sorry, but I can't.
Excuse me, you are wrong!
Sorry, I'm busy.
Of course, not!
Unfortunately, I can't.
It is impossible.
We have to refuse.
We can't do it now.
We can't agree with you.
Not necessary.

Не сказал(а) бы.
Не (совсем) так.
Нет, спасибо.
Слишком поздно.
Что касается нас, то мы отказываемся.
Это бесполезно.
Это запрещено.
Это невозможно.
Мы вынуждены отказаться.
Я другого мнения.
Я не могу.
Я не хочу.
Я против.

28. Приглашение

Приглашаю Вас...
Хотел бы пригласить Вас...
Хорошо бы...
Что Вам угодно?
Давайте сделаем перерыв!
Какой день Вас устраивает?
Вас это устраивает?

Ответные реплики

Спасибо!/Охотно!/Согласен!/
Согласны!
Договорились!
Принимаю Ваше приглашение.
Я не возражаю/Я не против/Ничего не
имею против.
Решено.
Не знаю, смогу ли.
Это меня вполне/отлично/устраивает.
Это очень кстати.
Очень сожалею, но...
К сожалению, вынужден отказаться.
К сожалению, не могу принять Ваше
приглашение.

I wouldn't say so.
Not (exactly) so. ,
No, thank you.
Too late.
As for us, we give up.
It is useless.
This is forbidden.
It is impossible.
We have to give up.
I am of a different opinion.
I can't.
I don't want to.
I am against it.

I invite you...
I'd like to invite you...
It would be fine...
What can I do for you?
Let's have a break!
Which day would suit you?
Does it suit you?

Thank you! With pleasure!
I/We agree.
All right.
I accept your invitation.
I don't object. / I'm not against it.

Settled.
I don't know yet whether I'll be able to.
That suits me well.
It's quite timely.
I am very sorry, but...
I'm sorry, I have to refuse.
Sorry, I can't accept your invitation.

APPENDIX II

CLICHÉ TO EXPRESS OPINION, TO ESTIMATE EVENTS, FACTS, AND PERSONALITY

Expressing and finding out intellectual and emotional attitudes.

◆ expressing one's opinion:

– I think...

- I feel that...
- As far as I'm concerned...

◆ ***asking for someone's opinion:***

- Do you think that...?
- What do you feel/think about...?
- Are you sure that...

◆ ***giving reasons:***

- I think ... is right because...
- ... That's why I feel that...
- ... and so I think that...

◆ ***asking for reasons:***

- Why?
- Why do you think that...?
- What makes you feel that...?

◆ ***defending one's opinion:***

- Yes, but what I really mean is ...
- What I am trying to say is ...
- On the contrary, I...
- What you said is really an argument for my point of view.
- I feel...

◆ ***agreeing/supporting other people's opinions:***

- Yes, that's right.
- That's what I feel, too.
- I think so, too.
- Exactly.
- I (fully) agree with you.
- X put it very well.
- I feel that X is right.
- X raised some good points.
- O.K.

◆ ***disagreeing / contradicting other people's opinions:***

- I don't agree.
- I don't think so.
- That's not...
- You can't say that.

- That's no proof.
- That's not the point / question / problem...
- But surely...
- Oh, no...

◆ ***stating whether something is right or wrong***

- True.
- That's right.
- That's it exactly.
- Wrong.
- That isn't right.
- Absolutely not.

◆ ***expressing certainty and uncertainty, probability and possibility***

- I'm absolutely certain that...
- I'm sure that...
- There is definitely...
- There may be...
- Perhaps...
- ...might...
- I'm not at all sure if...
- ... could be ...
- I don't think that...
- ... is not very likely.
- That could / may / might happen.
- ... is not possible.
- If A happens X will come.
- If A happened X would go.

◆ ***making comparisons***

- ... is not as ... as ...
- ... are as ... as ...
- ... is a much more important ... than ...
- ... are less important than ...
- There are far fewer /not as many arguments for ... as against...
- You can't compare ... with ...
- You have to compare ... with ...

◆ ***expressing interest or indifference***

- I'm interested in ...
- I'd like to know more about ...
- I'd like to do something on ...
- ... sounds interesting.
- Please tell me more about ...
- ... doesn't interest me.
- I don't care.
- What a boring topic.

◆ ***expressing likes and dislikes***

- I love / I like...
- ... is great / very good / fun / fantastic.
- I enjoy ...
- What I like best is ...
- I hate / dislike ...
- What I don't like about ... is ...

◆ ***stating preferences***

- I'd rather...
- If prefer ... to ...
- I'd much rather ... than ...

◆ ***expressing intentions***

- I'm going to...
- In 10 years' time I'll ...
- When I'm twenty I'll ...
- I want to ...
- I intend to ...

◆ ***expressing doubts***

- I can't say if ...
- I have my doubts about it.
- Do you think that ...? I doubt it.
- It's very doubtful whether ...
- You haven't convinced me yet.
- You may have a point there, but I'm still not sure...
- OK, but...

◆ ***expressing personal insights***

- I learnt that...

- I became clear that / obvious that...
- I realized that...
- I found out about...

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